

# INSPECTION REPORT

## **HARVINGTON C E FIRST SCHOOL**

Harvington, Evesham

LEA area: Worcestershire

Unique reference number: 116819

Headteacher: Mrs M M E Palmer

Lead inspector: Mrs A M Grainger

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> October 2004

Inspection number: 266964

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  
School category: Voluntary controlled  
Age range of pupils: 3 – 10  
Gender of pupils: Mixed  
Number on roll: 160

School address: Village Street  
Harvington  
Evesham  
Worcestershire  
Postcode: WR11 8NQ

Telephone number: 01386 870412  
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Appropriate authority: The governing body  
Name of chair of Mr B Tarling  
governors:

Date of previous 4<sup>th</sup> – 7<sup>th</sup> May 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the centre of the village of Harvington. It draws its pupils mainly from Harvington and the neighbouring village of Norton, and a few travel from Evesham. With 78 girls and 82 boys on roll, including 17 children who attend the Nursery for mornings only, the school is below average in size. Almost all pupils are of white British heritage and only a few are from minority ethnic backgrounds. No pupil has English as an additional language. Six per cent of pupils are from the travelling community and live on a nearby mobile home site. There are also a few other pupils who have some traveller heritage. Overall, pupils come from a wide range of backgrounds representing a broad socio-economic mix. Twelve per cent of pupils are known to be eligible for free school meals, which is broadly average.

Twenty-two per cent of pupils have special educational needs, which is above the national average. These pupils are not spread evenly throughout the classes, and some year groups have more than others; 38 per cent of Year 5 pupils have special educational needs, for example, against 14 per cent in Year 2. Most have learning difficulties, though some have problems with behaviour and a few have a variety of physical or medical needs. Overall, children enter the Nursery with attainment below the level expected for their age.

From October 2003 to April 2004, the headteacher was seconded to take responsibility for another school. The deputy was also away from school for part of last school year and, for eight weeks, the school was without both the headteacher and deputy. Other established staff in the school had temporary responsibility for running the school. This school year, another long-serving member of staff is seconded to help another school. A teacher on a temporary contract has replaced this

teacher for this term. At the time of the inspection, there was also a temporary staffing arrangement in another class and a third class was taught by a supply teacher for several days during the inspection week.

The school gained the Investors in People award in 2002. In 2003, it won a Leading Aspect award for its creative playground and also a Community Pride Award for the grounds.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	English Geography History Physical education
9652	Mr C Herbert	Lay inspector	
16773	Mrs R Arora	Team inspector	Areas of learning in the Foundation Stage Science Art and design Music Special educational needs
32596	Mrs G Phillips	Team inspector	Mathematics Information and communication technology Religious education Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Harvington C E First School provides an acceptable standard of education but it nevertheless has serious weaknesses.** The school meets the needs of most of its pupils satisfactorily and children in the Reception Year do well. However, the needs of the older pupils are not met well enough and the result is that pupils' overall achievement is unsatisfactory. This is a serious weakness, as are shortcomings in the monitoring, evaluation and development of teaching and the curriculum. The standards of pupils now in Year 5 are not high enough in relation to their capabilities. Although the leadership of the school is satisfactory, the management is unsatisfactory, as is the value for money provided.

#### The school's main strengths and weaknesses are:

- The significant underachievement of the older pupils because teaching and the range of learning opportunities are not matched to their needs.
- Standards in Year 5 which are below the level expected nationally in mathematics, science and history, and well below this level in writing.
- The good progress made in the Reception Year in the development of basic skills, and in personal, social and emotional development in both the Nursery and Reception classes.
- Good provision for pupils' personal development, resulting in good standards of attitudes and behaviour and very positive relationships among pupils and between pupils and adults.
- Inadequate checking of how well teaching and the curriculum contribute to pupils' learning.
- Good attention to pupils' personal wellbeing so that pupils feel happy and safe at school.
- The successful partnerships with parents, other schools and the community.
- Not enough use and development of pupils' skills in information and communication technology (ICT) across the subjects.
- A good range of activities additional to daily lessons, particularly extra-curricular clubs.

Improvement since the school was last inspected in May 1999 is unsatisfactory. At that time, the school provided a very effective education for all its pupils and the resulting standards were significantly higher than they are now. Nevertheless, strengths have been maintained in pupils' personal development, the care for pupils, and the partnerships with parents, other schools and the community. Considerable improvements have been made to the internal and external accommodation.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	C	A	A
writing	D	E	D	D
mathematics	C	B	B	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 unsatisfactory overall.** There is significant underachievement among the pupils now in Year 5 and also among the more capable Year 4 pupils who are taught with them. The standards presently in Year 5 are below the level expected in English overall because writing skills are weak although standards in speaking, listening and reading are as expected at this age. Standards in mathematics and science are below the level expected.

The achievement of the vast majority of pupils in the school is satisfactory, and children in the Reception Year achieve well. The standards in the present Year 2 are at the level expected nationally in reading, writing and mathematics. The difference in the standards now and those indicated by the 2004 tests is in part a reflection of the natural variations in the ability of year groups. In writing, it is also an indication that the measures put in place to raise standards are starting to take effect.

Religious education standards are at the level expected by the locally agreed syllabus in Years 2 and 5 and pupils' achievement is satisfactory. Standards in art and design and history are at the level expected in Year 2, but pupils' attainment in history is below this level in Year 5. Not enough evidence is available for judgements to be made on standards and achievement in other subjects, including in ICT. Pupils do not sufficiently apply their ICT skills in other subjects.

There is no significant variation in the achievement of different groups of pupils. Pupils with special educational needs progress at a similar rate to other pupils in their classes although they often do well when taught intensively in one-to-one or small group situations.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** Almost all pupils have positive attitudes to learning and want to do well. Behaviour is almost always good in lessons and around the school, even when the teaching does not meet the needs of the older pupils well enough. Pupils are courteous and polite and they respond well to the good opportunities to take responsibility. They work well together in lessons, play amicably, and get on well with the adults in school. Attendance has improved from well below the national average in the 2002/2003 school year, and is now satisfactory. Punctuality is good.

## **QUALITY OF EDUCATION**

**The overall quality of education, including the teaching provided by the school, is unsatisfactory.** Teaching and the range of learning opportunities for the older pupils are not based on an assessment of their needs. Expectations of the standards these pupils are capable of attaining are too low. The teaching and curriculum are pitched at the right level for the vast majority of pupils in other year groups and there are some instances of lively teaching that meets pupils' needs well. However, there is not enough use and development of ICT skills across the subjects. There is good provision for children's personal, social and emotional development in the Nursery and Reception Year. The basic skills of communication, language, literacy and mathematics are developed well in the Reception class. A good range of extra-curricular activities provides pupils with opportunities additional to lessons to work and play together. The care for pupils' personal welfare, and the links with parents, other schools and the community, support pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership is satisfactory but management is unsatisfactory.** The headteacher and deputy provide good role models for others and are determined to rectify the school's

serious weaknesses. However, the checking of teaching and the curriculum and their effectiveness in promoting learning is unsatisfactory. Weaknesses are not picked up quickly enough and the school does not do enough to objectively evaluate how well it is doing. Governance is satisfactory and governors ensure that all statutory requirements are met.

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

Parents and pupils have positive views of the school. Parents particularly appreciate the personal care for their children and the way in which all staff work together to ensure that their children are happy at school. Pupils enjoy school and their enthusiasm is evident in the good take-up of extra-curricular activities.

## **IMPROVEMENTS NEEDED**

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

- Ensure that teaching and the curriculum meet the needs of the older pupils in the school so that standards are raised and underachievement is eradicated.
- Improve the monitoring and evaluation of teaching and the curriculum so that weaknesses are identified quickly and effective action is taken to rectify them.
- Increase the opportunities for pupils to use and develop their ICT skills across the subjects.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is unsatisfactory overall because the older pupils in the school are not doing well enough in relation to their capabilities. Standards presently in Year 5 are below the level expected nationally in the key subjects of English, mathematics and science.

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

- There is significant underachievement among the older pupils in the school.
- Standards in Year 5 are well below the level expected nationally in writing and below the expected level in mathematics, science and history.
- Children in the Reception Year achieve well overall, and children in the Nursery also make good progress in personal, social and emotional development.
- Standards in writing are starting to improve in Year 2.
- There are occasions when pupils with special educational needs achieve well in sessions involving one-to-one support or intensive teaching in a small group.

