

INSPECTION REPORT

EARDISLEY C OF E PRIMARY SCHOOL

Eardisley, Hereford

LEA area: Herefordshire

Unique reference number: 116804

Headteacher: Mr Stuart Brain

Reporting inspector: Lesley Martin
6869

Dates of inspection: 4 – 6 April 2000

Inspection number: 189930

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Eardisley Hereford Herefordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr H Schofield
Date of previous inspection:	15 – 17 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Lesley Martin	Registered inspector	Mathematics	1. What sort of school is it?
		Design & Technology	2.1 The school's results and pupils' achievements
		Music	3. How well are pupils taught?
		Physical Education	8. What should the school do to improve further?
Michael Hudson	Lay inspector		2.2 Pupils' attitudes, values and personal development
			5. How well does the school care for its pupils?
			6. How well does the school work in partnership with parents?
Sue Horsnell	Team inspector	English	7. How well is the school led and managed?
		Art	
		Geography	
		History	
		Under Fives	
Gill Sawyer	Team inspector	Equal Opportunities	
		Science	4. How good are the curricular and other opportunities offered to pupils?
		Information and Communications Technology	
		Religious Education	
		Special Educational Needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eardisley Church of England Primary School is smaller than average. There are 86 pupils on roll. It is situated in a rural environment and serves a wide catchment area. This includes the local village, some outlying villages and isolated farms. There is a broad social mix of pupils including many from farming backgrounds. There are no pupils from ethnic minorities and none have free school meals. No pupils have statements of special educational need. There are 18 pupils on the school's register of special educational needs, which is broadly in line with the national average. The school is well served by a variety of pre-school provisions and all children attend one of these before starting school. The assessment on entry to school indicates that the attainment of pupils reflects the normal range of abilities.

HOW GOOD THE SCHOOL IS

Eardisley Primary School is a satisfactory school where pupils are happy and secure. The school is successfully implementing the literacy and numeracy strategies and fulfils its aims for pupils' all round development. Standards in the majority of subjects are at least sound. The good teaching and learning are strengths of the school. The governors and staff work in strong partnership to provide sound management for the school. Recent changes to the accommodation have had a very beneficial effect on the quality of the learning environment. The school provides sound value for money.

What the school does well

- Attainment is satisfactory in the majority of subjects and above national average in English and mathematics.
- Relationships between pupils and between staff and pupils are very good.
- Teaching throughout the school is good. One quarter of the teaching observed in Key Stage 1 and one third in Key Stage 2 is very good. The provision for children under five is good.
- Teachers plan lessons effectively and use a good range of strategies to promote good quality learning. They manage pupils, time and resources well.
- Pupils have very good attitudes to school. They are interested and motivated and they learn well. They are productive and work at a good pace using sustained effort to complete tasks.
- Pupils behave well. They are calm and orderly and play well together. The absence of harassing behaviour is highly commendable.
- Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good.
- The pupils spiritual, moral and social development is good.
- The quality of learning is strengthened by the school's very good relationship with parents. Pupils benefit from the strong partnership and the exchange of information.
- The school's links with other schools and the community are very good and enrich the provision for pupils' learning.
- The governing body know the school well and carry out their responsibilities effectively.

What could be improved

- Standards in information technology at Key Stage 2 are as yet unsatisfactory although there has been recent improvements in provision which are beginning to take effect.
- The school improvement plan only covers an academic year. It lacks a strategic dimension and clear success criteria.
- Too many responsibilities rest with the hardworking headteacher who teaches for the majority of the week.
- The strategies for monitoring the quality of teaching have not been in place for sufficient time to be effective in raising standards.
- There is an over-teaching of English and an over-reliance on writing for recording work in all subjects. This imbalances the curriculum because there is a lack of variety in tasks given to pupils and insufficient time for practical and creative aspects of the curriculum.

- Only limited written feedback is available to tell pupils and parents the next step pupils need to take to improve their attainment and achievement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. During this inspection the pupils in Key Stage 1 and 2 attained standards broadly in line with the national average in most subjects. These standards have been maintained and attainment in English, mathematics and science has improved.

Overall the school has made sound progress on the key issues identified in the previous inspection although the pace of change has been slow and there been insufficient time to address all the issues in full. The governors have made a successfully start to monitoring curriculum provision. The school improvement plan gives direction but lacks a strategic dimension and clear success criteria. Staff training is now linked to the school improvement plan and has been effective in relation to the literacy and numeracy strategies. The requirements for these new national strategies and information technology have made heavy demands on staff, who have had insufficient time to develop their roles in co-ordinating other subjects. Assessment now informs lesson planning, but some work for the gifted and talented pupils and those who find learning difficult lacks variety.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	C	A	B	Well above average A above average B Average C Below average D Well below average E
Mathematics	B	B	A	B	
Science	A	D	B	C	

This table shows that in 1999 Key Stage 2 pupils' attainment in national tests compared with all schools is well above average in English and mathematics and above average in science. When standards at Eardisley are compared with those of similar schools pupils' standards are above average in English and mathematics and average in science. The results over time are variable but this can be accounted for by the differences of ability of pupils in each relatively small year group that goes through the school. The school sets targets for each year based on pupils' prior attainment and expected results. Last year the challenging targets set in English or mathematics were not met because two pupils did not reach their expected levels of attainment.

The standards of work seen during the inspection are satisfactory. The introduction of the literacy and numeracy strategy is having a positive impact on pupils' phonic knowledge and punctuation and their mental strategies for computation. Attainment in information technology is below average at Key Stage 2, but is improving because of better provision and improved teacher subject knowledge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' response to lessons and other activities the school provides is very positive and they give their full attention to lessons.

Behaviour, in and out of classrooms	Good. Throughout the school the atmosphere is calm, orderly and purposeful, and there are no signs of aggression.
Personal development and relationships	Very good. Pupils are friendly, courteous and considerate. They enjoy harmonious and constructive relationships and mutual respect and trust between pupils and staff is evident.
Attendance	Satisfactory. Pupils enjoy coming to school and are punctual.

This is an aspect of the school with significant strengths that creates a good climate for learning. It is an aspect of the school that parents hold in high regard. Pupils are well motivated and show a high degree of commitment. Lunchtimes have a pleasant social atmosphere. Boys and girls play happily together and Christian values are promoted.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching has improved since the last inspection because this time there was no unsatisfactory teaching and the percentage of lessons where teaching was good, very good and excellent has more than doubled. Three outstanding lessons were seen, one in Key Stage 1 and the others in Key Stage 2. The quality of teaching in English, mathematics and science is good in both key stages, with very good or excellent lessons in science and the literacy and the numeracy hour in Key Stage 2, and across a broad range of other subjects.

