

INSPECTION REPORT

EASTNOR PAROCHIAL PRIMARY SCHOOL

Ledbury

LEA area: Herefordshire

Unique reference number: 116805

Headteacher: Julia Morris

Lead inspector: Mrs. J. Ikin

Dates of inspection: 17th – 19th January 2005

Inspection number: 272846

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4-11 years
Gender of pupils: Mixed
Number on roll: 82

School address: Eastnor
Ledbury
Herefordshire
Postcode: HR8 1RA

Telephone number: 01531 632509
Fax number: 01531 636069

Appropriate authority: The governing body
Name of chair of governors: Reverend Colin Beevers

Date of previous inspection: 28 June 1999

CHARACTERISTICS OF THE SCHOOL

Eastnor Parochial Primary School serves the village of Eastnor and the surrounding area. It is much smaller than other primary schools, with 82 pupils on roll. The building is owned by the Bathurst Estate and leased to the local education authority. It is a popular school and parents choose to send their children there because of its good reputation and its Church of England nature. The pupils who attend the school come from a wide range of social backgrounds. Most are from white United Kingdom and European backgrounds and mixed white Asian are also represented. There are no pupils who speak English as an additional language. The number of pupils entitled to free school meals is below average and the socio-economic nature of the area is above average. There is a very wide range of attainment on entry to the school, which varies from year to year, but overall it is above average. Mobility at the school is low. The percentage of pupils with special educational needs and with a Statement of Special Educational Needs is well below average. These needs include specific learning, social emotional and behavioural, communication difficulties and autism. The school has a Schools Achievement Award 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Jacqueline Ikin	Lead inspector	Mathematics Science Design and technology Religious education Art and design Music The Foundation Stage
10329	Brian Sampson	Lay inspector	
19916	Deborah Kerr	Team inspector	English Information and communication technology Geography History Physical education Personal, social, health education and citizenship Special educational needs

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that has some very good and some outstanding features. There is a very strong work ethic, very good leadership and management, and some very good teaching in most parts of the school. The majority of pupils achieve well and standards are well above average. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and she is very well supported by the senior teacher, subject leaders and the Chair of Governors.
- Standards are well above average in English, mathematics and science by the end of Year 6 as a result of very good and sometimes outstanding teaching in Years 1 to 6.
- The very strong ethos of mutual care and respect that pervades the school results in pupils developing excellent attitudes towards each other and a real enthusiasm for learning.
- The school has very good links with parents who, in turn, give very good support to the school and to their children's learning.
- Children in the reception class do not achieve as much as they should.
- Assessment is very good in English and mathematics and good in science, but it is not sufficiently formalised in other subjects.

The school's improvement since the last inspection is good overall. The school has built upon the majority of the strengths identified in the last inspection and fully addressed most of the recommendations made. However, more remains to be done to improve assessment in subjects other than English, mathematics and science, provision in the reception class is not as good as it was when the school was last inspected and the school still does not have a hall.

STANDARDS ACHIEVED

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

*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*

The table shows that standards in science have been consistently in the top five per cent nationally for the last three years. The results for English and mathematics were in the top five per cent nationally in 2002 and 2003. The results of 2004 need to be interpreted with caution because of the small size of the cohort.

Inspection findings show that **achievement** is **good** overall. Achievement in English, mathematics and science is very good and standards match those of test results. In Year 2, standards are above average in reading and mathematics, well above average in science and average in writing. Standards are well above average in English, mathematics and science in Year 6. Pupils achieve well in art and design, and standards are above average in Years 2 and 6. Standards in information and communication technology are average and achievement is satisfactory. The achievement of pupils with special educational needs is good and higher attaining pupils and those who are talented

and gifted, achieve well. The achievement of children in the reception class is unsatisfactory. Standards are below average in their personal, social, communication, language and literacy, mathematical and creative development, and in their knowledge and understanding of the world. There is not enough evidence to form a judgement about standards and achievement in physical development.

Pupils' **personal qualities**, including their spiritual, moral, social and cultural development are **very good** overall. By the time they reach Year 6 pupils' attitudes to their work and to each other are excellent and their behaviour is exemplary. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall.

Teaching and learning are **good** overall. It is very good overall in Years 1 to 6 where some excellent teaching also occurs. Teaching assistants provide very good support. Teaching in the reception class is judged to be unsatisfactory overall, although some good and very good teaching by a temporary supply teacher was seen during the inspection. The teaching that pupils receive in Years 1 and 2 enables them to catch up on work that they have missed in the reception class. The small size of teaching groups in Years 5 and 6 together with some outstanding teaching in the junior classes are significant factors in the standards that pupils achieve. Assessment is satisfactory overall. It is very good in English and mathematics, and good in science. It is broadly satisfactory in other subjects. Assessment is unsatisfactory in the reception class. The curriculum is good overall. It is very good in English, mathematics and science in Years 1 to 6, but unsatisfactory in the reception class. Provision for special educational needs and for talented and gifted pupils is good overall. There is very good provision for activities outside the school day. The school is very well staffed and resources are good. The accommodation has been considerably improved since the last inspection and is satisfactory overall, but the lack of a hall limits the provision that the school can make for physical education and there is limited access for disabled pupils. Pupils are very well cared for. The school's partnership with parents is very good; there are very beneficial links with the secondary school, other primary schools and with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management are **very good overall** and governance is good.

The headteacher provides very good leadership and the senior teacher and most subject leaders give very good support. Governors give strong support to the school. They are very ably led by the Chair of Governors and fulfil their statutory duties. Very good use is made of assessment information to inform ongoing improvements and the school has a very accurate picture of its strengths and weaknesses and what it needs to do to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has a very good reputation amongst parents and the majority have especially chosen it for their children. Pupils like their teachers and enjoy lessons.

IMPROVEMENTS NEEDED

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

- Improve teaching, learning, standards and achievement in the reception class.
- Improve assessment in subjects other than English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall. In Years 1 to 6 they achieve very well. Standards are average in writing, above average in reading and mathematics and well above average in science in Year 2. In Year 6, standards are well above average in English, mathematics and science. The achievement of children in the reception class is unsatisfactory and standards are below average.

Main strengths and weaknesses

- Pupils achieve very well in science and the school has successfully sustained test results that are in the top five per cent nationally.
- Pupils' overall achievement in English and mathematics is very good.
- Standards in the reception class have declined since the last inspection and children have a lot of work to catch up on when they reach Year 1.