#### **Commentary**

1. Pupils' results in the National Curriculum tests at the end of Year 2 in 2004 were well above the national average in reading, and above it in mathematics, but below it in writing. The picture is just the same when the results are compared with those achieved by other schools with pupils from similar backgrounds. The reading results in 2004 were much the same as at the last inspection although they have fluctuated in the intervening years. In writing, the 2004 results were lower than at the last inspection and they have been stubbornly below the national average in the intervening years. The mathematics results dipped after the last inspection and fell to well below the national average in 2001, but the trend has been upwards more recently. When all three areas are taken together, the trend in the school's results between the last inspection and 2004 has been above that found nationally.
2. In the current Year 2, standards are at the level expected nationally in reading, writing and mathematics. The difference between the present standards and those indicated by the 2004 test results reflects the natural variation found in the ability of year groups. In writing, it also shows that the action taken by the school to rectify the persistently below average attainment is starting to have an effect. In all three areas, pupils in Years 1 and 2 are achieving satisfactorily. However, pupils with potential for higher attainment are doing better in reading than in writing in Year 2, and further work is necessary to raise the writing standards. Year 2 pupils are working at the level expected nationally in science. The present science standards are not as high as those shown by teachers' assessments in 2004. Fewer pupils are now working at a level above that expected for their age than indicated by the 2004 assessments.
3. Standards in the present Year 5 are lower than at the last inspection. They are well below the level expected nationally in writing, but they are at the expected level in reading, speaking and listening. Mathematics and science standards are below the level expected nationally. Although a high proportion of pupils in Year 5 have special educational needs, this does not in itself account for the standards. Pupils'

performance in speaking, listening and reading shows the standards that these pupils are capable of attaining if given the chance. There is significant underachievement among the pupils now in Year 5 as a direct result of serious weaknesses in the teaching and the range of learning opportunities. It is also a serious concern that the senior management had not identified these weaknesses and that they were not being corrected.

4. The most capable Year 4 pupils who are taught in the same class as the Year 5 pupils are also underachieving and working below their capability. However, the other Year 4 pupils and those in Year 3 are attaining better standards and are presently making satisfactory progress. The better picture for the Year 3 pupils and many Year 4 pupils is a result of teaching and learning opportunities that are satisfactorily matched to their needs.
5. Religious education standards are at the level expected by the locally agreed syllabus in Years 2 and 5 and pupils' achievement is satisfactory. Religious education standards are at the expected level throughout the school because a knowledgeable teacher teaches this subject in all classes. Standards in art and design and history are at the level expected in Year 2. However, pupils' attainment in history is below this level in Year 5 because of the weaknesses in teaching and the curriculum for the older pupils. Not enough evidence is available for judgements to be made on standards and achievement in other subjects, including in information and communication technology (ICT). Standards in language and literacy are satisfactory in most year groups, but the basic literacy skills of Year 5 pupils are unsatisfactory. There is little application of pupils' numeracy and ICT skills in other subjects.
6. Children get off to a satisfactory start in the Nursery and they do well in their personal, social and emotional development. They achieve well in the Reception Year in communication, language, literacy and mathematical development because of effective teaching and a good and stimulating range of learning opportunities. The result is that almost all children in the Reception Year are on course to reach the nationally expected goals at the end of the school year and a few are likely to exceed these goals. However, early reading skills are better developed than early writing skills.
7. There is no variation in the achievement of different groups of pupils, including those from the travelling community. The performance of boys and girls is much the same in the national tests at the end of Year 2. Pupils with special educational needs often achieve well when teaching is matched to their needs in one-to-one or small group situations, but their achievement is the same as that of other pupils in class lessons.

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

Standards in:	School results	National results
reading	17.3 (15.7)	15.8 (15.7)
writing	14.3 (13.0)	14.6 (14.6)
mathematics	16.9 (17.0)	16.2 (16.3)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils have good attitudes and behave well. Attendance is satisfactory and pupils arrive promptly at school. Pupils' spiritual, moral, social and cultural development is good.

## **Main strengths and weaknesses**

- Pupils like school, want to do well, and are enthusiastic about the range of activities such as clubs.
- Pupils respond well to the clear code of conduct and high expectations of behaviour.
- There are wide-ranging and substantial opportunities for pupils to develop personally by taking on responsibilities in the day-by-day running of the school.
- Children in the Nursery and Reception Year soon learn to work and play as members of a community.
- Not enough attention is given to developing pupils' awareness of the rich diversity of a multi-cultural society.

## Commentary

8. Strengths found at the last inspection in pupils' attitudes, behaviour and personal development have been well maintained. Almost all pupils enjoy school and like making a contribution to the school community. They co-operate very well with one another and the vast majority show interest in, and commitment towards, their work. They want to do well. Attitudes only wane when pupils are not well enough engaged by the teaching although on such occasions good standards of behaviour are maintained.
9. Pupils are very clear about the agreed code of conduct. As a result, they have a good understanding of why rules are necessary and adhere to them well. Pupils' moral development is given importance. The clear messages that they hear through well-chosen themes in the assemblies support pupils' increasing understanding of the consequences of their actions on other people. The school has high expectations of behaviour and the staff work hard to make sure pupils live up to them. The behaviour policy is implemented consistently and pupils know where they stand. Staff are quick to praise kind, helpful and considerate actions and this builds very good relationships. Incidents of bullying and intimidating behaviour are rare and if reported, are not tolerated and are dealt with promptly. Exclusions are used only when absolutely necessary.
10. All pupils are expected to take on jobs in classrooms to help the school day run smoothly. They do this willingly and conscientiously by, for example, organising the equipment for assemblies, distributing fruit and milk to classes, or putting out toys for the young children. There are opportunities, as pupils get older, for them to volunteer for more substantial responsibilities, for example as 'buddies'. Older pupils look after their infant buddies at play times and also act as 'Assembly Angels' and accompany them to assemblies. The buddy and angel systems help to build trusting relationships and a sense of belonging to the school community. Pupils are enthusiastic about these opportunities and gain confidence from them. Pupils also respond very well to the wide range of extra-curricular activities that provides additional opportunities for them to work and play together. The residential visit helps pupils to become more self-reliant and provides older pupils with an experience of working and playing together in a setting very different from school.
11. From the start, children in the Nursery and Reception Year are taught to take turns, to listen to adults, and to be considerate to other children. The teachers and support assistants set a good example. They value what children say and are interested in their ideas and conversations. There is a strong sense of enjoyment and enthusiasm for learning among these young children. As they quickly gain confidence, children are encouraged to be more independent, to give a hand with classroom tasks, and to help other children.
12. Pupils develop a satisfactory awareness of their own and other cultures, with work in religious education giving pupils an introduction to world faiths. However, pupils do not gain enough insight into the rich diversity of cultures in British society. Pupils have insufficient knowledge of the human achievements of different cultures and faith communities.
13. The attendance level is satisfactory, as at the last inspection. Although attendance was well below the national average in 2002 to 2003, it improved last school year to below the national average. There has been further improvement at the start of this year. The school is well aware of the reasons for absence and it works hard with parents to

promote good attendance. Most parents are very responsible about informing the school if their child is going to be absent. The school ensures that contact is made with parents on the first day of their child's absence if no message has been received.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.2
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.

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
No ethnic group recorded

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
82	0	0
4	2	0
1	0	0
73	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is unsatisfactory. Although most pupils are provided with an acceptable standard of education, there are serious weaknesses in the teaching and range of learning opportunities provided for the older pupils. The level of care for pupils and the partnership with parents help to create an atmosphere supportive of learning. Links with the community make a good contribution to pupils' education.

### Teaching and learning

Teaching, pupils' learning and assessment are unsatisfactory overall because the needs of the older pupils are not met.

### Main strengths and weaknesses

- Expectations of the standards the older pupils are capable of attaining are not high enough and teaching is not based on an assessment of these pupils' needs.
- There is good teaching of personal, social and emotional development in the Nursery and Reception Year.
- There is good overall attention to the development of early communication, language, literacy and mathematics skills in the Reception Year.
- Even where teaching is satisfactory overall for pupils in Years 1 to 4, work is seldom varied to meet the range of pupils' needs in the mixed ability classes.

## Commentary

### Summary of teaching observed during the inspection in 30 lessons



Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	13 (43%)	9 (30%)	8 (27%)	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.*

14. The quality of teaching and learning is satisfactory for most pupils, and it is good in the Reception Year. There is also effective teaching of personal, social and emotional development in the Nursery. However, teaching and learning are unsatisfactory overall because of the significant shortcomings in the provision for the older pupils. The weaknesses in the teaching and the unsatisfactory use of assessment are the main causes of the significant underachievement among this group of pupils. Teaching, learning and assessment have declined since the last inspection.
15. Teaching fails to meet the needs of pupils in Year 5 and also the more capable Year 4 pupils who are taught with them. The expectations of the standards these pupils are capable of attaining are too low. Little account is taken of the wide range of pupils' needs. Often, the work is too low level and mundane. There are also occasions when the significant number of pupils who have special educational needs are unable to understand the direct teaching for the whole class or cope with the activities provided.
16. In contrast to this unsatisfactory end to pupils' education in the school, children get off to a good start. Effective teaching and learning in personal, social and emotional development in the Nursery and Reception Year create the right foundation for learning in other areas. Staff in the Nursery and Reception Year ensure that routines are clear and become well established. Not only does this mean that children know what is expected of them in terms of attitudes and behaviour, but also that they develop good independence as learners.
17. In the Reception Year, there is good teaching of the basics of communication, language, literacy and mathematics. As a result, children make particularly good progress in their spoken language and vocabulary, and in their knowledge of letter sounds and numbers. There is also successful teaching of these aspects in the Nursery in small group activities with intensive adult support, and also some good teaching of ICT skills. However, there are missed opportunities in the Nursery to promote learning in key skills, particularly in language, as children work and play without the direct involvement of an adult. This lack of a sharp focus on communication and language reduces the overall effectiveness of teaching in the Nursery. Many children enter the Nursery with language and communication skills below the level expected for their age and it is not until the Reception Year that the teaching really helps them to make up lost ground.
18. Even though the teaching and learning are good overall in the Reception Year, there are features that could be better. Early reading skills are better developed than early writing skills. Children are not given enough encouragement to try out their early writing in the activities that they select for themselves. Whilst there is much good learning through practical mathematics activities, there are times when children with potential for higher attainment are not challenged well enough by the counting activities. Not enough is done to get children to extend their knowledge and understanding of the world by engaging children in discussion or getting them to ask questions about why and how things happen. In the Nursery, creative activities that involve children in making things are sometimes too controlled by adults without enough opportunity for children to make an individual response.

