

INSPECTION REPORT

ST GEORGE'S CE PRIMARY SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116923

Headteacher: Mr S J Mills

Lead inspector: Mr D Shepherd

Dates of inspection: 18 - 20 April 2005

Inspection number: 268310

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
Number on roll;	206
School address:	St George's Lane North Worcester
Postcode:	WR1 1RD
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs T Rawlings
Date of previous inspection:	7 - 10 December 1998

CHARACTERISTICS OF THE SCHOOL

St George's CE Primary is about the same size as other primary schools with 206 full-time pupils on roll. Most pupils are of white United Kingdom heritage, thirty-one are from a Pakistani background, nine from a Bangladeshi background and six from other white backgrounds. Fifty-two pupils speak English as an additional language. About seventeen per cent of pupils are entitled to free school meals which is about average. Thirty-two pupils are on the school's register for special educational needs, two of whom have a statement. This is below most schools. The main needs are moderate learning difficulties, speech and communication difficulties and social, emotional and behavioural difficulties. The socio-economic circumstances of the school are below average. Pupils' attainment on entry is well below average overall. One teacher has left the school and one has joined during the past two years. The rate at which pupils join and leave the school during the year is average.

In 2004, the school gained the award of Investors in People. It also gained the Healthy Eating and Exercise Standard the same year. The school was awarded a School Achievement Award in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2905	David Shepherd	Lead inspector	Science Information and communication technology (ICT) Geography History English as an additional language
31718	Denise Shields	Lay inspector	
22113	Aileen King	Team inspector	Mathematics Art and design Foundation stage
28200	Paul Stevens	Team inspector	English Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St George's Church of England Primary School provides a good education for its pupils and gives good value for money. Pupils achieve well overall. Standards are above average in mathematics and science but below average in English. Teaching and learning are good overall. The school is well led and managed.

The school's main strengths and weaknesses are:

- Pupils, including those with special educational needs and higher-attaining pupils, achieve well overall in mathematics, science and ICT
- Standards in writing throughout the school are not high enough and some pupils with English as an additional language do not achieve as well as they could
- Overall, pupils receive very good encouragement from their teachers and teaching assistants and this helps them learn well, especially in the Foundation Stage and in Years 3 to 6
- Pupils' attitudes and behaviour are very good and these help pupils learn
- Pupils are provided with a good curriculum that is enriched very effectively by an excellent range of additional activities, including visits to places of interest and visitors to the school
- The school carries out much good work in checking how well pupils are achieving although plans for improvement are not linked closely enough to raising standards
- Links with other schools are very good and with parents and the community they are good. These help to create a positive learning environment in school

The school has made good progress since the last inspection. The key issues identified at that time about raising attainment in mathematics and assessment have been addressed. Standards are higher than they were then. Teaching and learning are better than they were. The good standards of leadership and management have been maintained.

STANDARDS ACHIEVED

Pupils' achievement is good overall. Children start school with standards that are well below average. They achieve well in the reception class and reach standards that are above those expected for their age in their personal, social and emotional and at the levels expected in their physical development. In most other areas, standards are below expectations by the time they start in Year 1. However, standards in language and literacy are well below expected levels. Pupils continue to achieve well in reading and mathematics and, by the end of Year 2, reach standards that are above average in reading and average in mathematics. Pupils' achievement in writing is satisfactory overall but standards remain below average. This is because a significant number of pupils are learning English for the first time and find the skills of writing difficult to master. In the 2004 National Curriculum tests, standards were not as high as this because the group of pupils was not as capable overall. At that time, standards in mathematics were average, but those in reading and writing were well below average. Improvement since the last inspection in mathematics is similar to other schools', but that in reading and writing is below the national trend. Standards in science in 2004 were also well below average but pupils' achievement was satisfactory. Pupils achieve well in ICT and standards are at expected levels.

Inspection findings in Year 6 indicate that attainment in reading, mathematics and science is above average. Attainment in writing is below average. The school has maintained its standards in mathematics and science over the past few years. Standards have declined in English because standards in writing are not high enough. Pupils' achievement in Years 3 to 6 is good in mathematics and science and satisfactory in English. Pupils achieve well in ICT and standards are above expectations. However, standards in writing are not as high as they should be because pupils are not given enough opportunities to practise these skills across the curriculum. Pupils with special educational needs and higher-attaining pupils achieve well. The achievement of pupils with English as an additional language is satisfactory overall although they do not always receive the help they need during their work.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	D	C	C
Mathematics	C	E	C	B
Science	A	E	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' attitudes and behaviour are very good. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good, especially in the Foundation Stage and in Years 3 to 6. Teachers encourage pupils very well and, along with teaching assistants, guide pupils very well in their work during lessons. Computers and other resources are used extensively during lessons and these help pupils to work very effectively independently and in collaboration with their classmates. Teachers and other staff have good subject knowledge and this helps pupils learn well, especially in Years 3 to 6. Overall, not enough opportunities are provided for pupils to write, especially in other subjects. Assessment procedures are good overall. Some teachers mark pupils' work very well and this helps pupils understand how they could improve but this is not consistent in all classes. The curriculum is good and is enhanced by an outstanding range of additional activities. The care, welfare and health and safety of pupils are very good. Links with other schools are very good and with parents and the community good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides a clear direction for the work of the school as indicated by the improvements in standards and teaching in Years 3 to 6. Most subject co-ordinators carry out their tasks diligently and provide good leadership in their subjects. The school monitors its performance well overall and devises sound plans to improve. However, it did not identify why standards in reading and writing in Years 1 and 2 have been declining in recent years. Governors are supportive of the school and governance is good. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views of the school are overwhelmingly positive. Parents are extremely supportive of the school. Pupils speak very enthusiastically about school and enjoy what it provides.

IMPROVEMENTS NEEDED

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

- raise standards in writing throughout the school
- raise the achievement of pupils with English as an additional language by improving provision

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of Year 6, standards achieved in mathematics and science are above average. Standards achieved in English are below average. By the end of Year 2, standards achieved in reading are above average and those in mathematics are average. Standards in writing and science are below average. Pupils' achievement in Years 3 to 6 is good. Achievement in Years 1 and 2 is satisfactory. Overall, standards are higher than they were at the last inspection.

Main strengths and weaknesses

- Pupils achieve well in mathematics and science. They achieve well in ICT throughout the school. Achievement in the Foundation Stage is good
- The achievement of pupils with special educational needs is good. With the exception of the Foundation Stage, pupils with English as an additional language do not achieve as well as they should
- Standards in writing are not as high as they should be

Commentary

Foundation Stage

1. Children start school with standards that are well below those expected for this age. Through skilful teaching by teachers and teaching assistants, most achieve well but start Year 1 with standards that are still below those children are expected to reach in most areas of learning. However, children make very good progress in their personal, social and emotional development and standards in this aspect are above those expected for this age.