Commentary

1. Although standards are above average when children enter the school standards are below average by the end of the reception year. Their achievement is unsatisfactory. Most children do not reach all the goals set for them in important elements of their personal and social, communication, language and literacy, mathematical and creative development, and their work is mainly below the levels of which they are capable. Their overall achievement in knowledge and understanding of the world is unsatisfactory. Their skills in information and communication technology (ICT) are satisfactory. There is not enough evidence to form a judgement about physical development. The low standards in the reception class are due to weaknesses in teaching, which the school has recognised. The very good advice and support from inside the school and from the local authority have not succeeded in remedying the situation.

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

Standards in:	School results	National results
Reading	17.2 (17.0)	15.8 (15.7)
Writing	14.7 (16.2)	14.6 (14.6)
Mathematics	17.5 (17.8)	16.2 (16.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.5 (31.6)	26.9 (26.8)
Mathematics	29.0 (31.2)	27.0 (26.8)
Science	33.0 (33.0)	28.6 (28.6)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. Standards in Years 1 to 6 are better now than at the time of the previous inspection, and the results of national tests are usually above or well above the national average and the average for similar schools in mathematics and science at the end of Years 2 and 6. However, the school's Year 6 results for English in 2004 were average compared to similar schools, which was not as good as in previous years. This can be explained by a higher number of pupils with special educational needs in that year group. There is still room for improvement in writing in Year 2 where results are average compared to schools nationally and well below average when compared with similar schools. This is in part due to the fact that pupils have a significant amount of ground to make up when they enter Year 1. Over the last three years the school has consistently maintained results that are in the top five per cent of schools nationally in science. Standards observed during the inspection were average in writing, above average in reading and mathematics and well above average in science in Year 2. In Year 6 standards are well above average in English, mathematics and science. Standards in ICT are average. Pupils have caught up ground lost previously because of shortages of equipment and are now achieving well. Standards in ICT are set to rise further as a result of the very knowledgeable subject leadership and improved resources. Standards are above average in art and design, and pupils achieve well.
3. Pupils with special educational needs achieve well overall. They achieve very well in Years 1 to 6 and most achieve the standards expected by the end of Year 6 in English, mathematics and science. This is as a result of the individual support that they are able to receive in the small teaching groups in Years 5 and 6, and well-targeted support in other year groups. Higher attaining pupils achieve well as a result of the high expectations that their teachers have of them and the high level of challenge in the work set. Where there are weaknesses it is in the reception year where the achievement of children with special educational needs and those who are higher attaining is unsatisfactory because of insufficient planning for their needs.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour overall are very good as is also their spiritual, moral, social and cultural development. Attendance and punctuality are very good.

Main strengths and weaknesses

- Children's personal skills are not as good as they should be by the end of the reception year, but by the end of Year 2 they are good and by Year 6 they are excellent.
- By the time they reach Year 6 pupils are mature and confident, and their behaviour is exemplary.
- The Christian ethos of the school is reflected in the very good spiritual, moral, social and cultural development of the pupils.
- The very good support that parents give to their children's learning is reflected in very good levels of attendance and punctuality.

Commentary

4. Overall, pupils' very good attitudes and behaviour have been maintained since the last inspection. However, children's personal skills are not as good as they should be by the end of the reception year. They are over dependent on the teacher to help them with their work, even when tasks set are well within their reach, and they find it hard to collaborate with others in joint activities. By the end of Year 2 pupils are confident and

interested in their work and able to work together well when using computers, for example, or when setting up tests for science. These skills and attitudes are developed even further in Years 3 to 6 where pupils' extremely positive attitudes to their work and to each other make a significant contribution to standards and achievement.

5. The school sets high expectations for pupils' behaviour and these are consistently promoted throughout the school. There have been no exclusions for several years. Moral development permeates the whole of school life. The school's dealings with all forms of bullying, racism and any form of harassment are excellent and highly effective. Pupils are confident to report any incidents and know that they will be fully backed-up by all adults. Very good relationships based on mutual respect and thoughtfulness to others are increasingly evident as pupils get older and in Years 5 and 6 pupils exhibit remarkably high standards of sensitivity and care for others. They act as excellent role models for the younger pupils.
6. The school is underpinned by very strong Christian values and the pupils respond very well to the many opportunities for reflection on their thoughts and feelings, both in acts of worship and in lessons. They ask deep and relevant questions about religious issues, for example, and there are many occasions when their eyes open wide with amazement at the new things they are seeing and learning in science. Their social skills are developed very well through opportunities to work collaboratively and to take responsibility during lessons and around the school. Older pupils ensure that no one is unhappy or alone during playtimes, for example. Pupils develop a very good understanding of their wider social responsibilities through numerous opportunities to participate in charitable events.
7. Their cultural development is very well developed, not only through local village events, but also through arts activities promoted in partnership with other local schools. The school takes very good care to ensure that pupils learn about a wide range of different religious and artistic traditions, and pupils are very well prepared for life in a culturally diverse society as a result.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	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.

8. Attendance is very good. Attendance rates are above the national average. Routines for monitoring attendance are rigorous.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. The curriculum is good and the school provides a very good standard of care for its pupils. There are very good links with parents and the community.

Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory overall.

Main strengths and weaknesses

- Teaching is very good in Years 1 to 6 where some outstanding teaching also occurs.
- Teaching in the reception class is unsatisfactory overall, although some good and very good teaching by a supply teacher was also seen during the inspection.
- Assessment in English and mathematics is very good and it is good in science, but in other subjects it is not systematic enough.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	5	1	2	0	0