The strengths in teaching are the clear objectives for learning that are made plain to the pupils and well-structured lessons with opportunities for focusing attention during sessions and recapping at the end. The needs of all pupils are met but activities that are provided for pupils with special educational needs lack variety and those for the talented and gifted pupils not always sufficiently challenging. The main strength of pupils learning is their willingness to think work through and try things out. They work carefully, extending their skills and knowledge through productive use of time. Mostly pupils co-operate well, but occasionally some are so keen to offer their contributions they disrupt others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall although there is some imbalance. Provision for Music and personal, social and health education is good. Information and communications technology does not yet sufficiently support the work in other subjects.
Provision for pupils with special educational needs	Satisfactory. There is a clear system in place that moves pupils effectively through the stages of the Code of Practice. The pupils with special educational needs are socially well integrated into the school
Provision for pupils' personal, including spiritual, moral, social and cultural	Good overall. The pupils' spiritual, moral and social development is good. They develop an insight into beliefs, distinguish right from wrong treat people fairly and work together effectively. Their cultural development is

development	sound. They appreciate their own and other traditions.
How well the school cares for its pupils	Satisfactorily. Staff know their pupils well and pastoral care is good. The school provides an orderly, safe environment.

These are additional aspects of the school with significant strengths that create a good climate for learning. Pupils have the opportunity to extend their experiences of musical and physical education through links with other local schools. The range of local community links enriches the curriculum opportunities, but occasional repetition of work and overlap in some subjects limits breadth.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. There is a shared commitment to raising standards and the school is clear about its strengths and weaknesses. The headteacher provides enthusiastic and caring leadership and works extremely hard for the benefit of the school.
How well the governors fulfil their responsibilities	Effectively. The governing body is very supportive, enthusiastic and has clear commitment to the school and its development. It fulfils its responsibilities well and meets all its statutory responsibilities.
The school's evaluation of its performance	Unsatisfactory. The school's procedures for monitoring and evaluating standards of teaching and learning do not impact on standards.
The strategic use of resources	Satisfactory. The school plans its budget priorities carefully. Through prudent financial planning the school has undertaken excellent improvements to the building. The principles of best value are applied.

A strength of the leadership and management is the very good relationships, but the roles and responsibilities of the subject co-ordinators have not been clearly defined to incorporate the national agenda for raising standards. The headteacher does not delegate sufficiently to share the workload amongst the staff or governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good. • The teaching is good. • They feel comfortable about approaching the school with a question or a problem. • The school is well led and managed. 	<ul style="list-style-type: none"> • A significant minority of parents would like: <ul style="list-style-type: none"> • the school to provide a more interesting range of activities outside lessons. • A small minority of parents would like: <ul style="list-style-type: none"> • their children to make better progress; • different amounts of work to do at home; • more information about how their child is getting on; • to work more closely with the school.

Parents views on the school have improved since the last inspection and are now very good and a strength of the school. Eighteen parents attended the parents meeting and over 80% responded to the questionnaire. Six parents attached comments about the school to their questionnaires. These concerns and those raised at the parents meetings have all been considered.

The inspection team fully supports the parents' views as to what pleases them about the school. The team found that the school takes steps to offer activities at lunchtime and after school and would be

hard pressed to offer more. Parents with concerns about individual children's progress should discuss them with the school. The inspection team is of the opinion that progress is generally satisfactory, although some more able pupils would benefit from more challenge. The arrangements for homework are broadly suitable, although there is scope for more variety. The school has satisfactory systems in place to keep parents informed about how their child is getting on, although the annual reports would benefit from being more specific about the next steps in improving learning. The school works successfully with parents, contributing positively to standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school in September or January depending upon whether they have their fifth birthday before or after 28 February. All the children benefit from their pre-school experience. The children's attainment on entry is broadly average according to the Herefordshire Baseline Assessment. The children enter school with great confidence in joining in activities and speaking out and they are on course to meet or exceed all the desirable learning outcomes by the age of five. Overall the children's attainment in literacy and numeracy is good. The children can recall stories accurately, know many number rhymes and have good knowledge of numbers to 10.
2. In 1999 at age 7 pupils' grades in the national tests based on average points scores were broadly in line with the national average in reading, well above average in writing and above average in mathematics. When standards at Eardisley are compared with those of similar schools pupils' standards are above the national average in writing, broadly in line with the average in mathematics and well below average in reading. In 1999 at age 11 pupils' grades in national tests based on average points scores compared with all schools is well above average in English and mathematics and above average in science. The results have improved since the previous inspection when grades were broadly similar to the national average. Compared with those of similar schools pupils' standards are above average in English and mathematics and average in science. The results over time for both age groups are variable but this can be accounted for by the differences of ability of pupils in each relatively small year group that goes through the school. A consistent pattern within grades for English and mathematics is that in both age groups the numbers of pupils gaining higher grades is well above average. The school sets targets for each year based on pupils' prior attainment and expected results. Last year the challenging targets set in English or mathematics were not met because two pupils did not reach their expected levels of attainment.
3. During the inspection in the work observed, in the majority of subjects the pupils were attaining standards in line with national expectation. There was some good attainment in English and mathematics. Standards of literacy and numeracy across the school are satisfactory. Pupils read with confidence, write for a variety of purposes and apply their skills well to other subjects. Similarly they are confident mathematicians, who enjoy mental mathematics and readily apply their skills in real life situations and in other subjects.
4. In English at both key stages pupils' attainment in speaking and listening is good. In both key stages they are confident speakers with a good vocabulary. They are keen to offer ideas, suggestions and opinions and they listen well. Pupils' attainment in reading at both age 7 and 11 is satisfactory. Pupils aged 7 read a good range of fiction and non-fiction. They read enthusiastically during the guided group reading time in the Literacy Hour. The lower attaining pupils read hesitantly using picture cues to help them with meaning of the text. Higher attaining pupils are fluent and accurate readers. They read with expression and predict confidently. Pupils aged 11 read widely appreciating a range of genre. They read accurately out loud in front of the whole class and are able to draw inference and deductions from tasks. A higher attaining pupil in Year 6 is able to read very well reading highly unusual character names accurately. Lower attaining pupils are hampered by a lack of word attack skills but

have good attitudes to reading.