19. Overall, teaching is satisfactorily matched to the vast majority of pupils' needs in Years 1 to 4. However, tasks in lessons are not well enough varied to make learning better than satisfactory overall. In religious education, for example, there are some lively discussions that help pupils to increase their knowledge of religions and also to deepen their understanding of the significance of religious faith. However, there is a lack of variation in the follow-up tasks set for pupils to ensure that they meet the range of needs in a class. In ICT lessons, all pupils are given the same activities regardless, for example, of their competence in using the keyboard. In the most effective science lessons, pupils are encouraged to make predictions, to use scientific language and to describe what they see. However, too often scientific investigations allow little scope for pupils to show initiative and work independently.
20. Teachers in Years 1 to 4 have secure subject knowledge. There is some well-focused teaching of reading for Year 1 pupils and engaging activities with 'big books'. In a mathematics lesson for Year 1 pupils, teaching and learning were good and activities were well matched to pupils' needs. Pupils were required to explain their thinking and say how they would tackle particular addition problems. There is often lively and enthusiastic teaching for most Year 3 and 4 pupils. In history, for example, pupils respond well to the challenge of working as 'history detectives' to find out about life in Ancient Egypt. These features of teaching motivate pupils and promote successful learning.
21. There is some effective teaching for pupils with special educational needs when they are taught intensively in a group or on a one-to-one basis. This provision, and the support generally in classrooms, helps pupils with special educational needs to do as well as others in lessons and to participate fully in the activities. However, in the teaching for the older pupils the support is not always as effective as it should be because the activities that the teacher sets for the pupils are not always appropriate for their needs.
22. Work is marked regularly in all classes, but there is a lack of consistency in how well teachers tell pupils what they need to do to improve. Not all teachers provide good examples for pupils in their handwriting on the pupils' books or in the tidiness of their marking. Mathematics work is ticked but little guidance is provided for pupils to tell them how to improve, with particularly weak marking for most Year 2 pupils and some in Year 3.

## **The curriculum**

The quality and range of learning opportunities are unsatisfactory overall, although they are good in the Reception Year and satisfactory for pupils in Years 1 and 2. Enrichment of the curriculum is good. The accommodation and resources provide good support for the curriculum.

## **Main strengths and weaknesses**

- The range of learning opportunities for pupils in Year 5 and also for the more capable Year 4 pupils is unsatisfactory.
- A good range of activities in the Reception Year helps children to achieve well in mathematical development and communication, language and literacy.
- Good provision is made for children's personal, social and emotional development in the Nursery and Reception Year.
- There are not enough opportunities for pupils to use and develop their ICT skills across the subjects.

- A good programme supports pupils' personal, social and health education.
- A good range of activities, additional to day-by-day lessons, enhances pupils' learning, and very good opportunities are provided through extra-curricular clubs.

## Commentary

23. Although the school continues to provide a satisfactory curriculum for most of its pupils, the curriculum is not as good as it was because of the present weaknesses in the provision for the older pupils. The learning opportunities for pupils in Year 5 and the more capable Year 4 pupils are unsatisfactory and are a factor in pupils' underachievement. In English lessons and in other subjects, such as history, writing opportunities are more varied and challenging for Year 3 pupils and most of those in Year 4 than they are for the more capable Year 4 pupils and all of Year 5. There is a similar picture in mathematics. The same situation also applies to the level at which subject content is covered in science and history. This weakness results from teachers' interpretation of the level at which topics should be taught. The curriculum for the older pupils does not prepare them well enough for the next stage of their education.
24. Pupils do not all have equal access to the curriculum in terms of the topics covered. For example, almost all pupils in Years 3 to 5 simultaneously cover the same topic in subjects such as geography and history. However, Year 3 pupils taught with those in Year 2 cover the Year 2 work instead of doing the Year 3 topics. Whilst most Year 2 pupils study the Great Fire of London in history, those taught with Year 1 do a geography topic instead. Time for teaching is not always used well enough, especially when pupils study a subject for the whole afternoon. The amount of work that teachers plan could sometimes be covered in much less time. For example, the pace of learning for pupils in an art and design lesson in Years 1 and 2 was unsatisfactory because not enough work was planned for the two hours allocated to the subject.
25. The quality and range of learning opportunities for children in the Reception Year are good overall. The classroom is thoughtfully organised to stimulate children's curiosity and to encourage them to become independent learners. The teacher plans a good balance of challenging adult-led and child-initiated activities. As a result, children make good progress in developing their basic skills in early reading, writing and mathematics, although writing skills are not quite as well developed as those in reading.
26. In both the Nursery and Reception classes, provision for children's personal, social and emotional development is good. The activities in this area help children to settle quickly in school so that they make good gains in independence, confidence and self-esteem. However, activities across the areas of learning are not always well enough supported by adult involvement, particularly in the Nursery. There is not always a clear enough focus to the activities that children select for themselves from a range provided and so opportunities for learning are sometimes missed.
27. All staff place a strong emphasis on personal, social, health and citizenship education so that pupils develop these skills well. Teachers plan a programme, including sex and relationships education and teaching about the dangers of drugs misuse, which contributes effectively to pupils' personal development. The school gives pupils good opportunities to gain awareness of their responsibilities as part of the school and the wider community. For example, pupils are chosen to be members of the school council, and older pupils help younger pupils at lunchtime and take responsibility as 'playground mediators'. Pupils have further opportunities additional to day-by-day

lessons for personal development. These opportunities include taking part in school productions and joining with other schools, for example in an Early Years Olympics and a design and technology day.

28. There is still a very good range of after-school clubs for sports, music, art and science and two lunchtime music clubs. These clubs are very well supported by the pupils and are not only for pupils in Years 3 to 5 but also include two clubs for those in Years 1 and 2. Pupils obviously enjoy the activities offered, and talk enthusiastically about them. Staff, governors and members of the local community give very generously of their time to these clubs, which make a strong contribution to pupils' education. There is also good use of visits out of school and visitors to school to add an additional dimension to pupils' learning.
29. There have been good improvements to the accommodation and grounds since the last inspection. Permanent classrooms have replaced the temporary classrooms, a hall and Nursery have been built and a room has been refurbished as a computer suite. These developments have resulted in more opportunities for physical education and for learning in ICT. Nevertheless, ICT skills are not used and developed well enough across the subjects. There is little use of classroom computers to support pupils' learning. The new Nursery is helping to prepare children satisfactorily for entry to the Reception Year.
30. Staff have created a pleasant, well-organised working environment and make good use of the accommodation to support pupils' learning. The outdoor area has been imaginatively developed and supports activities for learning through play for all ages. The school has recently received a national award for this development. Staff have correctly identified the need to develop the outdoor area to support work in subjects.

### **Care, guidance and support**

Provision for pupils' care, welfare, health and safety is good overall, as is the consideration given to their views. The support, advice and guidance pupils receive are good overall because of the attention to pastoral care, although there are weaknesses in academic guidance.

### **Main strengths and weaknesses**

- The school has very good strategies for pastoral care and ensuring that all pupils have an adult they can turn to.
- Good arrangements help children to settle when they start at school.
- Pupils have confidence that the school values and listens to their views.
- The school provides a safe and secure environment.
- Not all pupils are given enough guidance about how to improve their schoolwork.

### **Commentary**

31. The school takes very good care of the physical and emotional needs of its pupils and the strengths found in this area at the last inspection have been maintained. This is evident from children's first involvement in the school with good arrangements to help them to settle in both the Nursery and Reception classes. The school is successful in ensuring that all pupils can identify an adult they can turn to if they have any problems.

All adults have good relationships with pupils, based on trust and understanding. As a result, pupils have confidence in approaching school staff whenever they feel the need.