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

9. There have been significant improvements in teaching and learning in Years 1 to 6 since the last inspection. The teaching provided for pupils with special educational needs is good overall and very good in some lessons in Years 1 to 6. However, teaching in the reception class is not as good as it was when the school was last inspected.
10. In Years 1 to 6 teachers have very high expectations of their pupils and this makes a significant contribution to their achievement and the standards that they reach. They plan relevant and interesting work that engages pupils' interest and systematically develops their knowledge, skills and understanding over a series of lessons. In the outstanding science and mathematics lessons seen in Years 5 and 6, pupils' learning was extended extremely effectively by the use of practical tasks in which pupils were required to apply their factual knowledge and skills. Teachers made excellent use of questioning to ensure that all pupils thought for themselves and worked at the edge of their capabilities. Very good use is made of the interactive whiteboard to illustrate teaching points and to check pupils' understanding. An example of this was seen in an outstanding English lesson in Years 3 and 4 where excellent teaching deepened pupils' understanding of characterisation and plot by producing thought bubbles on screen to illustrate what characters in the 'Little Red Riding Hood' story might really be thinking. Well-planned opportunities for pupils to talk their ideas through with each other are used very well to help pupils to learn. In a Years 1 and 2 mathematics lesson, for example, the children shared their knowledge of how to use doubling strategies to work out sums in their heads. In Years 1 to 6, there are high expectations of what pupils should be able to do for themselves, and tasks are set up to encourage the development of independent learning. All teachers have very good relationships with their pupils and, as a result, an atmosphere of mutual trust has been created in which pupils grow in confidence and are eager to learn. In Years 1 and 2 teaching is very effective in enabling pupils to catch up on work that they have missed in the reception class and in helping them to acquire good habits of learning. There is very good support and encouragement for individual pupils, and good use is made of written comments in books to help pupils know what they have to do to improve their work.
11. Teaching in the reception class is not sufficiently effective in helping children to learn. Consequently, they do not reach the standards that they should by the end of the reception year. Planning is weak and learning objectives lack precision. As a result, the

activities planned do not meet the widely differing needs of children in the class. There is a particular lack of challenge for higher attaining children and the needs of children with special educational needs are not sufficiently addressed. Not enough account is taken of children's capacity to learn through well-planned and purposeful play indoors and outside. There is an over use of tasks that are totally directed by the teacher and give little opportunity for children to explore for themselves and to develop their own ideas. As a result, children acquire poor habits of learning, find it hard to concentrate and become over dependent on the teacher for things that they should be able to do for themselves. By contrast, the children responded very well in good and very good lessons taken by a supply teacher who in a very short space of time designed tasks and activities to meet their needs. The children's faces lit up during lively introductions that successfully engaged their interest and motivated them to learn. A similar reaction was evident in a very good lesson taken by a visiting teacher from the secondary school.

12. The quality and range of assessments of pupils' progress have improved since the last inspection. The procedures for monitoring and supporting pupils' academic progress are very good in English and mathematics, and good in science. They are satisfactory in other subjects, but rely too much on teachers' very good informal knowledge of their pupils. The targets in individual education plans for some special educational needs pupils are not as precise as they should be. However, they are supported by teachers' own records, which ensure that their needs are fully met in Years 1 to 6. Pupils are fully involved in assessments of their own work and they are also encouraged to evaluate each other's work and to offer constructive criticism. Target setting for reading, writing and mathematics is rigorous and pupils' attainment is closely monitored to ensure that their learning is moving forward. Older pupils also set their own more general targets and review them conscientiously. The school carries out assessment of children in the Foundation Stage at the beginning and end of the reception year. However, these assessments do not fully reflect the capabilities of some children and not enough use is made of them to plan for their different needs. This is a significant factor in the underachievement of reception aged pupils.

The curriculum

The curriculum provided by the school is good overall. There are very good opportunities for enrichment. The accommodation is satisfactory. Resources are good.

Main strengths and weaknesses

- In Years 1 to 6, the curriculum for the core subjects of English, mathematics and science is practical, relevant and carefully structured, enabling all pupils to achieve well.
- Provision for the arts is good, there are good opportunities for older pupils to participate in sport and the school provides a very good range of after-school activities.
- There are very good links with other local schools, which enrich provision and aid the transfer to secondary school.
- There are significant weaknesses in the curriculum for children in the reception class.
- The lack of a school hall limits what can be achieved in physical education.

Commentary

13. The school provides a broad range of interesting and practical experiences that meet statutory requirements and cater for the needs of all its pupils. These findings are similar to the last inspection. However, whilst the curriculum for Years 1 to 6 is better than it was, the curriculum for the reception class has deteriorated.
14. Teachers in Years 1 to 6 have kept up to date with developments in the core subjects of English, mathematics and science, and refined their planning to enable pupils to build systematically on what they have already learnt and undertake new work with confidence and enthusiasm. In mathematics and science much work is based on relevant practical activity in which pupils learn by planning aspects of their own work and finding things out for themselves. Detailed planning is in place for all other subjects and there is a very effective programme for personal, social and health education. The curriculum for design and technology has improved since the last inspection. This, together with the caring ethos of the school, motivates pupils to learn and understand their responsibility towards themselves and their community. Pupils who have special educational needs have full access to the curriculum that the school provides. Classroom assistants play a valuable role in ensuring that they are fully included in the lesson, by adapting work for them and helping them to keep up. The curriculum for reception aged pupils is broadly planned to cover all the areas of learning. However, in practice there is insufficient planning to meet pupils' differing needs and there is not enough use of rich and stimulating activities, involving purposeful play and talk, to extend children's learning. Insufficient use is made of the outdoor area allocated to the reception class for learning.
15. Pupils' learning is enhanced in many subjects by visits and visitors, and by the very strong links with other local schools. The local area is used well for environmental studies and work on display inside the school demonstrates the success of pupils' collaboration with local artists and poets. Visitors are invited in to help broaden pupils' understanding of events such as Remembrance Day and life in other countries and cultures. Secondary school teachers have regular teaching commitments with classes from reception to Year 6 and older pupils take part in a wide variety of local sporting tournaments. This builds pupils' confidence and ensures a smooth transition to their next schools. A wide range of after-school activities, such as the Scottish dancing club and the Years 5 and 6 residential visit, all serve to enrich the school's curricular provision.
16. Although the accommodation has been improved since the last inspection and is satisfactory overall, access for disabled pupils is limited because of narrow corridors and a lack of suitable toilets. The lack of a hall restricts provision for indoor games, gymnastics and dance.

Care, guidance and support

The pupils' care, welfare, health and safety are very good as is also their provision of support, advice and guidance based on monitoring. The involvement of the pupils through seeking, valuing and acting upon their views is good.

Main strengths and weaknesses

- There are very good procedures to ensure that pupils work in a healthy and safe environment.
- Teachers know their pupils very well and there are very good, trusting relationships between pupils and staff.
- Pupils' have very good access to well-informed support, advice and guidance.