Key Stage 1

2. In the 2004 National Curriculum tests for pupils in Year 2, standards in mathematics were average when compared with similar schools. Standards in reading and writing were well below average. This is because a high proportion of these pupils are at the early stages of learning English as an additional language and had not mastered their skills in reading and writing English. Pupils achieve well in mathematics because of the good teaching in this subject. Pupils' achievement in reading and writing is satisfactory overall. Standards achieved by higher-attaining pupils in reading and mathematics were at the national average. However, the proportion of pupils reaching the higher level in writing was below average. This is because a significant number of pupils are learning English for the first time and the teaching of writing is not as good as the teaching in other subjects. Over the past five years, standards in mathematics have risen at the same rate as those nationally. Standards in reading and writing have declined during this time. Standards in science were well below average.

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

Standards in:	School results	National results
reading	14.4 (15.3)	15.8 (15.7)
writing	13.3 (13.2)	14.6 (14.6)
mathematics	16.2 (15.7)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- Standards seen during the inspection are a little different from these results. This is because the capabilities of the two cohorts of pupils are different. By the end of Year 2, pupils achieve well in reading and standards are above those expected for pupils of this age. Achievement in mathematics is good and pupils reach standards that are at the levels expected. This is because of the consistently good teaching they receive in Years 1 and 2 in reading and mathematics. Pupils' achievement in speaking, listening and writing is satisfactory, but standards in these subjects remain below those expected. This is because these subjects are not emphasised enough during lessons. Pupils' achievement in science is satisfactory and standards are below expected levels. Pupils' achievement in ICT is good and standards in this subject are above expected levels.

Key Stage 2

- In the 2004 National Curriculum tests for pupils in Year 6, standards in science were above average. In English and mathematics, they were average. This represents achievement since Year 2 that is above average overall in these subjects. The school broadly met the realistic targets that it set in English and mathematics for these pupils. The school has maintained its standards in mathematics and science over the past five years in line with the national upward trend. However, standards in English have declined during this period. This is because standards in writing are not as high as they should be and this lowers the results achieved.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.0 (25.8)	26.9 (26.8)
mathematics	27.4 (24.4)	27.0 (26.8)
science	29.8 (27.4)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- Inspection findings are a little different from the results of the national tests. This is because the group of pupils in Year 6 this year have different abilities than those of last year. Standards in reading, mathematics and science are above expected levels and pupils are achieving well. However, their below average abilities in writing may result in the national test results in science being lower than this. Standards in speaking, listening and writing are below expected levels but pupils' achievement is satisfactory. Overall, pupils, especially those with English as an additional language, are not given enough opportunities to practise these skills. Standards in ICT are above expectations and pupils' achievement is good.

Whole school issues

- Pupils with special educational needs achieve well and make good progress throughout the school. In the 2004 national tests in Year 6, over half of these pupils attained the average standard in reading and three quarters reached the same standard in writing and mathematics. This is because their achievements are monitored very closely by their teachers and teaching assistants and work set for them is pitched at their levels of need. They receive very good help from their teachers and teaching assistants. Higher-attaining pupils, including the gifted and talented, achieve well in mathematics and science and make good progress in these subjects. They do not achieve well enough in writing because teachers do not give them enough opportunities to practise their skills. Pupils with English as an additional language make steady progress overall, but their achievement could be better because they are not provided with enough opportunities to practise their speaking and writing skills.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils are proud to take part in school activities and do so with great enthusiasm
- Pupils' moral and social development is very good. Their spiritual and cultural development is good.
- Too many families take their children on holiday during term time

Commentary

7. Overall, pupils behave very well and have very positive attitudes to their work and all that school provides. They get on very well with their classmates and have very secure relationships with teachers and other adults who work with them. They say they like and enjoy school. Pupils for whom English is an additional language, those with special educational needs and those who sometimes experience difficulty controlling their behaviour equally enjoy and are involved in all aspects of school life.
8. Most pupils try hard and are very attentive to their teachers and teaching assistants and this has a positive impact on how well they achieve. They co-operate very well with each other and work very effectively in small groups. On a few occasions, pupils with social, emotional and behavioural difficulties show less willingness to apply themselves to tasks and they try to distract others. Their teachers and teaching assistants deal with these situations very well bearing in mind the pupils' special needs and any disruption to learning is kept to a minimum.
9. Pupils say that instances of bullying and racial incidents do not happen often. If they do happen, pupils feel free to tell an adult whom they confirm will help them. The results of the pre-inspection questionnaire indicate that pupils feel the school treats them fairly. Discussions with pupils indicate that they have a good understanding of both the need for racial tolerance and of treating people fairly. The school is good at promoting and developing pupils' understanding of racial equality.
10. Overall, pupils' personal development is very good. In lessons, pupils gain a wide-ranging knowledge of the diversity and traditions of other cultures. They do this in lessons in geography and history and through assemblies in particular. Pupils are prepared well for life in a multi-cultural world. Pupils are encouraged to respond to and value the views of others. They do this well. They listen to each other's contributions in lessons and respect what others have to say even though they may think or act differently themselves. For example, in a Year 6 science lesson, a number of pupils put forward different points of view about what happened in their group investigation. In the end, a compromise was reached that took into account what different members of the group had said. The creative elements within the school's curriculum make a good contribution to pupils' developing spiritual awareness by encouraging them to reflect on the moods created in music and art.
11. Very good emphasis is placed on nurturing pupils' confidence, self-esteem and social development. There are many opportunities that contribute to this. For example, the school is involved in competing in many team events against other schools and pupils learn to become good team players. They enjoy working together in musical productions at Christmas. They speak warmly about helping each other during the `Circus Skills` week. As they move through the school, pupils become more confident about themselves and life outside the school. Pupils have a very good understanding of what is right and wrong. They treat each other well and are very respectful of adults. These inspection findings are similar to those of the previous inspection.

Attendance

Attendance is below that of other schools. However, attendance has improved over the last two years. This is because of the school's good emphasis on discouraging extended family holidays during term time. Nevertheless, holidays taken by families significantly reduce the school's overall attendance figures and slow down the rate of progress of the pupils who are absent unnecessarily during term time. A small minority of pupils is often late at the start of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.0
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

There were no exclusions during the last reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. Assessment is good. The school provides a good curriculum for its pupils. Provision for additional activities, including visits to places of interest and visitors to school, is excellent. The school looks after its pupils very well and provides them with good support and guidance. Links with parents and the community are good. Links with other schools are very good.