32. The emphasis on pupils caring for each other and the school's success in developing positive relationships among all groups of pupils contributes significantly to the overall quality of care. The family table arrangements at lunchtime allow older pupils to demonstrate care and concern for younger ones as they pour drinks for them and help in any other way. Additionally the 'mediators' at playtime proudly wear their green sashes and are ready to help out if there are any problems. A good initiative since the last inspection is the employment of a lunchtime play leader who works alongside pupils to support their play and helps pupils to take responsibility for sharing and looking after others. This development has helped to rectify the problem with boisterous play found at the last inspection. The pre-school 'Toast Club' also provides very good care to its young customers as they enjoy chatting over toast and a drink before school.
33. Representatives of the school council enjoy their responsibilities and feel that they make an input into school life. Other pupils have a real voice through the school council. For example, the development of a music garden and the provision of a drinking water fountain were initiatives that pupils suggested. Pupils also participated in the development of the creative play area.
34. Effective procedures are in place for child protection and staff are well aware of their responsibilities in this area. There are good procedures to ensure that the school is a safe environment. Health and safety are taken seriously. The governing body ensures that risk assessments are in place for all activities, such as visits to the swimming baths. It also ensures that the premises are inspected on a regular basis for any hazards. Additionally, regular fire evacuation drills take place and the school has good arrangements for first aid and accident recording.
35. The care and welfare of children in the Nursery are satisfactory overall. However, there are some aspects that require improvement. Children are not encouraged to wear protective aprons when playing with water or using paint. The result is that children can spend time with clothes that are wet, which is of even greater concern when the weather is cold. Additionally, children are not always supervised as effectively as they should be when playing outside. There are times, albeit sometimes for short periods, when children use the large push and pull toys outside and are not within an adult's sight. This is unsatisfactory.
36. There is sufficient recording of the academic performance of pupils to provide satisfactory academic support for pupils up to Year 3 and most of those in Year 4. However, day-by-day assessment procedures are not used robustly enough to ensure that the older pupils are given clear and sufficient guidance about how to improve their work across the subjects. In general, marking is not used well enough to give support and guidance to pupils of all ages about how to develop their schoolwork.

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

The school has good links overall with its parents, the community, and other schools and colleges. There are some very good features to the partnership with the community.

### **Main strengths and weaknesses**

- Good strategies encourage parents to be involved in their children's learning.
- The information provided for parents is good.
- The partnership between the school and the village is mutually beneficial and highly valued.
- Although the school consults parents, some parents feel that they are not given enough feedback.

## Commentary

37. The school values its partnership with parents and carers. Parents are very supportive of many aspects of school life. They help out in activities such as after-school clubs, decoration of the premises, assisting teachers when taking pupils out on visits, establishing the outside play area and fund raising. The Parent Teacher Association recently raised and generously donated £2500 to the school for computers. The school also welcomes parents to the Friday celebration assemblies and there is always a good turnout to this regular event.
38. Communication with parents is good and parents value this. Parents feel that their views are listened to and that the school takes good account of any concerns that they have. Starter meetings for parents of Nursery and Reception children help to establish positive relationships and good communication from the outset. The regular Friday newsletter and the topic notes, to inform parents about the things their children will be learning, are informative and welcomed by parents. The message books support effective communication between home and school. The recently opened school website provides an additional channel for communication.
39. The annual reports provided for parents on their children's progress are personal to the child and contain information on all subjects. Targets for improvement are included and are often reinforced, in personal written comments, by the headteacher. Although the school keeps parents well informed and seeks their opinions through questionnaires, parents have not so far been given feedback on the outcomes of recent consultation.
40. Partnerships with other schools in the area are good. The school participates in the Evesham First School cluster, with events arranged for the benefit of staff and pupils. Involvement in a county mathematics project supports the transition of pupils into the middle school and is also focused on improving mathematics standards.
41. There are some very strong features in the links with the village of Harvington and the headteacher is rightly proud of this partnership. For example, after the Harvest Festival service, pupils personally deliver boxes of food to senior citizens in the area. Many local people support the school in a variety of ways. For example, visitors to school hear pupils read and retired engineers lead exciting projects, such as making compasses, for the Junior Engineers Club.
42. Strong and effective links exist with the local church. The rector is a regular and valued visitor to school and he often leads assemblies. He also serves on the governing body. Additionally, pupils visit the church for school services and activities that form part of the curriculum. As a result of these strong village links, pupils gain a sense of belonging and a good understanding of their village heritage. The strengths found at the last inspection in the school's partnerships with parents, other schools and the community have been maintained.

## **LEADERSHIP AND MANAGEMENT**

The leadership, including that of the headteacher and deputy, is satisfactory, as is the governance of the school. Management is unsatisfactory.

### **Main strengths and weaknesses**

- The monitoring, evaluation and development of teaching and the curriculum are unsatisfactory.
- Not enough use is made of performance data to check whether the school is doing well enough for all its pupils.
- The headteacher is determined, with the support of the deputy, to rectify the weaknesses and to put the pupils first.

### **Commentary**

43. The school has recently been through an unsettled period in its leadership and management. For much of last school year, the headteacher was seconded to give assistance as acting headteacher to another school. During part of this time the deputy was also away for personal reasons and temporary arrangements were made for other established staff to run the school. On the headteacher's return to school she worked purposefully, with her senior colleagues, to rectify weaknesses in the provision in one class. At the start of this term there were unexpected staffing difficulties. The headteacher has tackled the staffing problems with determination, including ensuring that acceptable planning is in place in a class that was suddenly without its permanent teacher.
44. In her resolute attention to sorting out staffing difficulties, the headteacher has been very clear that the pupils must come first. Indeed, the school is successful in providing the vast majority of pupils with an acceptable standard of education and children in the Reception class do well. Both the headteacher and the deputy, who teaches in the Reception class, provide good role models for others in their teaching. They are also good role models for pupils and are committed to ensuring pupils' personal wellbeing. The success of this commitment is evident in the quality of care for pupils and the effective partnership with parents. Since the last inspection, the headteacher has provided a satisfactory educational direction in getting Nursery provision in place and in ensuring the good development of the internal and external accommodation. These developments are benefiting the pupils. The strengths found at the last inspection in the standards of attitudes and behaviour have been maintained.
45. Although the headteacher is strongly of the view that the school must meet pupils' needs, there are serious weaknesses in how well the quality of teaching and the curriculum are checked and developed. The school does not start its cycle of checking the provision until the fourth week of term, which is when the inspection took place. The consequence is that the serious weaknesses in how well the school meets the needs of the older pupils had not been identified. As a result, no action had been taken to rectify them.
46. Although staff have been aware for a long time that writing standards have needed improvement, the action put in place is only just starting to have an effect. However, standards now in Year 2 have risen to the level expected for pupils of this age and this is a good development. A problem that slows the pace of improvement in the school is that there is not careful and rigorous enough checking of how well action taken

contributes to pupils' learning. This lack of really focused monitoring is a reason for the improvements in writing having taken a long time to have an effect. The use of performance data is still not as thorough and rigorous as it should be. For example, the data clearly shows that the older pupils in the school have made unsatisfactory progress, most significantly in mathematics. Although the school recognises that pupils' progress in mathematics has been insufficient, not enough action has been planned to rectify this.

47. Governance is satisfactory. The headteacher keeps governors well informed of what is happening in the school. The governing body provides considerable support for the school. Some individual governors, including the chair, invest a good deal of personal time and energy in the school. The chair has done much to help the school to get its new computer room up and running. Like another governor, he makes a good contribution to the extra-curricular provision for pupils. Governors give careful consideration to the decisions they make, for example about whether to approve the secondment of the headteacher to another school last term. The staffing difficulties that have contributed to present weaknesses in provision could not have been anticipated when this decision was made. However, governors do not sufficiently question whether the school is providing well enough for all its pupils. The governing body is better at supporting than challenging the senior staff. Governors ensure that all statutory requirements are met.
48. The school has satisfactory procedures for ensuring that the funding allocated to it is matched to planned projects. It makes efficient use of the services of the local education authority to assist in financial planning and budget control. The school is able to account for the high carry-forward figure in its budget. This carry-forward has resulted from the governing body sensibly retaining monies to fund ICT developments that are not yet fully completed. The school secretary makes a valuable contribution to the day-by-day administration and running of the school.
49. Governors give satisfactory attention to whether significant spending decisions contribute to the quality of education for the pupils. They check, for example, that all classes use the new computer room. However, the school improvement plan does not provide enough information to allow spending to be checked carefully in relation to its effectiveness in raising standards. The plan lacks detailed costings and success criteria. Overall, although financial planning is satisfactory, senior staff and governors do not sufficiently evaluate whether the school provides best value for pupils and their parents. Because the school does not meet the needs of all of its pupils well enough, it provides unsatisfactory value for money. Leadership and management now are not as effective as at the last inspection.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	406,520	Balance from previous year	46,533
Total expenditure	396,843	Balance carried forward to the next	56,210
Expenditure per pupil	2,426		





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

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

50. The Nursery opened four years ago, since the last inspection. Seventeen children attend for morning sessions only. Not all children go on to enter the school's Reception class as the Nursery also serves other local schools. However, almost all children in the school's Reception class have had pre-school education, and the vast majority have been to the school's Nursery. Overall, children's attainment on entry to the Nursery is below the level expected for their age particularly in communication, language and literacy, and also in personal, social and emotional development.
51. Children's achievement is satisfactory in the Nursery and good in the Reception Year. As a result, almost all are on course to reach the goals expected at the end of the Reception Year. A few children are on course to exceed these goals, especially in their personal, social and emotional development. Children with special educational needs are given good care and support to ensure that they achieve as well as others. The strengths found in the Reception Year provision at the last inspection have been maintained.