5. Attainment in writing at both ages 7 and 11 is good. By age 7 pupils can write in sentences using capital letters, full stops and with many words spelt correctly. By age 11 the pupils' writing shows a range of styles for different purposes and audiences. There is a good balance of fictional and non-fictional writing. Most pupils are competent writers, spell accurately and sustain ideas.
6. In mathematics attainment is good. By age 7 the pupils can understand place value to tens. They can order numbers by 100s and 1000s. They know, read and write the words for numerals and can quickly mentally calculate bonds to ten. They understand the concept of balance and are developing the skills of weighing with non-standard and standard measures. They know the names and properties of simple regular 2-dimensional shapes. By age 11 the pupils confident and quick with complex mental calculations and tables. Regular quickfire practice is improving these skills. They work competently with standard and decimal fractions, ordering and combining them. They can double two digit numbers and are familiar with number rules using numbers to thousands.
7. Standards are satisfactory in science. By age 7 pupils use inquiry to gain skills and knowledge about materials, light, sound and living things and are beginning to use precise scientific vocabulary such as "reflective". Their understanding of science processes is developing through presenting results through drawings, tables and proposing simple conclusions. By age 11 the pupils use investigation to extend their skills and understanding. They are making sound progress in developing their understanding. They know about their bodies, materials and the properties of light. They have a good understanding of sound and in particular about vibration and pitch and understand the differences between the vibration of air and water. They have carefully planned opportunities to use evidence and test scientific ideas but the structured approach restricts their progress in their scientific process skills.
8. Few lessons were observed in art, design and technology, geography, history, information and communications technology and religious education. In these subjects judgements on attainment were made using pupils' work, school documentation, and discussion with teachers and pupils. Attainment at age 7 is sound in all subjects and good in music. At age 11 with three exceptions attainment is sound. Attainment is good in music and physical education, but unsatisfactory in information and communications technology. Standards in information and communications technology are improving at a fast rate because of improvements in provision and the quality of teaching but these have not been in place for sufficient time to have impacted across the whole of the older classes. Some good work was seen in personal social and health education. Standards in religious education are in line with the expectations of the locally agreed syllabus.

Pupils' attitudes, values and personal development

Attitudes

9. Since the last inspection pupils' attitudes have improved. They are now very good and a strength of the school. The children who are under five are eager to learn. Although some find it difficult to sit quietly on the carpet, with a few exceptions, most of the children can take turns and can share. Throughout the rest of the school the pupils' response to lessons is very positive and substantially enhances pupils' learning. They are well motivated, show a high degree of commitment and focus on their work until

tasks are completed. They are willing to learn, respond eagerly to challenge, sustain interest and enthusiasm, and remain fully attentive during lessons and assemblies. Pupils work very effectively both on their own and in paired and group activities. For example in their work in science and personal, social and health education the year 3/4 pupils work independently to researching ideas through reading and using the internet. They also worked successfully in groups when identifying the reasons for tooth decay.

10. Throughout the school pupils are happy to share the pleasures of achievement. They take obvious pride in endeavour, and their retrieval and evaluation skills are appropriate to their age groups. They offer constructive ideas, listen to what others have to say, and their contributions to discussions are thoughtful and imaginative. Nearly all parents confirm their children enjoy being at school.

Behaviour including exclusions

11. Pupils' behaviour continues to be good as it was at the last inspection. The behaviour policy and codes of conduct are properly observed and sensitively applied by staff. Throughout the school the atmosphere is calm, orderly and purposeful, and there are no signs of abuse, harassment or aggression.
12. Pupils' behaviour during lessons and in assemblies is good. The absence of any form of oppressive behaviour is notable and pupils of both genders work and play happily together, making activities at playtime a delight to see. At lunch pupils' pleasant manners and amiable behaviour create a relaxed social atmosphere. The great majority of parents confirm that behaviour is good and visitors to the school commend pupils for their conduct. There were no exclusions in the last school year. The standard of pupils' behaviour very effectively supports their attainment and learning.

Personal development and relationships

13. The quality of relationships has also improved since the last inspection. These are now very good and another strength of the school. Christian values are promoted. Pupils are considerate, tolerant and caring and they understand the importance of living and working in a community. Pupils enjoy harmonious and constructive relationships which are reinforced during extra curricular activities and educational visits. Pupils co-operate and support each other, for example helping those who suffer accidents at playtime. They understand and respect their friends' values and those of their peer group, but because they have little contact with people from ethnic minority groups their knowledge of multi-cultural feelings and beliefs has still to be developed. Pupils with special educational needs are very well integrated into school life. The relationship between pupils and staff is very good and mutual respect and trust are evident throughout the school. Pupils are courteous, friendly and pleasantly inquisitive of visitors.
14. The personal development of pupils is satisfactory and they are being suitably prepared to take their place in the local community. Since the last inspection pupils have been encouraged to show greater initiative and responsibility, for example Year 6 pupils have assembly duties and all pupils take it in turns to ring the bell to signify the end of playtime. More opportunities for pupils to develop responsibility and independence are planned. Pupils respect personal and school property such as computers and books and they are litter conscious. The personal social and health education programme successfully promotes important issues like friendship and health care. Pupils have a positive interest in the living world, use the school nature

area to advantage and have regard for their local environment. They have a sound sense of citizenship, participate in local events and appreciate the purpose of charities.

Attendance

15. Attendance is satisfactory. Parents are aware that pupils enjoy coming to school. In the last school year the attendance rate was broadly in line with the national average while the rate of unauthorised absence was well below that average. Unauthorised absence is the same and attendance slightly worse than at the time of the last inspection. Punctuality remains satisfactory and parents observe the procedure for reporting absence. Among factors which adversely affect present attendance are the significant number of holidays taken in term time. Registration is prompt and efficient, pupils answer clearly and there is an orderly start to the morning and afternoon sessions. Satisfactory attendance and punctuality have a positive affect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

16. The majority of teaching throughout the school is good. It is never less than satisfactory. In all key stages 70% of lessons are at least good, with 21% very good and 9% excellent. Three outstanding lessons were seen: one in Key Stage 1 and the others in Key Stage 2. Two thirds of the teaching of under fives was good. In Key Stage 1 two thirds of the teaching was at least good including a quarter, which was very good and better. In Key Stage 2 two thirds of the teaching was at least good including one third, which was very good or better.
17. The quality of teaching in English, mathematics and science is good overall. It is consistently good in English in Key Stage One and never less than satisfactory in Key Stage 2 with two very good lessons and an outstanding literacy hour. The quality of teaching in mathematics is never less than satisfactory in Key Stage 1 and never less than good in Key Stage 2 where there was a very good and an excellent numeracy hour. The teaching of science is good in Key Stage 1 but more variable in Key Stage 2 where a satisfactory and a very good lesson were seen.
18. In Key stage 1 there were very good lessons in art and religious education and an excellent lesson in music. In Key Stage 2 there were very good lessons in history and music and an excellent lesson in personal, social and health education. The good quality teaching has a positive impact on the pupils' learning in all subjects. There has been a marked improvement in teaching since the previous inspection.