Teaching and learning

Teaching and learning are good. The assessment of pupils' work is good.

Main strengths and weaknesses

- Teachers and teaching assistants, especially in the Foundation Stage and in Years 3 to 6, encourage pupils very well and provide them with very good help when they are stuck and this helps them learn effectively
- Pupils, especially in Years 3 to 6, are given very good opportunities to learn by using practical apparatus and equipment. This helps them understand fully what is being taught and to work independently or collaboratively with others
- The expertise of teachers and other staff across the school is good and they are deployed effectively to make best use of their skills and knowledge. However, teachers and teaching assistants do not have enough expertise to teach pupils with English as an additional language effectively
- The assessment of pupils' work in some classes is very good and pupils know what they have to do next to improve. However, this is not the case in all classes
- Overall, not enough opportunities are provided to help pupils develop their skills in speaking, listening and writing

Commentary

12. During the inspection, over seven in ten lessons were judged to be at least good. One in ten was judged at least very good and three were outstanding. No lesson was judged unsatisfactory. The teaching and learning in Years 3 to 6 were judged good overall. Nearly all the teaching and learning in Years 5 and 6 were at least good with some being very good

and excellent. The teaching and learning in Years 1 and 2 were judged satisfactory and this is the reason why the achievement of pupils in these years is not as good as higher up the school. Overall, teaching and learning have improved since the last inspection.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (9%)	6 (19%)	14 (44%)	9 (28%)	0 (0%)	0 (0%)	0 (0%)

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

13. Pupils, especially in the Foundation Stage and in Years 3 to 6, receive good help and guidance in their work. During whole-class teaching, teachers make sure that pupils understand the purposes of the lesson and what they have to do. They receive very good encouragement in their work from teachers and teaching assistants so that they are not stuck for long. This help is received well by pupils and they are not afraid to ask for further help should they need to do so. This is a significant factor in pupils in the Foundation Stage and in Years 3 to 6 in particular making good progress.
14. Many of the activities planned for pupils are practical and this helps pupils understand what they are learning. For example, pupils in Year 6 carried out their own investigations on different topics in small groups and discussed what they had learnt about friction, insulators, sound proofing and upthrust. As they took part in these discussions, pupils recalled what had happened in the previous lesson when they had carried out their investigations and drew some tentative conclusions from what they had observed. In Year 5, pupils used round shapes of different sizes to judge the relative sizes of the earth, sun and moon. Pupils learn by using computers in a number of subjects, such as mathematics, literacy, geography and history. They have good opportunities to learn by visiting places of interest in a number of subjects, including geography and history.
15. Many teachers and other staff have good expertise in a number of subjects. These include literacy, numeracy, ICT, music, physical education and special educational needs. Through flexible deployment of teachers and teaching assistants, this expertise is used to teach a number of classes. This is especially the case in ICT and special educational needs. Specialist staff are employed to teach in music and physical education and pupils benefit greatly from their teaching. All staff work effectively as a team and share ideas with each other. In these ways, teachers share their expertise with each other and this helps raise standards. However, a number of teachers and teaching assistants do not have enough expertise to teach pupils with English as an additional language well enough, especially in their writing. In addition, the deployment of the same teaching assistants to teach pupils with special educational needs and those with English as an additional language means that these latter pupils do not receive the attention they need. This is because pupils with special educational needs, especially those with behavioural difficulties, take up significant amounts of time from teaching assistants at the expense of pupils with English as an additional language.
16. Teachers, especially in Years 3 to 6, prepare work for pupils that is matched to their levels of ability and need. This helps lower- and higher-attaining pupils work independently, learn effectively and achieve well. However, this is not always the case for pupils with English as an additional language. These pupils do not learn as well because they are not provided with enough opportunities to practise their speaking, listening and writing skills during their work.
17. Some teachers assess pupils' work very well. They identify to pupils what is good about their work and what they need to do next to improve. Very good examples of this are found in geography and history topic booklets in Year 6. However, this is not the case in all classes where not enough guidance is given to pupils about how to improve their work.

18. Overall, teachers do not provide pupils with enough opportunities to develop their skills in writing, especially in Years 1 and 2. For example, teachers do not always encourage pupils to plan their writing and think about how they are to spell key words. Pupils, especially those with English as an additional language, do not have enough opportunities to engage in discussions about what they are going to write with their classmates, teachers or teaching assistants.

The curriculum

The curriculum is good. The school provides an outstanding range of additional activities for pupils. Staffing and accommodation are satisfactory. Resources are good.

Main strengths and weaknesses

- The curriculum is broad and balanced, with a good variety of activities that enhance learning

Commentary

19. At the time of the previous inspection, there was an excellent choice of clubs and other activities for pupils, and the curriculum overall was judged to be sound. Since then the curriculum has been improved, it is now good and the range and variety of additional activities provided for pupils have improved. Overall, the school has improved its provision in the curriculum since the last inspection.
20. The school teaches all subjects of the National Curriculum. It provides a good programme in personal, social and health education. Advice and guidance are offered to pupils in how to keep healthy and safe and to promote their well-being. This programme includes sex and relationships education and drugs' awareness. Citizenship is promoted well. For example, during the inspection pupils were collecting donations to support various charities. Prior to this, they had collected money to support the Tsunami appeal. National guidelines for the teaching of subjects are followed, including the national strategies for the teaching of literacy and numeracy. A specialist teacher teaches music in Years 1 to 6 and a good range of additional musical activities takes place, such as performing in local music festivals. Good use is made of qualified coaches for basketball, table tennis and football. Annual 'circus skills' weeks are held and these help to develop pupils' skills in balancing and other physical skills in an enjoyable way. There are visits to the school by the school nurse, fire brigade, police force and the 'disability awareness group' that help to provide a wider perspective to pupils' learning. During the inspection, road safety awareness was the focus for pupils and this was reinforced by a visit to the school from a road safety officer. The curriculum for the Foundation Stage is good. It covers the six areas of learning effectively.
21. Provision for pupils with special educational needs is good. Individual programmes of work are planned for these pupils and regular check are made on their achievement towards completing these programmes. Once this has been achieved, further programmes of work are set for them. In this way, these pupils make good progress. Provision for pupils with English as an additional language is not as good as this. Regular checks are made on the progress of these pupils, but the programmes of work set for them are not as systematic as those for pupils with special educational needs. They are not given enough opportunities to practise their speaking and listening skills and to rehearse what they are thinking and learning. This is especially important as they prepare to write down their thoughts. Not enough help is provided for these pupils in their writing.
22. The curriculum is enriched extensively by an excellent variety of other activities. These include football, country dancing, cricket, table tennis, choir, reading, French, cookery and chess. Competitive matches are held against other schools in football, cricket and table tennis. There are also clubs for homework and cookery. A residential visit to France takes place and groups of pupils visit an environmental studies centre. Pupils appreciate such a wide range of additional activities and they take part in them enthusiastically.