Commentary

17. The school's designated and trained person, and the headteacher, ensure that all staff are aware of all relevant aspects of child protection. There is an up-to-date written policy and very good liaison with the local authority. The headteacher is the named health and safety person and, with the relevant governor, she ensures an up-to-date written policy and risk assessments for all eventualities. Very good use is made of outside professional help, such as the police, who come in and talk on 'stranger danger' and road safety, and also the school nurse who covers sex education and first aid. The school has trained first aid personnel and caring, efficient accident procedures.
18. From returned questionnaires and talking to them personally, the pupils demonstrate that they always have more than one adult in the school to whom they can specifically turn to for advice, help or a comforting word. The staff, teaching and non-teaching, know all the children very well. The children's personal and academic development is monitored very carefully and recorded in their personal files and in very good reports to parents.
19. Although there is currently no school council there are good formal and informal systems for ensuring that pupils' views are taken into account. For example, pupils' views can be aired through circle and personal and social education time or on the school's annual questionnaires. The children have recently advised the headteacher on playground equipment whilst the girls have requested, and been given, one day per week when they can use the playground football facilities.
20. The induction arrangements for pupils, which include home visits, are good and ensure that both children and their parents are familiar with the school and its routines before the children start. Older pupils befriend the younger ones and help them at playtimes and when going over to the church. This makes a very valuable contribution to the children's feelings of security in the early stages of their school life.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are very good.

Main strengths and weaknesses

- The school has very good links with parents who make a significant contribution to the school and their children's learning.
- The school has very good links with local people who support the school very well.
- Links with other schools and colleges make very valuable contributions to pupils' learning.

Commentary

21. Links with parents, the community and other schools and colleges have, overall, improved upon even the high standards identified in the previous inspection. They contribute considerably towards the success of the children's learning.
22. From returned questionnaires and from talking to parents during the visit the majority think that this is a good school and the inspection agrees with their views. In particular, the parents say that behaviour is good, teaching is good, staff expect children to work

hard and do their best and the school is well led and managed. Inspectors agree with these positive views. A very small minority of parents had concerns about behaviour at the schools and about the information they received. However, these were not substantiated by the inspection.

23. Parents receive good information including an up-to-date prospectus and governors' report. Currently these documents do not fully comply with statutory requirements and the school is aware of the omissions. The annual, academic reports are good. They cover all subjects, are clear for parents to understand, show what a child can do and give realistic targets for improvement. Informative newsletters are sent home monthly and parent/teacher meetings are held termly. Parents of pupils with special educational needs are fully involved in annual reviews.
24. Parental help towards their children's learning is very good. Several parents help in school with pottery and Victorian events, and one mum spends a lot of her time and energy running the after-school aerobics club. At home, parents appreciate the home/school diaries and many are only too pleased to help with homework projects and topics. The school is indebted to its very energetic parent teacher association (PTA) who arrange many social events and raise significant funds towards school resources. At the last Christmas concert parents raised considerable sums towards a local charity.
25. The school is very good at involving its parents. Regular questionnaires are sent out soliciting their views on a variety of issues and there is also a PTA suggestion box. Consequently, parents arrange events such as Scottish dancing and have helped the headteacher with suggestions on the new school uniform. They have currently also tried to evolve ways of slowing down traffic at the school gate. The school has a very clear complaints procedure.
26. Links with the community are very strong. The local church is well used in lieu of a school hall and members of the local ministry, including the vicar, regularly take assembly and come into school to talk to the children. Local firms are generous with donations of their services and the school often uses the local castle for events. The school's local summer and Christmas fairs are popular events and very well attended.
27. Links with other schools and colleges are numerous and very good. Eastnor Primary is part of a local cluster of schools including the local high school. Interactive sports are played and older children can become part of the high school 'pyramid prom'. Transfer from primary to secondary education is very caring and efficient. Induction days for Year 6 are arranged in the summer and various secondary teachers visit the school regularly to talk to the pupils. The school is very popular with work experience students and trainee teachers from local colleges.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good and it is very well managed. The leadership of the headteacher is very good and the senior teacher and subject leaders give very good support. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school and sets a very good example by the high quality of her teaching.
- The school has an accurate view of its strengths and of the areas where it needs to improve.
- Most staff are very committed to sustaining high standards and improving the school, however, provision for reception age pupils has not improved enough.
- A notable feature of the school's management is the very strong focus that it has on the achievement of individuals and groups of pupils.
- The budget is very well managed and there is very effective day-to-day administration.

Commentary

28. The quality of the leadership and management of the school has been improved since the last inspection. The headteacher provides very strong leadership. An atmosphere where academic achievement and pastoral care are given equally high status has been created and, as a result, the children know that they are in school to work and they do so because they are very well supported, confident and happy. The headteacher's educational vision and high aspirations for pupils are very evident in her work with staff and pupils. A good example is the excellent quality of her own teaching and the high teaching commitment that she has taken on to enable Years 5 and 6 pupils to be taught in small, separate year group classes. This makes a significant contribution to the standards that they achieve in English and mathematics. The senior teacher works in close partnership with the headteacher and is fully involved in all aspects of the leadership and management of the school.
29. Governors fulfil their statutory responsibilities well and make a good contribution to the effectiveness of the school. They have improved their monitoring role since the last inspection. The Chair of Governors is very supportive of the school and is a frequent visitor. Committees and meetings are very well organised and attended, and issues are rigorously debated prior to decisions being made. Governors ensure that they are well informed about the school and visit it regularly to talk with staff and observe its work. As a result, they have a clear view of its strengths and weaknesses and of the challenges that it faces. This knowledge makes a substantial contribution to their strategic planning decisions and the school's improvement efforts. There are very good systems to enable senior staff and subject leaders to analyse teaching, learning and standards. The resulting priorities for improvement are written into a very clear plan in a procedure that ensures the involvement of all members of staff and the governors.
30. All staff are given the training that they need to carry out their work and encouraged to develop their own ideas and innovative practice. This is another driving force for improvement. Where weaknesses are identified, such as those in the reception class, very good support is provided, both from inside the school and from the local authority. The slow rate of improvements up until the time of the inspection has had a detrimental effect on the children's learning. However, the appointment of a supply teacher, at very short notice during the inspection, brought about a significant improvement in the situation.
31. The school is strongly committed to inclusion and its response to the needs of individual pupils is at the heart of its work. The headteacher and teachers know the pupils very well and the special educational needs co-ordinator carries her role out well. Together with the subject leaders they monitor pupils' work and assessment results and take remedial action when they see that a pupil is falling behind the level expected of them. Resulting adjustments to teaching and organisational arrangements make a significant impact on standards and achievement. The school also responds well to the needs of individual pupils who have specific health or educational needs. However, weaknesses in the school's accommodation, which include

limited access for disabled pupils, are beyond the scope of the governing body because the building is owned by the Bathurst Estate.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	250,131	Balance from previous year	16,146
Total expenditure	235,982	Balance carried forward to the next	30,292
Expenditure per pupil	2,877		

32. The budget is very well managed and the principles of best value are applied very well so that the highest value is obtained for the lowest cost. All the monies that are available to the school are directed towards obtaining the best possible provision for the education of the pupils. The school makes very good use of all its allocated funds for their designated purposes and links them closely to its priorities for improvement. The large amount of money carried over was to fund improvements in ICT resources and staffing. The work of the parent teacher association makes a significant contribution to the school's funds. The day-to-day administration of the school is very good and this enables the school to run smoothly.