Teachers' plan lessons effectively with clear objectives for learning that are made plain to the pupils.

19. Lessons are well planned. Good use is made of the medium term literacy and numeracy plans and schemes of work in music and physical education. These are used to inform daily lessons and to secure sequential learning. In the best planning notes learning objectives are clearly set down, in some cases for particular lessons and in others for the week. This enables teachers to explain the aims of the lesson to the pupils, which helps them to understand what they will learn. Tasks are planned which match the learning needs and interests of groups and individuals. These tasks highlight opportunities for making use of the basic literacy and numeracy skills pupils are learning in the respective national strategies. In personal, social and health education for example, a Pam Ayres poem provided a good link between literacy and

health. Sometimes pupils have different worksheets according to their ability. On other occasions they are expected to complete different amounts of work within a given time span. This enables teachers to meet the challenge of the two-year age spans and various ability levels within each class. Although teacher's planning takes account of the range of abilities within their class they do not always offer sufficient variety of task to pupils with special educational needs and they do not always sufficiently challenge the talented and higher attaining pupils.

There are well-structured lessons with opportunities for focusing attention during sessions and recapping at the end.

20. The teachers take care to structure their lessons with three clear stages; the introduction, the main activities and tasks and a plenary session. They spend time at the start of lessons demonstrating skills and introducing new knowledge to the whole class. They sometimes read poetry with sufficient expression to interest and enthuse the pupils. On other occasions they successfully use questioning to elicit good explanations from the pupils, such as the key points of "The tiger and the jackal" story in English. Or they may recall prior learning such as reminders of the use of "suffixes" at the start of the literacy hour.
21. They then offer a range of activities for the pupils and timetable themselves to work with particular groups or individuals. During this time they circulate and check that pupils are on task and learning appropriately. They may extend the introductory task with particular pupils who need reinforcement, or challenge an able group through more complex skills. When circulating teachers keep pupils on task by planned questioning that focus them on learning or reminds them of prior knowledge, targeting the different ability groups or pupils who appear to be having difficulty. For example, in science the teacher successfully structures the context for active investigation of mirrors through purposeful questioning and the careful, precise, appropriate introduction of words such as "reflection" and "reflective". Her skilful questioning challenges the most able pupils and supports those who find the work hard.
22. At the end of lessons teachers draw the session together, revisiting the main teaching points, restating and summarising, giving pupils an opportunity to reflect on what they have learned. Sometimes they offer pupils the chance to share their work with the rest of the class, which enables them all to reflect and assimilate what they have learned. For example in English, a group of children read out their play script with good expression reinforcing key points to the whole class. In science pupils summarised their findings and drew conclusions. In religious education the pupils are able to talk with assurance about things that they can see and value in our wonderful world. Occasionally as part of the plenary session teachers suggest extensions of work, which could be undertaken as part of homework.

The teachers' skilful management of pupils in lessons keeps them interested and involved.

23. The teachers know their children well and use this knowledge to intervene before pupils' poor behaviour or attitudes interfere with the productivity or pace of working of other pupils. They have high expectations for good behaviour, which are generally fulfilled. This helps to create an atmosphere that is conducive to learning. They encourage involvement and enthusiasm but not boisterousness. Good behaviour is frequently commended and praised. On occasions the behaviour of one or two children is unacceptable and the teachers respond appropriately and tenaciously, offering clear direction until the behaviour improves.

24. Teachers select topics and materials that interest the pupils and use the activities to harness their curiosity and motivation. In music for example pupils have the opportunity to listen to a range of music and to accompany songs with instruments. This helps them to concentrate and sustain work and attain high standards. Sometimes, pupils are so keen to offer contributions that they interfere with the learning of others and disrupt the flow of lessons. If this is the case teachers quickly move on to the next part of the lesson involving all pupils productively.

Teachers' good use of time, varying the pace within lessons, ensures that quick fire responses, group work or quiet periods of reflection benefits learning.

25. When planning teachers allocate time for utilising a range of teaching strategies to promote learning. They take care to vary the pace and are pleased with the outcomes from the range of techniques suggested in the national literacy and numeracy strategies. In mathematics quick-fire multiplication questions make a useful start to lessons. Revising table facts at speed helps pupils develop factual recall, accuracy and mathematical fluency. Well organised resources keeps groups of pupils on task for sufficient time to try things out and draw conclusions in science and to create high quality collage work in art. Time to think and reflect in religious education helps the children develop their views and understanding of the world.

The teachers promote pleasant relationships where pupils are encouraged to extend their skills and knowledge by asking question and trying out new activities.

26. A feature of all the lessons observed is the respect between pupils and teachers, the confidence which pupils feel and how the ethos generated by teachers is conducive to learning. Pupils are very happy to talk about their work. In science, music and physical education they will try activities and demonstrate them to peers. For example pupils will sing solo or apply intellectual effort to physical tasks such as sequencing movements which they perform to the class. They have sufficient trust to ask questions knowing that they will not be ridiculed and the responses will help their learning. In history the response to a spontaneous question helped their understanding of Eardisley in Tudor times. Wholehearted enthusiasm is encouraged but when it becomes too noisy or over-excited, energy is redirected to work.

The teachers' proficient use of resources and subject knowledge makes learning clear to pupils through demonstration and discussion.