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

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

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

- Adults form trusting and warm relationships with children, which provide the right basis for learning.
- High expectations of behaviour help children to know right from wrong and show respect for each other.
- Children are given good opportunities to use their initiative and to develop confidence and independence.
- Some class activities in the Nursery do not have enough guidance and support from adults.

#### **Commentary**

52. Children achieve well because the quality of teaching and learning is good in both the Nursery and Reception classes. Almost all children are on course to reach the nationally expected goals at the end of the Reception Year and several are likely to exceed them. Although many children enter school with limited personal and social skills, they settle quickly because they are given a warm welcome and much personal support. Each child is well known to all staff and treated in such a way that they are made to feel special. Nearly all children respond positively and become attentive and eager to learn. They get to know the routines well and settle to tasks with a minimum of fuss, developing confidence in trying new activities. Children quickly learn to move about the indoor and outdoor areas in the way expected, to share toys, to take responsibility for equipment, and to take care of their personal needs.
53. Nursery children gain much self-esteem, independence and personal confidence from the opportunities to make choices and to move freely between areas. They work and

play in harmony with each other. Every opportunity is taken to develop respect for others, such as sharing and understanding the difference between right and wrong. This was done skilfully when children listened to a story about a shark and one child very thoughtfully pointed out, "The shark was being bad and then learnt its lesson and became good".

54. The learning support staff are used particularly well to help establish high standards of behaviour and social skills. During discussions, they prompt individuals to put up a hand to talk or answer questions. In the Reception class, children's play and responses are supported and extended sensitively through direct questioning and regular checks on their involvement in activities. Whilst children play and work together amicably, adults miss opportunities in the Nursery to encourage children to care for themselves. Children are not expected to wear protective clothing when engaged in activities such as water play or painting. As a result, they get soaking wet or regularly have paint on their clothes. There is not enough planned adult involvement in the Nursery to promote discussion or guide children through demonstrating play in the range of activities.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**, in particular because of the strengths in the Reception Year.

### **Main strengths and weaknesses**

- Children make good gains in language skills, vocabulary and basic reading and writing in the Reception Year.
- Focused group and one-to-one activities move children's learning on well in the Nursery.
- Nursery staff do not make enough use of opportunities to develop children's speaking skills and vocabulary during activities that children select for themselves.

### **Commentary**

55. Children make good progress in relation to their attainment on entry and they achieve well particularly because of good teaching of basic skills in the Reception Year. In both the Nursery and Reception Year, staff make careful assessments of children's progress so that teaching can be matched to their needs. Almost all children are on course to reach the standards expected at the end of the Reception Year, and a few are likely to exceed them, particularly in speaking, listening, and reading. Writing skills do not advance quite as well, but children cover a lot of ground and get a good start.
56. The overall quality of teaching and learning is good in the Reception Year and satisfactory in the Nursery. However, there is some effective small group teaching in the Nursery. Children are helped to develop their language skills by listening to clear practical instructions for activities in the Nursery and Reception classes. In both classes, ample resources of good quality are used skilfully. For example, the role-play areas in the Nursery successfully capture children's imagination and give them good opportunities to talk.
57. Work with stories in small group sessions helps Nursery children to learn new words and to understand the order of events. There is good support in one-to-one and small group activities to help children develop control of writing implements and gain early writing skills. However, there is not enough focus on developing children's communication and language skills during the many activities that they select for

themselves. While all staff value children's efforts at communicating, they do not always interact well enough with them to increase their skill and confidence in talking. This shortcoming reduces the overall effectiveness of the teaching in the Nursery.

58. In the Reception class there is good and skilful teaching of letter sounds. The literacy lessons are well modified to suit the very young, and effectively promote the development of early reading, writing and spelling skills. Through well-loved stories, such as 'The Rainbow Fish', children talk about pictures, develop new vocabulary and increase their awareness of how stories are structured. Children listen with enjoyment to stories and songs, rhymes and poems. Although opportunities are planned, children are not given enough encouragement to write during activities that they choose for themselves.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Direct teaching and suitably planned activities promote children's learning well in mathematics.
- There is a good emphasis on practical exploration.
- The most capable children are not always challenged well enough in counting activities.
- There are some missed opportunities to develop children's awareness of mathematical language in the Nursery.

### **Commentary**

59. The quality of teaching and learning is good in the Reception class and satisfactory in the Nursery. Children achieve well overall, so that almost all are on course to reach the goals expected by the end of the Reception Year.
60. In the Nursery, children match, sort and count using everyday objects. Whole-class activities help children to count through chanting and singing number rhymes and songs. Teachers in the Nursery and Reception classes plan well and make learning interesting and fun. In the Nursery, for example, children enjoy learning through stories, such as when they match different sizes in the story of 'Goldilocks and Three Bears', and consider 'big', 'small' and 'middle' sizes. Children also gain some knowledge of capacity and weight from everyday practical experiences with sand and water, filling and emptying containers of different sizes and shapes. However, there are missed opportunities in sand and water play for adults to talk to children to develop mathematical language.
61. The Reception children learn to arrange numbers in correct order. The teacher provides good practical opportunities to count people or objects. Children are well supported in learning to write numerals correctly and, for example, to record repeating patterns with understanding. Because of the good range of practical activities, most children recognise colours and describe shapes and size, such as 'bigger circle'. Although teachers provide good opportunities for children to develop mathematically in a range of situations, they often do not give enough challenge to the most capable children. A lesson in counting and recognising numbers in the Reception class reinforced skills in counting to 10, but missed opportunities for more capable children to count above 10. Follow-up activities after direct teaching are well organised but do not consistently provide extra challenge for the children who need it.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- A wide range of stimulating activities helps children to investigate and explore both indoors and out.
- Children respond well to the activities provided and work with good levels of interest.

- Children are not sufficiently encouraged to ask questions about how and why things happen.
- There is a lack of purposeful support and direction for children in activities that they move between freely.

### **Commentary**

62. Children enter the Nursery with the expected knowledge for their age of the local area. They develop this satisfactorily throughout their time in the Nursery and Reception classes, maintaining their knowledge and understanding at the level expected for their age. Achievement is satisfactory and almost all children are on course to reach the standards expected at the end of the Reception Year.
63. The quality of teaching and learning is satisfactory. A stimulating range of activities is provided in the indoor and outdoor environment to which children respond with enthusiasm. These activities successfully cover all the elements of this area of learning. For example, children find out about living things and develop a sense of awe about the world, increase their control of the mouse when using the computer, develop skills in joining materials, and use building toys for construction. They make good progress when given practical opportunities for investigating, for example 'tasting', and describing the experience when making or decorating biscuits. Children's awareness of other faiths and cultures was developed well in the Reception class when they were engaged purposefully in making a succa and learning about the Jewish festival of Succot.
64. The staff do not do enough to deepen children's understanding by posing appropriate questions, for example in the home corner, or during discussion time at the end of sessions. As a result, there are missed opportunities for children to reflect and share their observations and for teachers to assess their learning and to correct any misconceptions. Children themselves have not sufficiently developed skills in asking questions to find out how things work or in comparing things to identify similarities and differences. Activities available for children to move freely between are not always supported well enough by adults. The result is that children do not always benefit well enough from them and they sometimes move without sufficient purpose from one activity to another.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers plan a suitable range of indoor and outdoor activities.
- Outdoor activities in the Nursery are not always well enough supervised.

### **Commentary**

65. Teaching and learning are satisfactory overall, resulting in satisfactory achievement. Almost all children are on course to reach the standards expected at the end of the Reception Year. Children satisfactorily develop skills in using tools and staff ensure good behaviour and safe use of tools. Children hold pencils correctly and paint carefully with brushes. They are developing confidence in the use of scissors and joining materials such as glue and masking tape. Most children demonstrate

reasonable hand and eye co-ordination when making models using construction toys and materials.

66. The outdoor activities help children to share equipment and learn how to use space efficiently. Children pedal and push vehicles with increasing control and manoeuvre them with confidence. The range of large and small outdoor resources, such as the playhouse, bikes and bricks, is used well to promote children's physical skills. Outdoor activities are satisfactorily supported by timetabled lessons in the school hall. However, there are occasions when the Nursery children play with large push and pull toys outdoors and out of sight of an adult, and this is unsatisfactory.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Good opportunities and resources are provided for imaginative play.
- Adults sometimes control activities too tightly and this restricts children's creativity.