23. The school has an experienced staff of teachers and teaching assistants. However, in Years 3 to 6 teaching assistants are deployed to help teach pupils with special educational needs and those with English as an additional language at the same time. In practice, pupils with special educational needs take up more time of the teaching assistants and the help given to pupils with English as an additional language is reduced. This arrangement is difficult to manage and not as effective as it should be.
24. The school is well resourced, especially in ICT. The accommodation is barely adequate to teach the curriculum effectively, especially for practical activities. Classrooms and the school hall are small. The school overcomes these deficiencies in the accommodation well by using additional spaces, such as the computer suite, cookery area and a small groups' room. Plans are being devised to improve the accommodation by developing an external building into a school hall. There is no outdoor area designated for the reception class and this limits opportunities for these pupils to learn in practical ways using sand, water and larger outdoor equipment.

Care, guidance and support

The care and welfare of pupils are very good. The school provides good support, advice and guidance for pupils. The ways in which the school seeks and acts on pupils' views are good.

Main strengths and weaknesses

- The school uses a range of initiatives to support pupils experiencing difficulties
- Pupils have very good and trusting relationships with staff
- There are very good arrangements to encourage pupils to develop healthy lifestyles

Commentary

25. The care and guidance of pupils are very good. Pupils enjoy school and feel safe there. All adults know pupils very well and regularly share information about them with each other. As a result, the individual needs of pupils are well known. The school supports pupils who are experiencing social or emotional problems very well. The 'magic shell' group effectively helps pupils build their self-confidence. If a pupil is experiencing difficulties with their friends, 'the circle of friends' supports and guides them successfully through their difficulties. This provision reflects the caring ethos of the school. As indicated in the pre-inspection questionnaire and in discussions with them, pupils state there is an adult they are confident to talk to if they are worried or unhappy.
26. Systems to ensure pupils' welfare permeate all aspects of school life. They are clearly understood and implemented by all who work or help in school. There are well-planned arrangements for supporting children who join the school part way through the school year. Arrangements to help the youngest children who are starting formal education for the first time are good.
27. Health and safety arrangements are very good. Arrangements to support pupils' medical needs or to deal with accidents or illness that occur during the school day are very well managed. Healthy lifestyles are encouraged throughout the school. Free fruit is available for younger pupils under the national scheme and pupils can drink water at any time to refresh them. Regular exercise is encouraged at playtimes, through lessons in physical education and additional activities that are provided.
28. Teachers assess pupils' work well and set them learning targets to achieve in literacy and numeracy. These targets are checked from time to time to see if pupils have reached them. Once this is the case, further targets are set for them. However, these targets are not linked closely enough to the yearly targets in literacy and numeracy that have been set for pupils following the results of their performance in end-of-year national tests and assessments.

Targets are also set in ICT but the school is aware that assessment in other subjects is not as well developed as it is for English, mathematics and ICT and plans to correct this as soon as possible.

29. Pupils with special educational needs are set learning targets that are included in their individual programmes of work. These are checked from time to time and when achieved further targets are set. This provides these pupils with good guidance and support in their learning and these pupils achieve well throughout the school. Pupils with English as an additional language are set targets in their learning, but these do not guide teachers in their planning well enough. These pupils, especially in Years 1 and 2, do not make the progress of which they are capable because they do not receive enough guidance and support.
30. Pupils talk very enthusiastically about their school council that is made up from representatives from each class in Years 2 to 6. They know how they can make suggestions to this council and feel their views are listened to very carefully by staff. The school seeks pupils' views by other means, sometimes through 'circle time' and through a pupil questionnaire. There are several opportunities for pupils to take on responsibility around school and contribute to the smooth running and decision-making process of the school. These make a good contribution to pupils' personal development. Provision in this aspect is at the similar high standards to those at the last inspection.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The school uses its very good links with other schools and colleges to enrich its provision for pupils
- Parents' views of the school are very positive

Commentary

31. Both at the pre-inspection meeting of parents and through their responses to the questionnaire, parents expressed many positive comments about the school and what it has to offer their children. The school is aware of the very positive views of parents because it seeks them regularly on specific issues and through sending out its own questionnaire. Parents' comments are incorporated into the school's improvement planning procedures as appropriate.
32. Parents are supportive of the school. There is a thriving parents' association that raises significant sums of money to support the school financially. A few parents help in classrooms and this has a positive impact in helping pupils learn. The weekly family reading project in Year 1 is very well attended by parents and is helping to raise the reading standards of these pupils. Inspection evidence indicates that events that directly involve their children are very well supported by parents. Most parents of pupils with special educational needs work well with teachers and their teaching assistants by supporting their children at home and by taking part in reviews of their progress in school. Teachers liaise regularly with parents to exchange information on how well their children are achieving. However, some parents of older pupils with special educational needs do not sustain their support for their children's learning. They do not always attend annual review meetings and are not as fully involved in supporting their children's education as they could be.
33. Information provided for parents is good. Pupils' end-of-year progress reports have been improved since the previous inspection and now provide good information about the progress of pupils. Day-to-day information for parents is regular and well presented.

34. The school uses the community well in its provision of the curriculum. Visits are regularly made to the local church. Pupils talk enthusiastically about the visits to places of interest in the locality that are linked to their lessons. Close working relationships have been established with local schools. There are many opportunities for pupils to take part in sporting events with local primary schools. Staff meet regularly from local schools and this has resulted in good initiatives to develop the curriculum, for instance, in ICT. The good liaison with local secondary schools ensures that pupils are prepared well for their next stage of education.
35. The school has very good links with schools abroad. Students and trainee teachers from colleges and universities both in this country and abroad are regularly accommodated by the school. These `extra pairs of hands` are used to good effect within classrooms. These links also help to enrich pupils' cultural experiences as they learn about life in other places from the trainee teachers. Provision in this aspect is at the similar high standards that were reported at the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is good. The leadership and management by subject co-ordinators are good. Governance is good.

Main strengths and weaknesses

- Teamwork is a strong feature of the school's provision and reflects the school's aim that everyone works together in harmony
- Subject and other co-ordinators work conscientiously to improve provision in their areas of responsibility
- The deployment of teaching assistants to help with the teaching of pupils with special educational needs and those with English as an additional language is a weakness
- Plans for improvement do not focus enough on raising standards.