27. The teachers' knowledge and understanding of subjects is particularly good in literacy, numeracy and music. This enables teachers to give clear explanations to pupils so that none are in doubt about what they have to do. Occasionally this is not the case and then time is wasted, but generally pupils go quickly to their groups, start work and complete tasks in the time allowed.
28. The teachers use resources that appeal to the pupils, help them structure their own learning and gain confidence. For example the new small whiteboards are a favourite part of mathematics and English lessons. They are used to quickly record sums, three digit numbers and words ending with "ed". They are great fun and benefit from being speedily rubbed clean. Teachers discuss work with the classroom assistant and voluntary helpers so that they are suitably briefed to support the learning activities. This enhances the learning and helps standards particularly when pupils find tasks challenging.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. Overall the quality and range of learning opportunities is sound and there is an appropriate statutory curriculum in place. All pupils now have equality of access to the full curriculum and the provision for personal, social and health education is good. This is an improvement from the previous inspection but work remains to be done to secure a better-balanced curriculum. The school fully implements the national strategies for literacy and numeracy. The curriculum for children under five years old is sound and meets the recommended Desirable Learning Outcomes. The curriculum provision at Key Stage 1 and 2 is sound but there is some imbalance in relation to the variety, richness and sequencing of work. Curriculum planning, work scrutinised and lessons seen indicate insufficient use of cross-curricular links. Information and communications technology is being taught effectively and a new scheme of work introduced but it does not yet support the work in other subjects. Sex education is taught, when appropriate, in line with the governors' policy and the school appropriately addresses drug misuse through some exciting personal, social and health education work.
30. A good range of external links, clubs, visits and visitors to school enriches the curriculum. The provision for music is good and promotes high quality standards across the whole school. The links with partner institutions and the wider community make a very good contribution to the quality of all pupils' learning. There are opportunities for Year 6 pupils to visit the comprehensive school for music and science challenge days. The Key Stage 1 pupils have opportunities to extend their understanding and enjoyment of music through the local schools' Infants' Music Festival. The older pupils continue these links and enjoy working and performing with other groups. There is a recorder club that helps pupils' performance skills. The positive impact of external links on the wider curriculum extends to physical education. It includes a 3 day joint outdoor activities holiday for Year 6 pupils and a range of sporting events. The good provision for personal, social and health education is further enhanced by extra curricular opportunities including a lunch time keep fit session for pupils run by the school nurse. This is a very enjoyable and user friendly way for pupils to learn health skills and to improve their co-ordination. The pupils attending are from across the whole age range and pupils are all very supportive of other' pupils' efforts.
31. The curriculum is enhanced by the diversity of additional experiences open to the pupils that are developed through other local links. The school visits elderly people's care homes and donates to local charities such as the hospice. There are coaching lessons from Kington Cricket Club. The school naturally has close links with the Church. The Vicar comes on a regular basis to take assemblies and the school has been involved in the Women's World Day of Prayer. Village links include the flower festivals, fetes and pantomime.
32. Progress on the key issue related schemes of work has been knocked off course by the time and effort required for planning provision in literacy and numeracy and having insufficient staff to cover all subjects. The current schemes of work and higher levels of curriculum planning are not sufficiently robust to support appropriate continuity and progression in science, design technology or religious education. The skills and understanding related to these and other subjects are still not clearly enough defined. This means that pupils do not always transfer their skills and knowledge across subject areas. Evidence from the work scrutiny and in lesson observations indicated that in information and communications technology, science, religious education and

topic areas there are many examples of work being repeated. Some aspects of the programmes of study are only briefly addressed.

33. The implementation of the national literacy and numeracy strategies and an over-teaching of English have skewed the balance of the curriculum. This leads to an imbalance in the pupils' experiences within the school day. There is insufficient time set aside for foundation subjects and in particular for design technology. In addition there is a lack of variety in activities planned for pupils for foundation subjects, with an over emphasis on writing and pupils illustrating their written work. Inadequate opportunity and time is given for other more practical and creative responses. This affects the quality of pupils' responses. The curriculum imbalance and deficiencies in curriculum planning account for the satisfactory attainment in work seen, which is of a lower quality than national test results and the quality of teaching and learning observed.
34. Provision for pupils with special educational needs is sound. There is a clear system in place that moves pupils effectively through the stages of the Code of Practice where necessary. Individual education plans are clear and set appropriate targets, which extend learning and effectively develop pupil's confidence. The pupils with special educational needs are socially well integrated into the school but the school lacks systematic ways of varying activities in class lessons in order to provide more appropriately for all pupils' needs. Boys and girls now both have access to all elements of the curriculum including physical education and information technology.
35. The provision for personal, social and health education is very good and pupils gain knowledge and understanding of work encompassing drugs, sex education and citizenship. There is planned provision for emotional development and principles for distinguishing right from wrong. Very good use is made of outside agencies and the specialist skills of teachers and the school nurse. This has a good effect on the challenge and range of the personal, social and health education programme. Good opportunities to respond to challenges, take responsibility and show initiative arise during the Year 6 joint outdoor activities holiday.
36. The school makes good overall provision for the pupils spiritual, moral, social and cultural development which is in line with the previous inspection. Provision is appropriate to the ages and needs of all pupils and prepares them well for adult life and the next stage of their education. The commitment to the local community greatly influences the lives of pupils.
37. The provision for pupils' spiritual development is good. The pupils are encouraged to develop an insight into values and beliefs and their sense of spirituality is enhanced within both assemblies and class lessons. Pupils in Key Stage 1 are given particular opportunities to understand more about the world around them and how it relates to their Christian heritage through their religious education lessons. The pupils sing well in assembly, many with obvious enjoyment. Symbols such as candles are used well to encourage pupils to think quietly and to pray. Collective worship is carefully planned and always offers opportunities to think about God. Opportunities are, however, missed by some staff to celebrate the quality of the surroundings and to develop a sense of awe and wonder in the beauty of some areas such as the pond.
38. The provision for pupils' moral development is good. It is promoted through discussion and stories where they have ample opportunities to discuss right from wrong. This work is further developed within the collective act of worship. Staff take time to deal with any issues that arise within the playground and pupils are treated

fairly. Class discussions during planned time, known as “circle time”, is successful. It gives pupils the opportunity to learn more about each other. The behaviour policy clearly defines what is and is not acceptable. The teaching staff and older pupils provide good role models.