### **Commentary**

67. Teaching and learning are satisfactory. Children's achievement is satisfactory and they are on course to reach the goals expected at the end of the school year. The range of opportunities for role-play in both the Nursery and Reception classes is stimulating, and develops children's capacity to create their own play in 'make believe' situations.
68. The Nursery children draw, paint and make collages. They experiment with paint and use their observations and imagination to create pleasing results. Children in the Reception class explore colour and texture, and work with a range of materials, for example to produce fish collages. Although all children enjoy such activities, often adults control what the children do too tightly. As a result, there are occasions when the finished items all look the same. The adults supporting activities do not ask relevant questions to extend children's vocabulary. Children sing and clap favourite songs with enjoyment.

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

### **ENGLISH**

Provision in English is **unsatisfactory** because it does not meet the needs of the older pupils.

### **Main strengths and weaknesses**

- Standards are well below the level expected nationally in writing in Year 5 and there is significant underachievement among the older pupils in this key area.
- The teaching of writing in English lessons and across the subjects does not meet the needs of the Year 5 and most capable Year 4 pupils.
- Writing standards in Year 2 are starting to improve.
- There is a successful focus on early reading skills for younger pupils.

## Commentary

69. Pupils' results in the National Curriculum tests at the end of Year 2 in 2004 were well above the national average in reading, but below the national average in writing. The picture is just the same when the writing results are compared with those achieved by other schools with pupils from similar backgrounds. The results in 2004 were much the same as at the last inspection in reading, but they were lower in writing.
70. The reading standards in the present Year 2 are at the level expected nationally. Writing standards are starting to improve and are at the level expected nationally. The difference between the standards now and those indicated by the 2004 test results is largely a reflection in variations in the ability of year groups. However, the writing standards are starting to improve because of action taken to raise standards. Nevertheless, further work remains to be done to develop the provision for writing and to improve the achievement of the more capable pupils in particular. Speaking and listening standards are as expected at this age.
71. Standards in Year 5 are at the level expected in reading, speaking and listening. However, they are well below this level in writing. These poor writing standards are a serious concern because they reflect serious weaknesses in the provision for the older pupils in the school. Standards in Year 5 now are lower than at the last inspection and there is significant underachievement among the older pupils in the school. The present performance of Year 5 pupils in reading, speaking and listening is an indication of the level at which these pupils are capable of working at in writing if given the chance.
72. The overall quality of teaching and learning is unsatisfactory, as is the quality of the curriculum, which is a decline since the last inspection. The needs of Year 5 pupils and the most capable Year 4 pupils who are taught with them are not being met. However, the quality of provision is satisfactory for almost all pupils in Years 1 to 3 and also for a significant number of those in Year 4.
73. Expectations of the standards that the older pupils are capable of attaining in writing are too low and work is not based on an assessment of individual needs. Frequently, the work is too easy. There are also times when the lower attaining pupils and those with special educational needs are unable to understand the work set because it is inappropriate and poorly explained. Often, tasks are mundane and do not capture pupils' interest. Nevertheless, almost all pupils continue to behave well although the nature of the tasks means that they are not very productive and they make little progress.
74. The work provided for the average and lower attaining Year 4 pupils and most Year 3 pupils is more challenging and interesting than that set for the oldest pupils in the school. Although tasks are not varied much according to pupils' differing capability, they are at the right level for the vast majority. The teaching is lively and enthusiastic for these pupils and, as a result, they respond by trying hard, and showing a good level of involvement and motivation. These pupils are making satisfactory progress, as are the vast majority in Years 1 and 2.
75. There is some well-focused teaching of basic reading skills in Years 1 and 2. Year 1 pupils in particular are benefiting from the emphasis on learning to read and then spell increasingly more difficult groups of words. These pupils respond with enthusiasm to well-organised sessions when the class work together on a 'big book', for example as they practise reading with expression.



76. Although pupils now in Years 1 and 2 are achieving satisfactorily in writing, the most capable pupils in Year 2 are not given enough challenge to push them on to higher attainment. There are also other factors that prevent Year 1 and 2 pupils from doing better in writing than at present. The attention given to developing their awareness of how to write stories and use language imaginatively and creatively is only just satisfactory. Pupils do not write for a wide enough range of purposes. Although handwriting is practised, there is not enough attention to improving handwriting on a day-by-day basis. Whilst marking gives helpful feedback on written work in most classes, not all teachers' handwriting when they write in pupils' books or on the board provides a good example for pupils.
77. The overall provision in English for pupils with special educational needs is satisfactory when they are taken out of class for intensive teaching in one-to-one or small group situations. However, there is inconsistency in how well these pupils' needs are met during whole-class teaching.
78. The leadership of English is satisfactory but there are weaknesses in the management, particularly in the monitoring, evaluation and development of teaching and the curriculum. The co-ordinator provides a good role model for others in her own teaching. She has ensured that new initiatives have been put in place to start to raise writing standards in the lower part of the school, and she recognises that more still needs to be done. However, it is unsatisfactory that senior staff have been unaware of the extent of the underachievement in writing among the older pupils this term and so have not taken action to rectify it. Too little use is made of the data available to the school.

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

79. Overall, the provision for the development of language and literacy skills across the curriculum is unsatisfactory because the needs of the older pupils are not met. As is the case in work in English lessons, the opportunities for writing for Year 5 pupils and the most capable Year 4 pupils are poor. In most classes, however, satisfactory opportunities are provided for reading and writing. This is evident, for example, in Year 2 pupils' writing about the Great Fire of London, and in Year 3 and 4 pupils' writing about Ancient Egypt in history. Even so, there is not always enough emphasis on improving the quality of writing, including the standards of spelling, punctuation and handwriting. There is very little use of ICT to support pupils' work in English, for example in editing and redrafting writing or for presentation of writing in different styles.

## MATHEMATICS

Provision in mathematics is **unsatisfactory** because there are groups of pupils in Years 3 to 5 whose needs are not met.

### Main strengths and weaknesses

- Standards are below the level expected nationally in Year 5 and pupils in this year group are underachieving.
- There are pockets of underachievement in Years 3 and Year 4, particularly among the more capable pupils in Year 4.
- Teaching is not well enough based on an assessment of pupils' needs.
- There are some instances of good teaching, which motivate and engage pupils.
- Even when weaknesses are identified, the actions put in place do not have a clear focus on raising standards.

### Commentary

80. Pupils' results in the National Curriculum tests at the end of Year 2 in 2004 were above the national average. They were also above average when compared with the results achieved by other schools with pupils from similar backgrounds. This is much the same as at the last inspection, although results have not been consistently at this level in the intervening years. Standards in the present Year 2 are broadly at the level expected nationally and pupils' achievement is satisfactory. Present standards are not as high as indicated by the 2004 test results simply because of variations in the ability of year groups. The achievement of pupils in Years 1 and 2, including those with special educational needs, is satisfactory.
81. Standards in the present Year 5 are below the level expected nationally and are lower than at the last inspection. These pupils attained average results at the end of Year 2. The school's data shows that they have made unsatisfactory progress from the end of Year 2 to this point. Present work confirms that these pupils are underachieving even though there is some good progress when pupils with special educational needs are taught in one-to-one or small group sessions. Many factors have contributed to the underachievement of the older pupils. These factors include work that is not clearly enough matched to pupils' different capabilities and an insufficiently focused drive from the senior managers to raise standards.
82. The overall quality of teaching and learning is unsatisfactory and has declined. However, teaching and learning are satisfactory for the vast majority of the pupils in Years 1 and 2. Not only is work not pitched at the right level for the older pupils, but also teachers do not check what pupils are doing well enough. For example, a lower attaining pupil in Year 3 completed all multiplication work incorrectly. A few days later the pupil was given similar multiplication work and again all the calculations were incorrect. There are times when too little work is planned for the time available.
83. Marking does not do enough to help move pupils' learning on. Although most teachers tick pupils' correct work, there is no consistent approach to the use of targets. There are targets in the front of the books of pupils in Year 5 and the more capable Year 4 pupils, and occasionally the teacher puts a point for improvement at the end of pieces of work. However, not all targets are specifically enough focused on mathematics and

some are more concerned with personal development. There are very rarely any points for improvement on the work of the pupils in the Year 2 and Year 3 class.