Commentary

36. The headteacher leads and manages the school well. He trains staff effectively so that they make a positive contribution to school improvement, whilst showing very strong leadership himself in matters related to the curriculum and teaching. Senior staff work well with the headteacher and together they make an effective team that leads improvements in standards and provision at the school. Senior staff work well with the local education authority to help improve standards. For example, they invited a numeracy consultant to work with teachers to improve provision in mathematics.
37. Subject co-ordinators work hard and lead and manage their subject well overall. They set a clear direction in their subjects and check how well pupils are doing in them. This work is carried out systematically and conscientiously. Teachers' plans and pupils' work are monitored and lessons are observed, particularly in English, mathematics, science and ICT. From these activities, subject co-ordinators identify the strengths and weaknesses in their subjects. However, some of the future plans do not focus enough on raising standards in their subjects.
38. The co-ordinator in special educational needs provides good leadership and management so that teachers, teaching assistants, pupils and parents work together effectively to help pupils with special educational needs make good progress. The co-ordinator works closely with outside agencies, such as educational psychologists, to secure additional help and guidance for these pupils. The co-ordinator for English as an additional language works well and keeps good records on the progress made by these pupils. However, the provision made for these pupils is not as good as it should be. This is because teaching assistants in Years 3 to 6 are used to teach at the same time both pupils with special educational needs and those with English as an additional language. This arrangement favours pupils with special educational needs because these pupils often attract the attention of the teaching assistants at the expense of those with English as an additional language.

39. The school monitors and evaluates systematically how well it is doing. As a result, strengths and weaknesses in provision are identified and plans put in place to correct deficiencies. Following monitoring and evaluation, a comprehensive school improvement plan is then drawn up. However, the school has not identified why standards in reading and writing in Years 1 and 2 have been declining for the past few years. Priorities in this plan are not focused enough on raising standards. In addition, it is not revised often enough to tackle up-to-date priorities and it follows too rigidly a three-year rolling programme rather than responding to issues that arise from annual self-evaluation procedures. The headteacher ensures that staff receive appropriate training to teach the National Curriculum well. Much training has been provided recently in ICT, for instance. New staff and trainee teachers receive good guidance from senior staff.
40. Governors are aware of the school's strengths and weaknesses. Through close liaison with staff in their different roles, they become fully informed of the needs of pupils in different subjects. They are supportive of the school, but are prepared to ask questions to check that all aspects of provision are as good as they should be. Governors monitor the school's priorities in the school improvement plan to ensure they are being implemented well. They evaluate their own performance and take steps to improve their contributions to the school as required. They ensure statutory requirements are met.
41. Leadership and management have improved since the last inspection. Standards and teaching have improved since that time.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	595,768	Balance from previous year	26,376
Total expenditure	596,603	Balance carried forward to the next	25,541
Expenditure per pupil	2,868		

42. The school's budget is spent wisely with a focus on improving provision at the school. Staffing and other resources are used efficiently for the benefit of pupils. The school applies the principles of best value well when purchasing goods and services. Given that pupils achieve well overall, teaching and learning are good and leadership and management are good, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Arrangements for settling children into school are good. Parents and carers are kept well-informed about their children's progress. Children's attainment on entry to the reception class is well below what is normally expected from this age group. The pupils achieve well, including those with special educational needs and those with English as an additional language, and make good progress towards the *Early Learning Goals* that are expected of children of this age. However, their attainment when they leave the reception class to go into Year 1 is still below average. Improvement since the last inspection is good. Teaching and learning are better than they were at that time.

Teaching and learning are good overall; there is an appropriate balance between those activities the children choose for themselves and those directed by adults. The curriculum is well-planned with due regard to the six areas of learning and the *Early Learning Goals*. Assessment procedures are effective and staff keep careful note of children's progress to ensure they are achieving well. Staff have good expertise in teaching young children and understand well how they learn through play. They help children effectively with their work and play. Leadership and management of the Foundation Stage are effective and staff work well together as a team. There is no designated outdoor area for the reception class, which means there is no free access for children to learning outside which restricts their opportunities for sand and water play and using larger equipment such as bicycles. Staff strive to alleviate this, but supervision requirements mean that this is problematic for them to organise, although children use the outdoor space regularly in small groups under the guidance of an adult.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well in developing their social skills; their behaviour is good
- Secure and trusting relationships in the reception class help children to be happy and settled and to develop confidence in their work

Commentary

43. Teaching and learning in this area are very good and this ensures children achieve very well. Their behaviour is good because they are taught very effectively how to behave. They are developing very good social skills. Relationships are good and this ensures the children are happy and confident in their learning and develop good self-esteem. They are learning well to become independent and carefully look after themselves and the classroom. For example, they tidy up at the end of lessons, putting things back properly after their activities. Children are settled into school routines well and are keen to take part in activities. They learn to share, take turns and play fairly. Standards are well below average on entry to the reception class but above average on starting in Year 1. Provision has improved since the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good help to encourage children in their early stages of developing their skills in language
- Children have regular opportunities to share books with adults and this helps in the early stages of reading
- During the inspection there was no specific writing area equipped for the children to use and this means that opportunities for pupils to develop their writing skills are missed

Commentary

44. The quality of teaching and learning is good and children achieve well in this area and make good progress. Attainment is well below expectations when children first start school, but staff provide good opportunities for the children to develop their skills in communicating and language acquisition. They take every opportunity to speak and listen to pupils and this helps the children's skills in language to develop well. Children have regular opportunities to share books with adults who provide them with good opportunities to learn that print has meaning and gives them good practice in recognising simple words. They are learning to identify the sounds letters make in words and use this knowledge to decipher print and write simple words. However, during the inspection, there was no specific writing area equipped for the children to use in their play and this slows down children's progress in the early writing skills. In spite of this, children's skills in forming letters are emerging, although their attempts to write their own names are not always clearly written as yet. In spite of good achievement in this area overall, most children start Year1 at well below average levels. Few children are articulate. Several are at the early stages of learning English as an additional language and their attainment is well below average. Overall, provision in this area has improved since the last inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers take every opportunity to emphasise numbers in a range of activities
- Good teaching and learning mean the children's progress in their mathematical development is good

Commentary

45. Children's ideas about mathematics are developing well. Numbers, counting, adding, subtracting and patterns are emphasised well in a range of activities. Good teaching and learning means the children's achievement in their mathematical development is good. Reference is made regularly to numbers, reinforced by the effective use of number lines illustrating the order of numbers, such as first, second and so on. A good range of activities reinforces counting, for example, counting the number of candles on a birthday cake. Puzzles and shapes reinforce mathematical understanding about two- and three-dimensional shapes and children are taught to recognise and handle money to understand its value, for example through play activities in the 'toy shop'. Standards on entry to school are well below average. They have risen during the reception class but remain below average. Provision has improved since the last inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's knowledge and understanding of the world are developing well
- The natural environment around the school is used effectively to reinforce learning