39. The provision for pupils’ social development is good and they are socially well integrated. From an early age pupils are encouraged to share and take turns, although some pupils still find this quite difficult. They are also encouraged to work in pairs and in groups and pupils are able to accept with equanimity different group structures. The oldest pupils learn important team building skills on their 3 day outdoor activities visit and all pupils are encouraged to take part in challenges with and against other local schools. Pupils are particularly involved and good at fund raising and were very interested by a visitor who came to assembly to talk about his sponsored bike rides in Australia and India for MENCAP, which the school is supporting. All parents value highly how the school develops manners and confidence. Pupils have some opportunities to be independent, to rise to challenges and to tackle problems but these need to be extended, for example through aspects of the curriculum such as design and technology.
40. The provision for pupils’ cultural development is sound. Music is used to enhance and develop the pupils’ awareness of music from other cultures and times, including the music played at the beginning and end of assemblies. Pupils are beginning to appreciate their own traditions and the diversity and richness of other cultures but opportunities to encourage this are still missed and there is very little evidence in the work scrutiny of multi-cultural work or understanding of issues affecting people in the wider world. Pupils are beginning to develop more of an international dimension to their understanding, particularly through the ‘e-mails’ received from a family who are currently in Papua New Guinea.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides sound standards of care for its pupils. This is in line with the judgement made in the previous inspection. The staff are genuinely concerned about the pupils’ well being and they provide both personal and academic help when needed. The school is a safe environment in which pupils are respected and valued.

Child protection and pupils’ welfare

42. Procedures for child protection and pupils’ welfare continue to be satisfactory and suitably support pupils’ learning. Staff know pupils very well and pastoral care is good. The school is very clean and hygienic. Procedures for accidents and illnesses are good, both in school and on educational visits, and sufficient staff have up to date first aid qualifications. Although staff administer medicines to pupils at parental request, disclaimer letters are not signed. The child protection policy is satisfactory and links are established with the appropriate agencies. The child protection officer is designated, trained and known to staff. The health and safety policy is satisfactory and regular risk assessments are conducted. Health and safety has a high priority and pupils feel safe and secure. Fire precautions are satisfactory and emergency evacuations are practiced. Several fire extinguishers are free standing, there is no fire escape from the first floor rooms and attendance registers are retained in classrooms contrary to recommended practice. All statutory inspections of appliances and equipment, except physical education equipment, are up to date. Hazardous substances are well managed. The perimeter fence has been repaired since the last inspection and the pond is secured. Security procedures are regularly reviewed.

43. The school's procedures for monitoring and improving attendance are satisfactory. The attendance policy is appropriate and application forms are required for holidays taken in term time. Registers lack consistency, some being drawn up by gender and others having no contact addresses or telephone numbers. Attendance figures are published in both the governors' annual report to parents and the prospectus.
44. Procedures for monitoring and promoting good behaviour are good. The school's behaviour policy, which complies with statutory requirements, defines standards and expectations and is supported by a balanced range of rewards and sanctions. The policy includes a section on equal opportunities. Merit badges for good behaviour are awarded at celebratory assemblies. Teacher control and supervision in class is good, and the supervisory arrangements for lunch and playtimes, including wet playtimes, are well understood and diligently exercised. The school's procedures for monitoring and eliminating oppressive behaviour are good and the anti-bullying policy meets statutory requirements.

Academic performance and personal development

45. The school's procedures for monitoring academic performance and personal development are satisfactory and individual teachers give satisfactory support and guidance to pupils across the curriculum. This is an improvement from the last inspection when procedures for assessing pupils' work and the impact on future planning was unsatisfactory. The school has suitably addressed the related key issue from the last inspection. Pupils' academic and personal assessment procedures have been reviewed and information gathered is now used satisfactorily to inform planning.
46. Children joining the school are given a baseline assessment. The school then uses a range of commercial and national curriculum assessments to support teacher's class records in monitoring pupils' progress. Individual pupil progress is recorded on a data base and used to set annual targets for English, mathematics and science with the school adviser. Within school termly targets for pupils are set in literacy and numeracy, half-yearly in science and other subjects, and individual reading records are kept. A new school system for assessing pupils skills in information technology is already effectively tracking pupils progress and identifying what they need to do next to further improve attainment. Staff keep individual records for other subjects linked to their curriculum planning. Pupils' have best work folders, but not records of achievement. Pupils are given appropriate guidance on their learning in class lessons but this is not recorded. Although books are marked regularly there is no written guidance for individual pupils to tell them the next steps to take to improve their learning. School reports to parents are satisfactory, but the guidance given to parents about the next steps in learning is not specific.
47. There are now satisfactory procedures both for supporting pupils with special educational needs and for identifying and discussing higher attaining pupils. The pupils with special needs are set realistic learning targets and are supported in achieving adequate standards in the majority of subjects. The school monitors pupils whom they consider to be more able on a half yearly basis, but has no strategies to monitor how motivating and challenging the extension activities built into their programmes are in practice. These pupils do not have sufficiently varied tasks and recording methods in some subjects including design technology, history and geography.

Educational and personal support

48. Procedures for monitoring and supporting pupils' personal development are satisfactory. Procedures for monitoring personal and social development in the under fives is sound and their progress is recorded. The personal social and health education programme is used effectively to promote and consolidate pupils' relationships. Sex, drug and health education is covered as part of this programme as well as in the science curriculum. Learning is supported by talks given by the school nurse and local police. Collective responsibility is underpinned by a house system through which pupils gain recognition for effort, achievement and good behaviour. The school forum has recently been re-introduced as another means of furthering pupils' development. Pupils are able to raise issues and discuss concerns at the forum and strategies are sought to secure improvements. Staff from the comprehensive school visit the school to talk to the parents of Year 6 pupils before their transfer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Parents' views of the school

49. Parents' views of the school have improved since the last inspection and are now very good and a strong feature of the school. The number of parents answering the questionnaire, 83 percent was particularly high. The great majority of those who responded and contributed to the parents' meeting are very supportive of the quality and effectiveness of the school's provision for their children. Parents say the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents say that the school works closely with them, they find it is easy to approach staff with questions and problems and the school keeps them well informed of their children's progress. They confirm their children enjoy school, they are becoming more responsible and mature, and behaviour is good. Parents are happy with the school's homework policy. Inspection evidence upheld these views.
50. A significant minority of parents question the provision of activities outside lessons. This may in part be due to some parents being unaware of the several activities that take place at lunchtime. Inspection evidence found that overall the range of activities outside lessons is sound for a primary school of this size.