84. In lessons in which teaching and learning are effective, teachers make sure that all work is matched to the pupils' different capabilities. They give pupils interesting work to do so that pupils work hard and achieve well. For example, in a lesson for pupils in Years 3 and 4, the teacher gave pupils practical tasks, such as sorting shapes using their own criteria and making shapes on a board using elastic bands. She also constantly challenged the pupils to think about their work so that their understanding was deepened. In a lesson for pupils in Years 1 and 2, the teacher provided good opportunities for pupils to use and explain different strategies for adding numbers together. One pupil explained that they could 'count on' in their head, use their fingers or use a number line to get the correct answer.
85. The leadership and management of mathematics are unsatisfactory. The co-ordinator checks teaching and learning through twice-yearly lesson observations, scrutinising pupils' work and teachers' planning, and by checking assessment data. However, these actions have not been effective in identifying what needs to be done to improve provision and have not made any significant contribution to pupils' learning. There is insufficient clearly planned action to rectify the weaknesses. For example, although the school has identified that pupils in Years 3 to 5 do not make adequate progress, the need to rectify this is not a firm focus of the action plan for mathematics. The action plan merely lists improvements required, for example to monitor the use of ICT in mathematics, but does not list specific enough actions to be taken to raise standards and eliminate underachievement.

### **Mathematics across the curriculum**

86. Pupils do not sufficiently use and develop their mathematics skills in other subjects. So far this term there is only one piece of work in pupils' books showing the application of mathematics skills. Pupils in Year 1 have used a bar chart to record how the members of their class travel to school. Links between mathematics and ICT are underdeveloped, for example to allow pupils to analyse and interpret data.

### **SCIENCE**

Provision in science is **unsatisfactory** because of serious weaknesses in the provision for the older pupils.

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

- There is significant underachievement among the Year 5 pupils and the most capable Year 4 pupils, and standards are below the level expected nationally in Year 5.
- Teaching is unsatisfactory for older pupils because tasks are not matched adequately to pupils' capabilities, and this results in unsatisfactory learning.
- Procedures for tracking pupils' progress are not well enough established.
- Teachers ensure that pupils regularly engage in practical and investigative work.
- Leadership and management are not sufficiently focused on improving standards.

#### **Commentary**

87. Teachers assessed pupils' performance in science at the end of Year 2 in 2003 as above the national average. The standards presently in Year 2 are at the level expected nationally, and fewer pupils are working at a level above that expected for their age than indicated by the 2004 assessments. Pupils in Years 1 and 2 are achieving satisfactorily. Most other pupils, including those with special educational needs, also achieve satisfactorily but the older pupils' achievement is unsatisfactory. The main cause of underachievement among Year 5 pupils and the more capable Year 4 pupils is that work is not based on an assessment of their needs and there is a lack of challenge in the tasks set. Standards in Year 5 have declined since the last inspection and are presently below the level expected at this age.
88. The quality of teaching and learning is unsatisfactory overall, and not as good as it was, because of the weaknesses in meeting the needs of older pupils. However, teaching for pupils in Years 1 to 3 and for most of those in Year 4 is satisfactory. In lessons in which teaching and learning are satisfactory, activities are well structured and teachers encourage pupils to use correct scientific language. Investigative and experimental work successfully forms the basis of pupils' learning. In a Year 1 lesson, pupils enjoyed investigating the senses of 'smell' and 'taste'. The teacher gave clear explanations and instructions as pupils tested various samples, and promoted pupils' ability to make predictions and describe. Most pupils made satisfactory progress as a result.
89. Investigations are sometimes very controlled by adults and this results in a lack of initiative and independence on the part of the pupils. The teachers' expectations of pupils' work are often not high enough, particularly for the older pupils, and this restricts the learning of the more capable pupils in particular. Many recording activities are too simple, not only for potentially higher attaining pupils but also for some of average attainment.
90. In the main, teachers have secure subject knowledge and are clear about what they want pupils to learn. However, they do not consistently share the aims of lessons with pupils at the outset and, as a result, the pupils are not well focused. Some teachers use questions well to check pupils' understanding and bring pupils together at the end of lessons for a worthwhile recap of what has been achieved by individuals and groups. This was a successful aspect of a lesson on investigating different types of rocks for pupils in Years 3 and 4.
91. Teachers mark pupils' work regularly but not all tell pupils clearly enough how they can improve. Moreover, some teachers' handwriting presents an unsatisfactory example for pupils. The previous co-ordinator introduced procedures for assessing and recording pupils' skills in scientific investigation. However, these procedures are not well enough established to support pupils' learning. No system is in place for setting targets to ensure that pupils achieve as well as they are capable of doing.
92. Information gained in the checking of teaching and learning has not been used well enough to raise standards by, for example, sharing good practice and targeting advice and support to colleagues. The planning of the science curriculum does not effectively cater for all different age groups in mixed age classes. As a result, not all required topics are studied in appropriate depth. There is not enough use of ICT to support learning in science. A teacher on a temporary contract is currently looking after the subject and plans to review the provision.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teachers do not take enough account of pupils' differing capabilities when they plan work.
- The use and development of pupils' ICT skills in other subjects are not well enough established.

### **Commentary**

93. It is not possible to make a judgement on the overall standards across the strands of this subject because there are no comprehensive assessment records and the school has not retained pupils' work from last school year. Indications are that pupils in Years 2 and 5 have the expected competence in word processing. Pupils in Year 2 control the mouse to move the cursor and click on words and icons. They successfully use the tool bar and mouse to change the size and font of the text. Most pupils in Year 5 confidently use the menu bar to select the required number of columns for their writing. The more capable pupils also use the menu bar to change the width of the columns and select a frame for their text.
94. The overall quality of teaching and learning is unsatisfactory, in particular because teachers are not using and developing pupils' ICT skills across the subjects. Nevertheless, the few lessons observed show that there is some adequate teaching of ICT in lessons in the computer suite. This is not as good as at the last inspection when a specialist teacher taught ICT across the school. Most teachers have adequate subject knowledge and make satisfactory use of national guidance when they plan the topics they are going to teach. However, they often give all the pupils in the class the same work and do not focus well enough on the learning needs of pupils of different ages and capabilities. For example, in a lesson for pupils in Years 3 and 4 the teacher did not take into account pupils' different keyboard skills when planning the work. As a result, several pupils did not complete the task even with support from the teacher and teaching assistant.
95. The recently appointed co-ordinator was absent at the time of the inspection, so it is not possible to make a secure judgement on the leadership and management of ICT. The computer suite, which was opened six months ago, is well equipped and organised and the development of this resource has been properly managed. Pupils know which computer they work on so no time is wasted when they enter the suite. Teachers make satisfactory use of the newly installed interactive whiteboards during ICT lessons and in other lessons to support pupils' learning.

### **Information and communication technology across the curriculum**

96. Provision for ICT across the curriculum is unsatisfactory. Pupils make some use of their ICT skills in other subjects, but this is not enough. In the Year 4 and Year 5 class, for example, pupils have used their word-processing skills to produce captions as part of their work in history. Pupils in the Year 2 and Year 3 class have very successfully used a digital camera to take photographs as part of their science work. However, pupils are not given enough opportunities to practise and develop their ICT skills across other subjects. Although pupils use the computer suite regularly, the overall effectiveness of teaching and the curriculum is reduced by the lack of ICT-related activities in other lessons. Pupils do not use computers in the classrooms. As a result,

they do not have sufficient time to practise the skills they learn in the suite and do not use computers to support their learning across the subjects. The school recognises that this is an area for improvement and has included it in the school improvement plan.

## HUMANITIES

### Geography

97. Provision in geography was sampled through an analysis of pupils' work. This term only the class with almost all Year 1 pupils and a few from Year 2 are studying geography. All the other classes are covering work in history. Not enough evidence was available to make a secure overall judgement on provision in the subject. In the work completed so far this term in Year 1, pupils are working at the level expected for their age and their achievement is satisfactory. Pupils have successfully created simple maps to show their routes to school and the main landmarks between home and school. They have competently produced a tally chart and bar graph to show their route to school.
98. There is some satisfactory enrichment of the geography curriculum through work out of school and in the locality. Year 1 pupils visit a local supermarket and those in Years 4 and 5 undertake a village study. The co-ordinator has an action plan for the development of provision but this is not sharply enough focused on how to improve the quality of teaching and learning.

### History

Provision in history is **unsatisfactory** because it does not meet the needs of the older pupils.

#### Main strengths and weaknesses

- Standards in Year 5 are below the level expected nationally and the older pupils are underachieving.
- Teaching and the range of learning opportunities for the older pupils are undemanding and do not meet their needs.
- Pupils in Year 2 are given opportunities to write independently about the topics covered.
- Provision to develop the literacy skills of older pupils is weak.

#### Commentary

99. Standards in Year 2 are at the level expected nationally and pupils' achievement is satisfactory. Pupils have an adequate knowledge and understanding of some significant events in the past, such as the Great Fire of London. Higher attaining pupils record more facts than others and know, for example, that the fire killed the rats that were spreading the plague. They know for how long the fire burnt and that it started in a bakery in Pudding Lane. Pupils are developing awareness of the importance of primary sources in gathering information about the past. They have, for example, studied a letter written by Charles I.
100. The standards of the Year 5 pupils and the most capable Year 4 pupils who are taught with them are below the level expected for their age. Their understanding of Ancient Egypt, this term's topic, is very rudimentary. The level of understanding of lower

attaining pupils is very poor. Pupils' knowledge and understanding are not developed adequately because teaching is pitched at a low level and tasks are mundane and undemanding.