Aids to the school's improvement are:

- the very strong ethos based on a very strong work ethic and care and concern for the individual leads to very strong atmosphere of trust - pupils feel safe and secure;
- the very good leadership and management by the headteacher, senior teacher and most subject leaders ensure a continual drive for improvement;
- the very good teaching and commitment of staff in Years 1 to 6 support pupils' very good achievement and standards in these year groups;
- the governing body ensures that the headteacher and staff have the support and resources they need to do their work.

Barriers to improvement are:

- unsatisfactory provision for reception age pupils leads to unsatisfactory achievement in this year group;
- the lack of a hall for physical activity limits progress in gymnastics and dance;
- the narrow corridors and limited toilet facilities limit access for disabled pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision in the Foundation Stage is unsatisfactory. This has deteriorated since the last inspection. Teaching and learning is unsatisfactory overall, although some good and very good teaching by a supply teacher and a visiting drama teacher was seen during the inspection. Assessment is unsatisfactory because it is not accurate enough and insufficient use is made of it to inform planning for children's differing needs, including higher attainers and those who have special educational needs. The quality of the learning environment is unsatisfactory. There is a paucity of purposeful, rich and stimulating experiences that motivate children to learn and extend their thinking in relevant and imaginative ways. As a result, children's achievement is unsatisfactory. Insufficient use is made of the outdoor area and associated equipment to support learning. The school is aware of the weaknesses in the Foundation Stage, but in spite of very good management and very good support and training, the rate of improvement was too slow until the time of the inspection. The appointment of a temporary supply teacher, at very short notice during the course of the inspection, brought about considerable improvements in children's learning. The induction procedures for new pupils are good.

Personal, social and emotional

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

Main strengths and weaknesses

- There are good induction procedures, which help children to settle into school quickly.
- Children are polite and well behaved and have positive attitudes to each other.
- There is not enough planning for children's different needs and so children are not as interested in their work as they should be.
- Children's skills of independent learning are not sufficiently developed.

Commentary

34. Children's personal, social and emotional development is above the level expected for their age when they first start school. Good induction procedures, which include home visits and visits to the school by parents and children, make a good contribution to the positive attitudes that children have when they first start school. Most are confident, behave well and are ready and willing to learn. However, their achievement is unsatisfactory in this area of learning by the end of the reception year. Most children do not reach all the goals set for them and standards are below average. Teaching and learning are judged to be unsatisfactory overall. However, some good teaching by a supply teacher was seen during the inspection when the children displayed confidence and an eagerness to learn because of lively presentations and interesting and challenging activities. However, in other lessons the children found it hard to concentrate because they were not expected to think for themselves, tasks were dull and uninteresting and work was not sufficiently matched to their different needs. Consequently, children do not develop the skills they need to sustain concentration, to work independently and to collaborate with others.

Communication, language and literacy

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

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory.
- Teaching and learning are unsatisfactory overall.

Commentary

35. Most children have good communication, language and literacy skills when they enter the school and are quite confident speakers. They initiate conversations, enjoy books and talk confidently about their experiences, when prompted. However, there is insufficient opportunity to develop their vocabulary and imaginative ideas through play and talk, within the activities that are provided. Consequently, most children do not reach all the goals expected for them by the end of the reception year. Their skills in using speech to organise, sequence and clarify their thinking are not developed to a sufficient extent, and not enough attention is given to helping the children to develop their literacy skills at a higher level through a range of interesting and relevant tasks, which are matched to their different needs and capabilities. Children's early reading and writing skills are not sufficiently developed. Although they can hear and say the initial sounds in words and know which letters represent some of the sounds, standards and achievement are too low because they are not sufficiently aware of the sounds in the middle and the ends of words. Consequently, they do not readily use their knowledge of letter sounds in their attempts to read and write more complex words. Although they practise their pencil control using published worksheets and write under their teacher's writing after dictating simple sentences, children's achievement in writing is unsatisfactory. This is because of the limited opportunities for children to develop their writing skills. Opportunities are missed in the classroom to promote literacy through the use of books, labels and captions in display.

Mathematical development

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory.
- Teaching and learning are unsatisfactory overall.

Commentary

36. In a very good numeracy lesson, taken by the supply teacher, the children demonstrated that most can count up to 20 easily and that some children can quite confidently count up to fifty. However, this knowledge of number facts is not reflected in their work, much of which is produced on published worksheets and workbooks, and is very similar for all the children in the class. The children are not on course to meet the goals set for them at the end of the reception year because not enough attention is given to developing children's mathematical skills to a higher level. Consequently, their skills in using mathematical ideas and methods to solve practical problems are insufficiently developed. An example of this was seen in an unsatisfactory lesson during the inspection. The activities that had been set to support learning about length and sorting objects using just four very simple criteria, based on colour and pattern, did not take the children's learning on. The children completed the task very quickly and were heard to say, "this is easy", as they sat passively looking at other activities within the class whilst they waited for the lesson to finish. By contrast, in the very good lesson

taken by a supply teacher the children were fully and actively engaged in practical and challenging activities involving the estimation and measuring of length using non-standard measures. This required the children to draw on their knowledge of number, encouraged them to make use of new mathematical vocabulary and increased their understanding of estimation as well as their skills in using accurate measuring techniques.

Creative development

Provision in creative development is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory.
- Visiting teachers make a very good contribution to this area of learning, however, teaching and learning are unsatisfactory overall.