Effectiveness of school's links with parents

51. The school's links with parents have also improved since the last inspection and they too are now very good and a strength of the school. The school values the part parents play in their children's education and encourages them to support school activities. Some regularly assist in classes and with extra curricular activities, accompany educational visits and help with school functions. The friends of the school association includes those with a wider interest in the school's welfare as well as parents and carers. The association is active in arranging fund raising and social events.
52. The quality of information provided for parents, particularly about pupils' progress is satisfactory. As well as parents' evenings, consultations and after school meetings, there is communication through notices and newsletters. The prospectus is comprehensive, well structured and pleasing to read, imparting helpful information to parents. It does not include an admissions policy. The governors' annual report to parents is simple and clear and meets statutory requirements. School reports are evaluative, and indicate effort and achievement in subjects across the year, however

they do not include targets for pupils' improvement or pupil's self assessment. The school's complaints procedure is satisfactory.

Impact of parents' involvement with the school

53. The impact of parents' involvement on the work of the school is good and they make a positive contribution to children's learning. The home-school agreement is clear, well written and appropriate. Parents evenings and governors' annual meetings are well attended. All parents have easy access to teachers and many use after-school meetings to follow-up aspects of their children's education. Parents of pupils with special educational needs are closely involved in drawing up their education plans. Parents contribute markedly to the life of the school and pupils benefit from parental involvement both in academic performance and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Overall the leadership and management of the school is satisfactory, with more strengths than weaknesses. This is in line with the judgement in the previous inspection. There is a shared commitment to raising standards and the school is clear about its strengths and weaknesses. The headteacher provides enthusiastic and caring leadership and works extremely hard for the benefit of the school. He has a clear vision for the school with aims and values agreed by all staff and governors and these are reflected in the good ethos for learning. There are very good relationships throughout the school and staff and governors work well.
55. The school's procedures for monitoring and evaluating standards of teaching and learning are still in their early stages of application and therefore are not yet having an impact on raising standards. Some steps have been taken recently and these include setting up a database to track pupils' progress from year to year. The headteacher meets with each teacher on a three weekly basis to discuss standards in individual classes and the senior teacher visited each class to observe a literacy hour. Individual governors have undertaken classroom visits and they provide informative written reports for the headteacher and whole governing body. The special needs co-ordinator meets staff to discuss the progress of pupils with special educational needs. Information from these meetings is used to make appropriate adjustments to the pupil's individual education plans. The monitoring and evaluation of teaching by senior staff is not systematic, nor is any evidence formally recorded and therefore it is not yet impacting achievement or strategic planning.
56. The roles and responsibilities of the subject co-ordinators are not clearly defined and there are no identified co-ordinators for most of the foundation subjects. Currently the headteacher does not delegate sufficiently to share the workload amongst all the staff within the time and resources available. The hardworking headteacher is extremely constrained in discharging all his leadership and management tasks and responsibilities during the one day he is not teaching his class. Although some progress has been made on the key issue on subject co-ordination the pace of change in literacy, numeracy and information technology has made heavy demands on the same personnel. The staff are managing these strategies well and benefits in pupils' learning are already apparent, but they have not had time to work in the other subjects This means that attainment in the foundation subjects does not match the high standards attained in the core subjects.
57. Due to illness it was not possible to make a judgement concerning the contribution of the senior teacher to the work of the school. The governing body is very supportive,

enthusiastic and has clear commitment to the school and its development. It fulfils its responsibilities well, has appropriate structures for sub-committees and meets all its statutory requirements. There are effective working practices and very good relationships between the headteacher and the governing body and they are well informed with an accurate view of the school's strengths and weaknesses.

58. The governors are fully involved in school improvement planning and update parents on progress in developments in their Annual Report to Parents. The governors have set appropriate performance objectives, which relate directly to the School Improvement Plan. Improvements were made to the school improvement plan in line with the instructions within the associated key issue in the previous report but the process has not had a significant effect on standards nor the effectiveness of longer-term school management. The current plan is for one year and therefore lacks a strategic dimension. It has identified success criteria but these do not always relate to raising standards and outcomes for pupils. There are no specific written procedures for monitoring and evaluating improvements, but practical steps are taken to evaluate progress which are discussed at governors' meetings. The headteacher provides updates for governors on actions completed but these are mainly descriptive and do not evaluate their impact on the quality of teaching and learning. Staff training is now linked to the school improvement plan and has been effective in relation to the literacy and numeracy strategies. Staff have the opportunity to identify and request training to meet their personal needs but there is no appraisal of teachers currently being undertaken.
59. The school makes sound use of its strategic resources. The school administrator fully understands her responsibilities and carries them out diligently and effectively. Budget procedures are satisfactory and priorities are supported through careful financial planning. For example, last year the focus was on developing the buildings and providing resources for the National Literacy and Numeracy Strategies and these are all clearly in place. The headteacher and the governors' finance committee have sufficient information to ensure that the controls and monitoring of expenditure are efficient. The finance committee does not have terms of reference and not all the recommendations from the last audit have been implemented.
60. The school makes sound use of staff and resources to meet the demands of the curriculum. The match of teachers to pupils' needs is effective. Staff use their curriculum specialisms in music and information technology effectively to raise standards in these subjects throughout the school. A direct result of tight budgets is that there is very little classroom assistant support. That which is available has been appropriately targeted to the Year 3/4 class as part of the Additional Literacy Strategy and for pupils under five. The headteacher's large commitment to class teaching makes a significant contribution to the quality of teaching and learning and standards in music but there is a cost in management terms. His lack of availability contributes to the slow pace of implementing the changes required for monitoring effectiveness. Budget restrictions also limit the amount of time other staff are available for monitoring teaching and attainment and co-ordinating curriculum provision in foundation subjects and religious education across the school.
61. The accommodation is in good order and enables the curriculum to be taught effectively. Recent and very good alterations give good provision for the library, information technology and toilet facilities. There is additional space available for the youngest class but this is not suitable without children being supervised. There is no access to a specific outdoor play area and large play resources for children under five. Although not lavish there is a sufficient range and quality of learning resources

and staff make good use of the resources available.