101. The overall quality of teaching and learning is unsatisfactory because of the weaknesses in the provision for the older pupils. Activities for these pupils are not well enough matched to their differing needs. Time is used poorly in lessons that cover a full afternoon, so that pupils mark time and work without sufficient urgency. The final part of one afternoon session was spent on time-filling activities unrelated to history.
102. In contrast to the provision for the older pupils, that for the other Year 4 pupils and for most of Year 3, who are also studying Ancient Egypt, is matched appropriately to their needs. These pupils have a better depth of knowledge and understanding because they are taught satisfactorily. They successfully apply their enquiry skills as they work as 'history detectives' to investigate artefacts. They know, for example, that archaeologists are history detectives who investigate the clues left behind by people in the past. The pupils in this class have completed significantly more work than their older schoolmates so far this term.
103. In Years 2 to 4, there are some suitable opportunities for pupils to apply their literacy skills. It is good that Year 2 pupils write about the Great Fire of London in their own words. However, the opportunities for the older pupils to use their literacy skills are poor and do little to help the Year 5 pupils, whose attainment in writing is well below the level expected. Throughout the school, not enough attention is given to helping pupils to spell key words and phrases correctly such as 'pyramids' in Year 5 and 'Great Fire of London' in Year 2. Too little attention is given to the quality of handwriting of Year 2 pupils. ICT is not used well enough to support pupils' learning in history, for example to assist the older pupils in carrying out research.
104. The leadership and management of history are unsatisfactory. The school has not identified the weaknesses in the standards of the older pupils. It is three years since there has been any direct evaluation of lessons in progress. Although scrutiny of pupils' work is undertaken, it is not sharply enough focused on an evaluation of pupils' learning or a review of the level at which they are working. The quality of provision and the standards attained by the oldest pupils are not as good as they were.

## **Religious education**

Provision in religious education is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils are helped to recognise the similarities in different faiths.
- Teachers encourage pupils to apply what they learn in their lessons to everyday life to effectively support their social and moral development.
- There are no opportunities for pupils to visit places of worship of faiths other than Christianity.

## **Commentary**

105. Standards in Years 2 and 5 are at the level expected by the locally agreed syllabus, but they are not as high as at the last inspection. Nevertheless, pupils' achievement is satisfactory. Pupils with special educational needs achieve as well as other pupils and are helped by the emphasis given to discussion.
106. The overall quality of teaching and learning is satisfactory. Pupils are interested in the topics covered, and they work hard and behave well. There are some examples of good teaching and learning in lessons. In these lessons, work is explained in exciting ways and pupils are actively involved in their learning. For example, in a lesson about the Jewish festival of Rosh Hashanah pupils in Years 2 and 3 ate apples dipped in honey and wished each other a 'happy and sweet New Year'. However, the tasks that follow on from discussion do not always take sufficient account of pupils' different ages and capabilities. There are occasions when the quality of written work produced by pupils in Year 5 is unsatisfactory and weaknesses in these pupils' literacy skills limit their learning.
107. The co-ordinator, who teaches religious education throughout the school, has secure subject knowledge and understanding of world faiths. As a result, she successfully develops in pupils a good understanding of Christianity and a satisfactory knowledge of other religions. For example, pupils in Year 2 know that Christians believe that Jesus is the Son of God and why Christians celebrate Christmas and Easter. The teacher draws good links between the different faiths so that pupils understand the similarities and differences between them. For example, pupils in Year 5 recognise that Christians, Muslims and Jewish people believe in a god, that their beliefs are recorded in a special book and they worship in special places, but that they celebrate special occasions in different ways.
108. Pupils in Year 5 are beginning to link religious teaching with everyday life. For example, they explain that Jesus told parables 'to teach people about God and how they should live'. Following a story about a poor Brahmin, pupils in Year 5 showed a good understanding of the importance of respecting people who have different beliefs. They apply their knowledge of religion to moral issues such as the difference between right and wrong. Pupils are being given good opportunities to discover the meaning behind religions as well as the facts.
109. The leadership and management of religious education are satisfactory. By teaching religious education to pupils in Year 1 to Year 5, the enthusiastic co-ordinator has a secure overview of standards and the strengths and areas for development in the subject. She has correctly identified that visits to places of worship of faiths other than Christianity, and visits to school from members of other faiths, are areas that need to be developed. Good links with the local church support learning about Christianity.

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

110. Not enough evidence was gathered to make secure judgements on the provision in the creative, aesthetic, practical and physical subjects. Where evaluations of aspects of provision are made they are based on the little evidence of work completed in the past and also from discussions with staff and pupils. Additionally, in art and design two lessons were observed in Years 1 and 2. No lessons were observed in music or physical education.



## **Art and design**

111. The standard of work in art and design in Year 2 is at the level expected nationally, but not as high as at the last inspection. Pupils have the awareness expected for their age of the overall visual impression created by their work and by their choice and arrangement of colours. Some of the observational drawings of flowers and plants by Year 1 pupils, using shapes, lines and patterns, are very pleasing. Most pupils in Years 1 and 2, including those with special educational needs, make satisfactory progress in the basic skills of collage, drawing and painting. Most pupils are confidently developing skills in mixing colours carefully and using different shades in their drawings and paintings. Year 2 pupils achieved well in a lesson because the activity was well organised and allowed a good level of independence for pupils to make decisions and use their own ideas. There is insufficient evidence to make judgements on the standards and achievement of the pupils in Years 3 to 5.
112. The art and design curriculum is appropriately planned to support the continuous development of pupils' skills as they move up through the school. The quality of artwork on display across the school is satisfactory. Some is linked to projects in different subjects; for example, Year 2 pupils have produced work linked to their history topic on the Great Fire of London. There is little work related to the use of ICT. Three-dimensional work using a range of modelling materials, such as wood or clay, is not well developed. There are good resources to support teaching and learning in this subject.
113. The overall quality of teaching and learning in Years 1 and 2 is satisfactory. Not enough evidence is available to judge teaching and learning in other years. Teachers have secure subject knowledge in teaching art skills. However, when lessons take up a whole afternoon, there are not always enough activities planned for the available time. Teachers provide suitable opportunities for pupils to use their imagination and develop skills in using a variety of materials but there are sometimes missed opportunities for pupils to evaluate their work and that of their classmates. The use of sketchbooks is being developed across the school. However, little work has been completed in sketchbooks so far this school year. There is a well-attended art club.

## **Design and technology**

114. Pupils in Years 1 and 2 demonstrated satisfactory practical skills in design and technology when they cut and glued different materials to a large box to make a succa as part of their work in religious education on the Jewish festival of Succot. Pupils in a Years 3 and 4 used neat stitches when they sewed felt to make the inside of a purse.
115. Pupils have experienced an adequate range of design and technology projects during the last school year. For example, those in Year 5 drew up plans for a toy with moving parts and listed the items needed to make it. Though they followed their plans in making the toys, they sometimes made changes to improve their toy. Year 5 pupils talk very enthusiastically about the garden party games they made. They worked in pairs designing and then making a game. This activity was made particularly relevant as parents, friends and members of the local community came to the school to play the games. Year 2 pupils describe how they fastened boxes with 'special glue' to make model cars and then painted and decorated them.

## **Music**

116. In music pupils sing tunefully and with enjoyment and enthusiasm in assemblies. They learn to sing clearly using their voices well. Satisfactory planning is in place for music to support teachers in providing activities across all the year groups. There is a good range of extra-curricular activities, such as choir and recorder clubs, a brass band and a hand-bell group. Pupils are often involved in musical presentations and productions in and out of school. A significant number of pupils also benefit from the instrumental music tuition provided by visiting teachers, for example in brass and wind instruments.

### **Physical education**

117. Teachers plan an appropriate range of activities for pupils in physical education. This school year, swimming has been reintroduced and is now provided for pupils in Years 2 to 5 on a termly basis. There is good enrichment of the physical education curriculum through activities additional to lessons, and pupils benefit from specialist coaching, for example in rugby and cricket. The development of the school grounds and the building of a new hall have increased the opportunities that the school is able to provide and have rectified a weakness found at the last inspection.

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

118. Provision in this area was sampled. Only one lesson was seen and not enough evidence was gathered to make a judgement about the overall provision. However, the evidence of provision available and the outcomes seen in pupils' attitudes, behaviour and relationships indicate that teachers promote personal, social and health education well. This is achieved through activities in the classrooms and outside lessons. Account is taken of this area across all subjects and in all classes, and provision for pupils' personal development is given a high priority. All staff encourage pupils to consider the needs of others, to show respect for others' opinions, and to develop self-discipline. Pupils are taught in a friendly atmosphere in which adults set a good example.
119. There is specific planned provision for sex and relationships education and teaching pupils about the dangers of drugs misuse. In all classes, teachers give pupils regular opportunities to discuss personal and social issues. For example, the teacher used discussion and role-play effectively to help pupils in the Year 2 and 3 class think about the effect of their behaviour on others.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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