Commentary

37. Children's creative development is hindered because there are not enough planned opportunities for them to explore their creative and imaginative ideas either indoors or outside. Consequently, they do not reach all the goals set for them at the end of the reception year. Although a role-play area on the theme of a travel agent and a small tray containing flour and small figures had been set up during the inspection, there was no clear planned purpose for these activities. They were generally at the periphery of the teacher's attention and used mainly to occupy the children when they had finished their more formal work. However, some very good teaching and learning occurred during the inspection, when the children created imaginative movements, on a theme of winter, in a lesson taken by a visiting teacher from the secondary school, and when they clapped out simple rhythms in a music lesson taken by a supply teacher.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Standards are below average and achievement is unsatisfactory overall.
- There is very good teaching of ICT skills, however, teaching and learning are unsatisfactory overall.

Commentary

38. The teaching of information and communication technology by the school's subject leader contributes very well to children's knowledge and understanding of the world. There is very good attention to the development of specific computer skills within a very well-planned, ten-week block of work. However, there are not enough opportunities for children to investigate objects and explore different experiences using all their senses in other aspects of this area of learning. For example, little use is made of the outdoor area for the purpose and, in an unsatisfactory lesson that focused on waterproofing materials in different ways, the tasks were the same for all the children and were totally directed by the teacher. Not enough use was made of questioning and

feedback to help move the children's learning on. There were not enough opportunities for the children to ask their own questions and to explore their own ideas. Consequently, they do not reach the goals set for them at the end of the reception year.

Physical development

39. There is not enough evidence to form an overall judgement about provision for children's **physical development**. As at the time of the last inspection it is constrained because of the lack of a hall. The provision of a small outdoor space is an improvement, but insufficient use is made of it to help the children to develop their co-ordination and control of their movements.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well overall and standards are well above average in Year 6.
- Teaching and learning are very good and lessons are very well structured.
- There is very good use of assessment and target setting to inform planning for pupils' different needs.
- Very good use is made of interactive whiteboards as a teaching tool.
- Pupils develop very positive attitudes to learning as they move through the school.

Commentary

40. Standards in English were judged to be high at the previous inspection and the school has worked hard to maintain and improve them. Results in the national tests at Year 6 have been consistently high, although results in 2004, which were satisfactory compared to similar schools, were an exception. This was due to a higher number of pupils with special educational needs in this particular cohort. Current Year 6 pupils benefit from being taught in a small group for most of their literacy lessons and they are on course to attain standards that are well above average by the end of the year. Pupils in Year 2 are on course to attain above average standards in reading and average standards in writing. Pupils' achievement is very good achievement in relation to their starting points on entry to Year 1. Pupils with special educational needs achieve very well and often receive individual attention from the teacher and skilled classroom assistants, whilst higher attaining pupils are well catered for with tasks that provide additional challenge.
41. Standards in speaking and listening are well above the levels expected throughout the school. There has been a recent school focus on developing these skills and pupils are given regular opportunities in lessons to discuss their ideas in pairs and small groups before reporting back to the class or writing them down. This was a very successful feature of a lesson in Years 3 and 4 when pupils discussed their ideas for questions before interrogating a classmate in the 'hot seat'. Pupils of all abilities are confident to ask and answer questions, and speak out to the class, or to the school in assemblies.
42. Pupils achieve very well in reading and develop an enjoyment of books as a result of a wide range of strategies for teaching and practising reading. There is a structured reading programme with pupils reading through a published scheme. They are heard often by adults at school and most also read to adults at home. Teachers also plan regular opportunities for group guided reading when more advanced reading skills are taught. Almost all pupils who were heard reading made good use of their knowledge of phonics to help them read new words, although fewer pupils used contextual clues to work out more difficult words.
43. Pupils learn the techniques of successful authors, and visiting poets help inspire a love of poetry. Although pupils' skills as writers are not developed as well as they should be when they first enter Year 1, pupils catch up with the level expected by Year 2 as they

learn to become increasingly independent in their writing by using word banks and applying their phonic knowledge to unknown words. Residual weaknesses in handwriting and in their skills in writing complex sentences prevent them from achieving at the higher levels. Pupils in Years 3 to 6 write across a range of genres and for a wide variety of purposes. The work of higher attaining pupils is lively and imaginative and they use persuasive writing to good effect, for example, when discussing whether supermarkets are a blessing or a curse! Vocabulary is well chosen and pupils demonstrate an awareness of their target audience.

44. Teaching and learning are very good overall and some outstanding teaching occurs in Years 3 to 6. In Years 1 to 6 teachers have very high expectations of their pupils. They establish a hardworking and business-like approach to lessons and no time is wasted. A feature of all lessons is the very careful structure, which enables pupils to learn step by step so that they are set up for success. Pupils receive very good quality feedback about their work, both through marking and orally, which helps them know what they need to do to improve. Pupils have individual and group targets to work towards and this generates very positive attitudes towards the subject. Teachers make very good use of the interactive whiteboards to illustrate teaching points. In one outstanding lesson the teacher's expertise in ICT resulted in excellent use of the electronic whiteboard to capture pupils' interest and extend their understanding of characterisation. For example, she created 'thought bubbles' on the screen to engage the pupils in thinking about alternative versions of the characters' thoughts in 'Little Red Riding Hood'.
45. The subject has been very well led for some time, and teachers are constantly reviewing provision and looking for ways to improve the subject further. Improvement since the previous inspection has been good and the key issue to improve writing has been addressed.

Language and literacy across the curriculum

46. Pupils use their language and literacy skills very well in other subjects. There are good examples of personal and reflective writing in subjects such as religious education and history. In many lessons pupils are given opportunities to discuss their work or present their ideas to the rest of the class.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6, and all pupils achieve very well.
- Very good attention is given to the basic skills of number and to the development of skills in problem solving.
- Teaching and learning are very good and some outstanding teaching occurs in Years 3 to 6.
- Very good use is made of assessment information to support the needs of individual pupils.

- Pupils have very good attitudes to their work in mathematics and this makes a considerable contribution to the standards that they achieve.
- The subject is very well led and managed.