Commentary

46. Children's ideas in knowledge and understanding of the world are not well-developed when they first start school. They make good progress from this low starting point and, although their skills are still below the expected level for their age when they transfer to Year 1, they achieve well. Teaching and learning are good and the children are developing well an understanding about how living things, such as plants and minibeasts, grow and change over time. Children investigate the environment, for example, the characteristics and features of buildings and develop a sense of direction when moving around the school. Using magnifiers and investigating the properties of manufactured objects are also given good emphasis. Computers and other resources in ICT are used well to support the children's learning. Provision in this aspect has improved since the previous inspection.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children achieve well in this aspect and reach the standards expected by the end of the reception class
- The lack of a dedicated outdoor area lowers standards of children's physical co-ordination

Commentary

47. Children's physical skills are below average on entry to school. In particular, their hand control is weak when they first come into school. Through good teaching, children achieve well and develop satisfactory control of small equipment, such as pencils, paint brushes, scissors and paste spreaders. By the time they leave the reception class, their attainment in this area is at the expected level for their age. Children use the hall for physical education lessons and develop their larger movement well for their age. They have a sound concept of space and move around without bumping into each other unduly. This skill is also evidenced during playtimes when children play with their friends. Children play with bikes, bats and balls and make good use of outdoors to develop their co-ordination and physical control. However, the lack of a dedicated outdoor area for the reception children prevents children from making more progress in the development of their co-ordination and physical skills. Provision is similar to the last inspection.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to use a variety of materials in their creative activities
- Children's creative work is valued and staff praise children regularly for their efforts

Commentary

48. Teaching and learning are good. The children's creative ideas are developing well and there are good opportunities for them to use a range of media and materials, such as chalk, paint and collage, during their activities. Photographic evidence indicates children complete a good range of artistic work, which is independently produced. Most children achieve well, but standards are below average on entry into Year 1. Photographs are used to inspire the children's creative ideas. The musical instruments outdoors provide good opportunities for children to explore sound and make music. Provision is similar to the last inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in reading and standards are above expected levels
- Standards in writing, speaking and listening are not high enough because these aspects are not emphasised well enough in lessons

Commentary

49. Inspection findings indicate that, throughout the school, standards are below expected levels overall in English. They are above expected levels in reading and below those levels in writing, speaking and listening. This contrasts with last year's National Curriculum test results, where pupils in Year 2 reached standards in reading and writing that were well below average. Standards achieved by pupils in Year 6 in 2004 were average. The difference between inspection findings and test results is because the capabilities of the current groups of pupils are different from those last year. Overall, pupils achieve well in reading and satisfactorily in other aspects of the subject. Pupils with special educational needs make satisfactory progress in reading and writing. This is because of the good support they receive from teaching assistants. Pupils with English as an additional language make satisfactory progress overall, but could achieve higher levels with more guidance. Standards in English have declined since the last inspection. This is because the school has not corrected some of the weaknesses in teaching speaking, listening and writing that have been apparent during the past few years.
50. In Year 2, pupils read fluently, but not expressively, at an above average level overall. Higher-attaining pupils read with good expression. They recall the plot of stories they read and discuss key characters well. They talk about different types of story and think about which authors they prefer. Other pupils do not reach these levels. This is because of their low capabilities in speaking. In Year 6, pupils read fluently with good expression at an above average level. Higher-attaining pupils discuss key features of books and their likes and dislikes about them. They have developed firm opinions about authors. Standards in reading are higher than they were at the last inspection.
51. Standards in writing are below expected levels throughout the school. Nonetheless, because pupils begin Year 1 with standards that are below average in this subject, their achievement overall is satisfactory. However, there are weaknesses in the teaching of writing that, if corrected, would help to raise standards. For example, in Year 2, only a few higher-attaining pupils write stories that follow a sequence of events in a logical way. They develop their stories over several pages using complex sentences and use a wide variety of vocabulary for their age. Most pupils at this age do not punctuate their stories well. Handwriting is consistently neat but very few join their letters. Their spelling is mostly accurate and good attempts are made to spell unfamiliar words. In Year 6, writing is similarly below average overall. This is because earlier weaknesses in writing have not been corrected well enough.

Most pupils write stories at length, but a large proportion of pupils still list a sequence of events rather than write in a more interesting style using description and suspense. They do not develop characters well. Many pupils use language precisely and effectively. However, most pupils mix tenses and do not check that their writing makes sense. Handwriting varies in style and spellings are often inaccurate. Overall, pupils learning English as an additional language do not receive enough help with their writing. They do not discuss what they wish to say enough with teachers and teaching assistants and do not receive enough help with their spellings as they write. Standards in writing have declined since the last inspection.

52. Standards in speaking and listening are below expected levels throughout the school. Achievement is satisfactory overall because pupils start school with standards that are well below average. A significant proportion of pupils join school with little knowledge of the English language. However, these pupils do not receive enough opportunities to practise their speaking and listening skills as they learn English for the first time. Overall, pupils rarely speak more than one short sentence in lessons or in one-to-one discussions. For example, in a writing lesson in Year 2, pupils did not explain what it meant to write in the first person or initiate suggestions for sentences. In a Year 6 lesson about writing as if a war evacuee, pupils responded briefly to questions referring to a poster, but did not reply at length about the various aspects raised by the poster. Standards in speaking and listening have declined since the last inspection.
53. The quality of teaching and learning is satisfactory overall. Some excellent teaching was observed during the inspection, but, over time, there are insufficient strengths to halt the decline in standards in writing, speaking and listening since the last inspection. One feature of the two excellent lessons was the emphasis on pupils organising their thinking through speaking. The teachers' rapport with pupils was such that they listened very well indeed, both to the teacher and to one another. These lessons were very well planned and provided good challenge for pupils with special educational needs and those for whom English is an additional language. Moreover, pupils learnt how to improve their own work from assessing one another's work. Speaking and listening were emphasised very well as pupils discussed with each other how to organise their writing. However, these outstanding features were not replicated in other classes. Some teachers do not provide enough opportunities for speaking and listening and do not correct weaknesses in writing well enough. Marking does not always help pupils to improve.
54. Leadership and management of the subject are satisfactory overall. The recently appointed subject co-ordinator is working to raise standards by identifying the strength and weaknesses of current teaching. As a result of this, a series of well-focused actions have been introduced in each year group to raise standards. These measures have not yet had time to raise standards. Raising standards in literacy has been a priority for the school for some time, but the school has not identified the weaknesses in teaching that explain why standards are not higher than they are, particularly in Years 1 and 2. Arrangements for supporting pupils for whom English is an additional language do not ensure that their specific needs are met.