Commentary

47. The school has maintained high standards in national tests for the past three years and improved them well since the last inspection. In the 2004 national tests, no pupils fell below the expected standard for their age and a third of pupils achieved above the levels expected. The findings of the inspection show that pupils achieve above average standards in Year 2 and well above average standards in Year 6. This represents very good achievement for most pupils in relation to their starting points in Year 1. Pupils with special educational needs and those who are capable of high attainment all achieve very well. There are no significant differences between the achievement of boys and girls.
48. Standards of number work are a particular strength. Pupils in Years 1 and 2 quickly develop an understanding of place value and by the end of Year 2 many can work confidently with numbers up to one hundred. In Years 3 and 4 they understand where the decimal point comes when dealing with pounds and pence, and higher attaining pupils confidently work with values up to one thousand. Work in lessons and pupils' books shows that by Year 6, pupils have a very good understanding of the equivalence between fractions, decimals and percentages, and that they can apply their knowledge of calculation methods to the systematic solving of problems. Their understanding of shape, measure and data handling is equally well developed.
49. The quality of teaching and learning is very good and some outstanding teaching occurs in Years 3 to 6. Lessons are very well planned and structured to ensure that pupils build on what they already know and they systematically learn new skills. The teachers know their pupils very well and they make very good use of assessment to ensure that work is closely matched to the needs of individual pupils. When problems and difficulties occur they are quickly spotted and then skilled support and help is provided. This, together with the small size of the teaching groups in Years 5 and 6, and the very effective support given by teaching assistants in other classes, ensures that pupils who have difficulty with mathematics or who have special educational needs, keep up with their classmates and nearly always achieve the levels that are expected for their age. Teachers make very good use of a range of strategies to ensure that pupils who learn in different ways have access to learning. For example, the interactive whiteboards are used very well to illustrate teaching points and pupils are encouraged to talk through their mathematical ideas and to test their solutions to problems with each other. Pupils are often asked to demonstrate their calculations to the class on the interactive white board, or to explain how they have solved a problem in their own words. As a result, pupils are used to working practically, thinking mathematically and using mathematical language. Where outstanding teaching occurs, for example, in a Year 6 lesson, the teacher's own dexterity with numbers enables her to respond to pupils in a range of different ways to encourage them to think for themselves and to develop their powers of logical reasoning.
50. The very effective climate for learning that has been established throughout the school makes a considerable contribution to pupils' highly positive attitudes towards mathematics and the very good standards achieved. Good work habits are established in Years 1 and 2, and these are built on as pupils get older. Pupils settle down very

quickly to their tasks, working quietly and sensibly for extended periods. They are not afraid to get things wrong because they know that this is part of how they learn. Consequently, they confidently persevere when difficulties occur and gain a great deal of satisfaction when they succeed.

51. The subject leader is highly conscientious and she is constantly seeking ways of improving provision and standards further. She sets a very good example by the quality of her own teaching and is very well supported by the headteacher who shares the teaching of the Years 5 and 6 class.

Mathematics across the curriculum

52. Pupils make very good use of their numeracy skills to support their work in other subjects. For example, they compile graphs to present the results of their tests in science and very confidently use their measuring skills in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are well above average when they leave the school.
- There is very good attention to developing the skills of scientific enquiry.
- The curriculum is very well planned and organised to ensure that pupils work at or above the levels that are expected for their age as they move through the school.
- The subject makes a very good contribution to pupils' personal and social development, and their spiritual development.

Commentary

53. The school's very good results in the national tests have been maintained for the last four years and improved since the last inspection. Those of Year 6 pupils in 2004 were in the top five per cent of schools nationally and those for Year 2 were well above the national average. When compared with similar schools these results are well above average. The findings of the inspection reflect these results and show that standards are well above average in Years 2 and 6. All pupils, including those with special educational needs, achieve very well in relation to their starting points on entry to the school.
54. Teaching and learning are very good. The very good emphasis on scientific enquiry from Years 1 to 6 ensures a sharp focus on the links between acquiring skills of planning and designing fair tests and learning scientific facts. This practical reinforcement of scientific concepts is a significant improvement since the last inspection and is ensuring that all pupils, including those who are higher attaining, receive challenging work that extends their thinking. Information and communication technology is used successfully to support learning and there are well-established plans to improve this aspect of science even further, for example, by the acquisition of sensing equipment. Assessment is good overall. Although specific targets are not set,

teachers give very good constructive feedback to pupils in the course of lessons and in their written marking of work. This not only improves pupils understanding very effectively, but also ensures that they know what they have to do to improve their work. There is very effective use of group work, particularly in Years 5 and 6, where pupils work together to ask their own scientific questions and decide on the best way to carry out an investigation. This makes a significant contribution to their social, as well as their scientific, skills. Other elements of their work also make a very good contribution to pupils' understanding of personal health issues. For example, in Years 1 and 2 pupils learn about healthy eating and in Year 6 they learn about the dangers of smoking. Opportunities to look at the wonders of the natural world, for example, using an electronic microscope to look very closely at a celery stem to see how plants use water, contribute to pupils' spiritual development.

55. The leadership and management of the science co-ordinator are very good. The co-ordinator has worked closely with members of staff to improve the promotion of the skills of scientific enquiry and this has made a significant contribution to the good improvements in standards since the last inspection. The curriculum has been very well developed to ensure that pupils' scientific knowledge, and understanding and skills are moved in line with or above the levels expected as they move through the school. Lessons are very well structured over a number of weeks to ensure that pupils have a thorough understanding of each module of work. Assessments at the end of each module are good. Procedures to monitor teaching, learning, standards and achievement are very good. The school is not complacent and has well-established plans to improve the subject even further by reviewing assessment procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Information and communication skills are taught well and recent improvements in staff expertise and resources are leading to pupils' good achievement in lessons.
- The curriculum ensures the systematic development of ICT skills, but does not yet ensure their systematic application in other subjects of the curriculum.
- Assessment is not consistent between classes.

Commentary

56. Standards of work at Years 2 and 6 are average and pupils' achievement is satisfactory overall, but is improving. This is similar to the findings of the last inspection. However, in the past year the school has updated its resources for the subject, and staff expertise has improved with the result that standards are beginning to rise and the school is very well placed to move forward. Discussions with Year 6 pupils indicated that their word-processing skills were developed well and they made satisfactory use of spreadsheets for data handling. Other aspects of the subject are less well developed. The school does not yet have sensing equipment for work in geography or science, for example, and pupils' experience of multimedia programs is at an early stage of development.