Language and literacy across the curriculum

55. Overall, the provision of language and literacy across the curriculum is satisfactory. Pupils are provided with good opportunities to read a range of books and texts on the Internet during their work in other subjects. For example, pupils in a Year 5 science lesson were provided with a range of reference books on the earth, sun and moon as they found out the relative size of each of these to each other. Pupils in Year 2 found out about living creatures and plants by reading pages on a website during an ICT lesson. There are good examples of pupils speaking and listening in science in Years 5 and 6. In these classes, pupils were given good opportunities to talk to the rest of the class at length about their findings from their research and investigations. However, overall, pupils, especially those with English as an additional language, do not receive enough opportunities to practise their speaking and listening skills. In Year 6, there are good example of pupils writing at length in science, geography and

history. However, this is not the case in the school as a whole where pupils are not given enough opportunities to write in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good throughout the school and standards in Year 6 are above expected levels
- Teaching and learning are good overall. In Years 1, 5 and 6 they are consistently very good and help to raise standards
- Occasionally activities set for pupils do not encourage them to think hard enough
- Leadership and management are good

Commentary

56. Standards in Year 6 are above expected levels and those in Year 2 at expected levels. Pupils, including those with special educational needs and those for whom English is an additional language, achieve well throughout most of the school and very well in Years 1, 5 and 6. This picture of good standards is confirmed by the pupils' performance in National Curriculum tests. Standards have improved significantly since the last inspection.
57. Teaching and learning are good overall and this is the reason pupils achieve well. Teaching and learning in Years 1, 5 and 6 are particularly good. Lessons are planned well and activities are suitably matched to the different levels of ability of pupils, including the higher- and lower-attaining pupils. Many of these activities are practical and this helps pupils understand because they can see what is being taught by the use of mathematical apparatus and equipment. Pupils are encouraged well in their work and given good help and support from their teachers and teaching assistants. Lessons are taught at a brisk pace and this encourages pupils to work hard and finish their work in the time available. However, not all the teaching and learning are as good as this. For example, occasionally, the work set for higher-attaining pupils is too easy for them and does not encourage them to think hard enough. In Year 2, worksheets that do not promote pupils' thinking and problem-solving skills are used too frequently and this slows down the progress made by these pupils. .
58. Leadership and management are good and this is evidenced by the improvement in standards since the last inspection. Monitoring and evaluation have proved effective in identifying the strengths and weaknesses in the subject. Test data is analysed to see where there are weaknesses in pupils' learning. Weaknesses have been worked on successfully and corrected well. The setting arrangements in Years 3 to 6 have proved to be highly successful in raising achievement, especially for higher-attaining pupils. Guidance to help teachers is good. Pupils are taught effectively how to think mathematically. For example, pupils in Year 6 are presently studying mathematical calculations based on problem solving. They apply their previous learning and knowledge in identifying appropriate and accurate methods for their working. In Year 1, the topic on data collection involved the pupils very well, as they tallied the number of vehicles which went past the school within a set period of time and recorded their findings on a tally chart. Resources are good and the accommodation is suitable, although classrooms are rather small for pupils to carry out practical tasks.

Mathematics across the curriculum

59. Good links are made in other subjects to solving mathematical problems. For example, in Year 5 a mathematics lesson was linked to history. Pupils calculated the number of features in illustrations about the Egyptians. Mathematics is used in work in ICT and science as pupils prepare block graphs and pie charts on computers to help them in the science work. It is also used in art and design and design and technology in measurement and in using two- and three-dimensional shapes.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 and standards are above expected levels, especially in pupils' abilities to investigate scientific problems
- Teaching and learning are good in Years 3 to 6 because pupils are encouraged to think carefully about their work and discuss what they are doing
- The subject is well led and managed, especially in Years 3 to 6, because there is a good focus on raising standards

Commentary

60. Results in the 2004 National Curriculum tests at the end of Year 6 indicated that standards were well above average in comparison to similar schools. The proportion of pupils achieving the higher level in these tests was also above average. Inspection evidence confirms these results and indicates that standards in Years 3 to 6 are above expected levels and pupils achieve well. Higher-attaining pupils in these years are achieving well and the standards of their work are above average. This is because these pupils are encouraged to think carefully about the challenges that have been set for them. Pupils carry out investigations well and talk about what they have found out. This helps them deepen their knowledge and understanding of the subject. For example, in Year 6, pupils discussed in groups the investigations they had carried out the day previously and sought to explain the findings that had occurred. Some of these discussions were rigorous and thought-provoking but illustrated how these pupils were thinking carefully about their findings. Overall, standards are higher than they were at the last inspection.
61. Results in the 2004 teacher assessments at the end of Year 2 indicated that standards were well below average in comparison with similar schools. The proportion of these pupils reaching the higher level was below average in comparison with these schools. Standards in the work seen during the inspection indicate that standards are below expected levels in Year 2. However, since the attainment of these pupils on entry to school was below average, pupils in Year 2 achieve satisfactorily overall. They do not achieve as well as the older pupils because they are not encouraged to think about their work in enough depth. For example, some of the tasks they are set consist of completing worksheets that include simple tasks, such as colouring pictures, that are easily completed.
62. Pupils show enthusiasm for the work in science and work well in groups. In Years 3 to 6, pupils are introduced to new knowledge very effectively through practical investigations and discussion. Both boys and girls find the practical approach to teaching very interesting and they take part eagerly in discussions. They develop their thinking well in this way and make good progress. Pupils in Years 1 and 2 do not make as much progress because the activities set for them are too based on worksheets and not enough on encouraging pupils to think through and carry out their own investigations. Teaching assistants help pupils with special educational needs achieve satisfactorily by explaining carefully what they are learning to ensure they understand what they are doing.
63. The quality of teaching and learning is good in Years 3 to 6 and satisfactory in Years 1 and 2. This is broadly similar to that reported at the last inspection. In Years 3 to 6, teachers make pupils aware of what they are intended to learn in each lesson and make good connections between this and previous learning. This helps pupils build up their knowledge and understanding of science systematically and is a strength of teaching and learning. The interpretation of results from investigations is taught well in Years 3 to 6 so that pupils are able to draw conclusions from their results and identify areas for further investigation. Pupils use scientific vocabulary well in their discussions because it is reinforced in teachers' explanations and used well in classroom displays. Topics are planned effectively to give a balanced

mixture of oral, practical and recording activities. However, in Years 1 and 2, there are not enough opportunities for pupils to consolidate their writing skills in science because too many worksheets are used that do not encourage pupils to think.