57. Teaching and learning are good. The introduction of interactive whiteboards into each classroom has enabled teachers to demonstrate skills in a much more effective way and this is leading to good progress in lessons. Prior to setting pupils off on a task teachers give clear demonstrations of what is required, explain what tools will be needed and what processes are involved. Pupils are given time to discuss what is happening with a partner, ask questions to clarify their understanding and assist with demonstrations. The power of the interactive whiteboard was demonstrated most successfully in a lesson on emails to a Years 3 and 4 class. The teacher sent emails to groups of pupils within the class for each group to reply to, enabling her to discuss with them issues of security, privacy and reliability. Pupils were excited to receive their personal messages and set off in groups to reply to them with great interest and enjoyment. In general, the subject makes a very positive contribution to pupils' personal development. Pupils listen and watch carefully, discuss their work sensibly and work well in pairs and groups. Pupils with special educational needs achieve well because adults keep a close eye on their work and give extra support where necessary.
58. The subject leader is relatively new to the post and provision has improved significantly under her very good leadership and management. Resources have been updated and the subject leader's expertise has been influential in raising the confidence of staff. She has a very good understanding of the strengths and weaknesses in the subject and knows what needs to be done to improve the subject further. The curriculum is satisfactory overall. It ensures the systematic development of skills well, but does not yet ensure that pupils have systematic opportunities to apply these skills in other subjects of the curriculum. New assessment procedures are still being trialled and are not yet used consistently throughout the school.

Information and communication technology across the curriculum

59. Pupils' use of ICT to support their learning in other subjects is satisfactory. Word-processing skills are developed well through English and history, and examples of spreadsheets were seen in mathematics. The Internet is used for research and all pupils have used computer programs in art and design. Currently teachers do not have a consistent approach to planning information and communication technology into other subjects and its use depends on the expertise and interest of the individual teacher.

HUMANITIES

60. Due to the constraints of the timetable and the main foci of the inspection it was not possible to observe any lessons in **geography** and **religious education**, and only one lesson was observed in **history**. These subjects were sampled. Although it is not possible to make secure judgements about overall provision, an analysis of samples of completed work, scrutiny of planning and discussions with pupils show that these subjects meet statutory requirements. The curriculum is enhanced well by visits to places of interest. The evidence suggests there have been improvements in the subjects since the previous inspection. The standard of work seen in pupils' books was above average, and the teaching and learning in the history lesson seen was good. There is a well-planned curriculum in place, which ensures that pupils study topics in depth and detail. They develop historical and geographical skills systematically. They understand that information about history can be gleaned from a wide range of

sources. Pupils in Years 3 and 4 studying the Tudors knew that portraits were a valuable source of information. They understood that there were significant differences between rich and poor, and were able to explain how the luxurious fabrics in the portraits were indications of wealth and status. They develop their geographical skills on site in the local area and apply their environmental awareness very well when learning about issues involved in urban development. For example, in the imaginative development of a leisure centre in Eastnor. Pupils make good use of the Internet for their historical and geographical research and develop their literacy skills well in their writing. A good example of this was seen in Year 6 pupils' imaginative writing based on interviews with Lord Shaftesbury and Dr Barnardo. Their work in religious education indicates a good knowledge of Christianity and stories from the Bible as well as stories and traditions from other faiths. Regular visits to the church and discussions with the vicar make a significant contribution to pupils' understanding of how faith affects the lives of believers. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Design and technology and physical education were sampled. Music was not inspected.

61. It is not possible to form a judgement for **design and technology** because no lessons were seen. However, pupils' work and the school's planning documents were examined. As result of this, it can be said that pupils experience a good range of well-planned opportunities to work with a wide range of materials. Good attention is given to the development of their skills in planning, design, making and evaluation. These are good improvements since the last inspection. The subject fully meets the statutory requirements.
62. It is not possible to form an overall judgement about provision in **physical education** because only one lesson was seen. The subject was, however, sampled. The school works very hard to overcome the limitations of the site and lack of a school hall. There is a wide and varied programme of activities planned for outdoors and many of the older pupils attend after-school sports and dance clubs. Swimming is taught throughout the school and many pupils gain bronze, silver and gold awards. There is an annual competitive sports day and the school participates very successfully in local sports tournaments and workshops. Pupils in Years 5 and 6 have the opportunity to take part in a wide range of outdoor pursuits on their annual residential trip. In the lesson observed, Years 1 and 2 pupils moved around the space safely and worked enthusiastically to practise and improve their movements. Because of the lack of a hall and appropriate indoor apparatus, pupils are unable to develop their gymnastic skills to the levels expected, as was the case during the last inspection.

Art and design

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

Main strengths and weaknesses

- Teachers have very good subject knowledge.

- Skills and techniques are systematically taught and there is good reference to the work of famous artists.
- Pupils' skills of self-evaluation are very well developed.
- The subject is well led and managed.

Commentary

63. Standards in art and design are above average in Years 2 and 6, and pupils achieve well. Higher attaining pupils are given good encouragement to develop their own creative ideas and extend their skills. Pupils with special educational needs are well supported and achieve well. These findings are similar to those of the last inspection.
64. Teaching and learning are good. There is a very good level of teacher expertise in the school and this is reflected in the very well planned curriculum, which promotes pupils' art and design skills, develops their creativity and introduces them to a good range of media as they move through the school. There is a particular emphasis on sketch book work in which pupils are encouraged to record their observations and their own creative ideas for line, colour and texture, prior to embarking on their work. There are good opportunities for pupils to understand and appreciate the work of professional artists and designers. For example, they have visited art galleries and museums, and examined prints of famous pictures. A good example was seen during the inspection when pupils in Years 5 and 6 examined the work of Clarice Cliffe and then produced their own high quality designs based on her style and techniques. A strength of teaching is the very good use of time at the end of sessions for pupils to critically evaluate their own and each others' work. In the Years 5 and 6 lesson already mentioned, pupils did this with tremendous sensitivity and thoughtfulness, which not only contributed to the self-esteem of others, but also helped them to acquire a greater awareness of how to improve their work.
65. The subject is well led and managed. The subject leader is knowledgeable and enthusiastic, and she sets a very good example by the quality of her own teaching. She has a good overview of the subject as a result of talking with teachers and the collation of a portfolio of work to illustrate standards and achievement. She uses this information well to plan for improvements. Assessment is satisfactory overall, but is over reliant on the teachers' good informal knowledge of pupils. The subject leader is fully aware of the need to develop a systematic assessment system that can be used throughout the school. Improvements since last inspection have been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. There were no lessons seen in this area of the curriculum so no judgements were made on overall provision. The school has an appropriate curriculum in place and work in pupils' books demonstrated evidence of regular study. Pupils learn about healthy lifestyles and the need to develop responsible attitudes towards diet, sex, drugs and personal safety. They understand they have responsibilities towards themselves and other members of their community. Visitors into school help teachers deliver the programme of work, for example, parents have brought in family pets to help younger pupils understand their responsibilities of care towards them.

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	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