64. There has been a good improvement in the leadership and management of the subject since the last inspection and these aspects are now good. Pupils' work is monitored well in Years 3 to 6, although it is not monitored rigorously enough in Years 1 and 2. Lessons are observed and teachers' plans are analysed. All this monitoring has led to areas for further development being identified. This has led to improvements in standards being achieved in Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well in ICT throughout the school and reach standards that are above expected levels in Year 6
- Teachers and teaching assistants have good subject knowledge and use this well to guide pupils in their work
- Good guidance and training are provided for staff and this helps them teach well
- ICT is being used well in other subjects

Commentary

65. At the end of Year 6, standards are above nationally expected levels. At the end of Year 2, they are at expected levels. Throughout the school, pupils achieve well. From Year 1, pupils are taught well how to switch on computers and find their way to their own folders that are stored in the computer. They follow computer programs well and this helps them learn effectively as they follow the instructions on screen. In Year 6, pupils produce interesting PowerPoint presentations on a range of subjects using a range of graphic techniques. They use the Internet well to help them research historical and geographical topics.
66. Teaching and learning are consistently good. Teachers and teaching assistants provide very good help for pupils, including those with special educational needs. They have good expertise and help pupils well when they are stuck. This enables them to learn effectively and prevents them from worrying about what to do next. Teachers and teaching assistants work calmly through problems and this encourages pupils to think carefully about what to do when they are using computers. This enables pupils to use computers successfully to help them learn.
67. ICT is well led and managed. Staff are provided with training that is very effective in helping teachers improve their skills in ICT and teach the subject well. This training extends to teaching assistants as well as to teachers and this ensures that pupils receive good help in their work from teaching assistants as well as from teachers. Pupils' progress is checked after each unit of work. There are good procedures for monitoring and evaluating standards and teaching in ICT. Pupils' work is analysed, teachers' plans are checked and lessons are observed. As a result of this, the school identifies the strengths and weaknesses in standards and teaching. Plans are then drawn up to correct any weaknesses that have been identified and, in this way, the quality of provision in ICT is improved.
68. Provision of equipment in ICT is good. The computer suite is well-equipped with computers and a computerised board. All classes have computerised boards that teachers and pupils use well as an aid to their learning. All the computers and computerised boards are linked to the Internet. A web-cam has been installed in a bird box and this is connected to a laptop computer in the computer suite. Teachers often use digital cameras to record pupils' work so that it can then be displayed in larger format on the computerised boards. This extensive

range of provision provides pupils with many good opportunities to extend their learning through the use of computers. Provision has improved significantly since the last inspection.

Information and communication technology across the curriculum

69. ICT is being used well in other subjects. Inspection evidence indicates that ICT is being used extensively in subjects such as mathematics, science, geography and history. Pupils record and interpret data on graphs and charts using the computer. They use digital cameras in science to help them observe small plants. They use the Internet for research in science, geography and history.

HUMANITIES

70. Not enough evidence was available to judge overall provision in **geography** and **history**. Pupils' work and teachers' plans were inspected and a discussion was held with the subject co-ordinator. No lessons were observed in either subject. The school teaches the National Curriculum as required by law in these subjects. Evidence from the work available in geography in Year 6 indicates that standards are above expected levels and that standards in history are at expected levels. In Year 2, work in history indicates that standards are below expected levels with activities lacking challenge and rigour to help pupils learn as they should. There was not enough work available in geography in Year 2 to judge standards in this subject. In Year 6, the quality of marking is good. In this class, pupils are left in no doubt what is good about their work and how they might improve it. This is not the same in Year 2 where the marking does not indicate to pupils what they need to do to get better in these subjects. Because St George's is a church school, **religious education** is being inspected by the local diocese and not by this inspection team.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. There was not enough evidence collected during the inspection to form a judgement about provision in **art and design**. Examples of pupils' work were analysed and the subject was discussed with staff. No lessons were observed during the inspection. Standards however can be judged from the very good variety of work that is on display around school. Pupils' work is of a good standard in both Years 2 and 6. This work is presented carefully and illustrates very good observational skills that pupils are developing well. Teachers use the school grounds to very good effect to support work in art and design, and also visit the nearby art gallery and local industries, such as Worcester Pottery to enhance the curriculum in art and design. Topics are covered effectively. Work in art and design is carefully planned. The subject co-ordinator ensures there is a very good range of additional activities and experiences to enrich the curriculum. Leadership and management in art and design are good.
72. Lack of evidence means that an overall judgement about provision in **design and technology** cannot be made. Two lessons were observed, actual and photographed examples of pupils' work were inspected and a discussion was held with pupils about their work. Evidence indicates that pupils' attainment is above expectations in Year 2 and in line with them in Year 6. Pupils are taught a wide variety of ways to design and make products, especially in Years 1 and 2. Some of the work in Years 1 and 2 shows considerable dexterity and individual originality, such as when weaving and when making their own vehicles that move. The lessons seen demonstrated that pupils go through the expected steps in planning and making models, including thinking about how they could improve them.
73. Not enough evidence was collected to form an overall judgement about provision in **music**. No lessons were observed, but singing and instrumental work was listened to in assemblies and a practical session in rhythmic work was observed with pupils from both Year 2 and Year 6. Evidence suggests that standards of attainment are in line with expectations in both these year groups. The school makes good provision for pupils to learn instruments, such as the

recorder, guitar and keyboard and to sing in a choir. This enables some pupils to reach above average standards.

74. In **physical education**, two games lessons were observed. School records and teachers' plans were inspected and a sample of pupils was interviewed about their work. Evidence indicates that standards of attainment in sport are above average. Pupils in Year 4, for example, show good hand-eye co-ordination as well as control of the ball when bowling and receiving a ball. Pupils sustain their concentration well because they are interested in improving their skills in physical education. Most pupils swim 25 metres by Year 6, and many gain a considerable number of awards in distance swimming and survival techniques. The subject co-ordinator has introduced to the school the use of an excellent self-assessment record for pupils. An excellent range of additional physical activities is planned for pupils. These often take the form of competitive matches in football, table tennis and cricket. Pupils have gained considerable success in some competitive matches, particularly in table tennis.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Too little evidence was available to make an overall judgement about provision in **personal, social and health education and citizenship**. Inspectors analysed teachers' plans and talked to pupils and their teachers. It is clear from this evidence that statutory requirements in this subject are met. Overall, the school provides a good programme to develop pupils' personal, social and health education. This is enriched through an excellent programme of visits and visitors who add specific expertise and contribute well to raising pupils' awareness of social issues including drugs, smoking and sex and relationships education. These topics are dealt with very well and help pupils to become mature young people by the time they leave at the end of Year 6.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