62. The principles of best value are applied. The headteacher and governors are beginning to look at test results and compare them with standards and costs in other schools. The governors challenge financial decision making to ensure it is centred on pupils' needs. Where contracts are involved the governors apply best value principles to evaluate the bids. Consultation takes place between staff, governors and through the pupils' council about all new initiatives and priorities for development. The school does not generally involve the wider parents' body but parent governors are fully consulted. Overall the school provides satisfactory value for money. The school has the commitment and the capacity to succeed providing it improves the procedures and pace for implementing change.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve further the quality of education for pupils, the headteacher and the governors should include the following issues in their action plan.
- (1) Upgrade the school improvement plan ensuring that it is realistic, rigorous and will quicken the pace of improvement. It must include:
 - a strategic dimension;
 - clearly identified priorities for the future;
 - success criteria that relate directly to raising standards and improving achievement;
 - strategies for monitoring and evaluating progress that all those involved understand and find practical and useful. It must be quite clear who does what, when and why.
 - a means of checking that the pace of change is sufficiently brisk to benefit pupils currently in the school.(Paragraph: 58)
 - (2) Review the responsibilities held by all staff and governors to ensure that everyone has an appropriate share of the work of the school within the time and resources available. It is essential to:
 - avoid over-reliance on individuals;
 - set up systematic non-beaurocratic mechanisms for receiving and sharing important information;
 - address any training needs arising from this redistribution of responsibilities.(Paragraphs: 56, 103, 109, 112, 115, 119, 132)
 - (3) Ensure that the plans for monitoring standards and the quality of teaching are carried out systematically and rigorously. Action must be taken to:
 - share and build on good practice,
 - secure improvement and raise standards particularly in information and communications technology;
 - evaluate the benefits of the current specialist teaching;
 - use the data from monitoring standards to inform the school improvement plan.(Paragraphs: 8, 55, 60, 127)
 - (4) Build on the school's capacity for good teaching and learning observed during this inspection to address the curriculum imbalance and provide a richer broader curriculum that:

- allocates less teaching time to English;
- promotes a greater variety of learning responses;
- makes good use of the new national curriculum guidelines and the early learning goals;
- ensures continuity and progression in all subjects;
- motivates and interests all pupils, including the gifted and talented and those who find learning difficult.

(Paragraphs: 32, 33, 34, 47)

64. In addition to the above issues there is one other less urgent area for the school to consider in order to further raise pupils standards of attainment.

(5) Give pupils and parents more appropriate guidance on their learning by providing:

- written guidance for individual pupils to tell them the next steps to take to improve their attainment;
- more informative school reports that share the next steps in pupils' learning with parents.

(Paragraphs: 46, 52)

65. PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9%	21%	40%	30%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	86
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	6
	Girls	5	5	5
	Total	12	11	11
Percentage of pupils at NC level 2 or above	School	86 (77)	79 (77)	79 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	86 (77)	86 (92)	86 (92)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	7	6	7
	Total	14	13	16
Percentage of pupils at NC level 4 or above	School	82 (71)	76 (76)	94 (76)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	7	6	7
	Total	15	14	17
Percentage of pupils at NC level 4 or above	School	88 (71)	82 (76)	100 (82)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	20.5
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	8

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	178152.00
Total expenditure	178965.00
Expenditure per pupil	2081.00
Balance brought forward from previous year	22296.00
Balance carried forward to next year	21484.00

Results of the survey of parents and carers

Questionnaire return rate

	83%
Number of questionnaires sent out	83
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	45	3	0	0
My child is making good progress in school.	36	45	10	4	4
Behaviour in the school is good.	45	49	0	0	6
My child gets the right amount of work to do at home.	32	46	13	4	4
The teaching is good.	51	41	3	0	6
I am kept well informed about how my child is getting on.	49	35	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	48	39	7	0	6
The school works closely with parents.	58	26	13	0	3
The school is well led and managed.	75	17	6	0	1
The school is helping my child become mature and responsible.	51	35	7	0	7
The school provides an interesting range of activities outside lessons.	29	42	22	3	4

Other issues raised by parents

66. In the questionnaires a significant minority of parents wanted a more interesting range of activities. The team found that the staff take steps to offer some activities at lunchtime and after school. Volunteers already help to provide a variety of activities and staff would be hard pressed to offer more. The school would be pleased to discuss suitable suggestions and solutions if parents wanted to extend the range further.
67. Parents with concerns about individual children's progress should discuss them with the school. The inspection team is of the opinion that pupils' progress is satisfactory overall, although some of the more able pupils would benefit from more challenge.

68. Some parents would like more homework. Others would like less. It is the view of the inspection team that the arrangements for homework are broadly suitable, although there is scope for more variety.
69. It is the view of the inspection team that the school has satisfactory systems in place to keep parents informed about how their child is getting on, although the annual reports would benefit from being more specific about the next steps in improving learning.
70. The team is of the opinion that the school works successfully with parents and that this makes a positive contribution to standards.
71. At the meeting 10% of parents were concerned about the number of children, particularly the older children in Key Stage 1, having private tuition for mathematics. Standards in mathematics measured by tests results, samples of work and lesson observations are above average. More detail is available in the mathematics paragraph. The school is willing to discuss particular concerns with individual parents should they wish to do so.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. Overall the teaching and learning of the children under five is good. The standards of achievement and curriculum provision is sound. Children start school in September or January depending upon whether they have their fifth birthday before or after 28 February. All the children benefit from pre-school experience and the teacher has good links and liaison with pre-school settings. The children and their parents have several opportunities to visit the school before they start and this ensures a smooth transition into school. Their attainment on entry is broadly average according to the Herefordshire Baseline Assessment. The children enter school with great confidence. They join in activities and speak with assurance. They are on course to meet all the desirable learning outcomes by the age of five.

Personal and social development

73. Personal and social development is given an appropriate priority throughout the school day and the majority of the children are on course to attain the desirable learning outcomes. They have good relationships with their teacher and other adults working in the class and seek help when it is needed. With a few exceptions, most of the children can take turns and can share, for example, when playing with sand and water. They are already independent in many respects such as dressing themselves, organising their belongings and eating with older pupils in the school hall. They express their feelings very confidently although not always at the appropriate time. They are learning to show respect for the beliefs of others and enjoy dressing up in Asian clothes after listening to the story of "Monda's Surprise". They respect school property and enjoy the school environment and freshness of the spring flowers. The teacher provides a good range of activities, which give the children opportunities to play with others, co-operate and share toys, equipment and resources. The teaching is good.

Language and literacy

74. Overall the children's attainment in literacy is good. Many children have already reached the desirable learning outcomes in listening, reading, writing and understanding language. The children can recall a story accurately and predict what will happen next. Children respond very well to stories and are very keen to offer their ideas, for example, when the teacher covered up individual words in the big book the children called out the answers enthusiastically. Some of the children are so excited they find it difficult to limit their contributions, however, the teacher manages this calmly, positively and persistently. The children know many initial sounds and can say them correctly and some can write their name. They are developing good understanding of the purposes of writing. In their role-play, the children make up their own stories and situations and take part with great confidence. The children attain well and make good progress as a result of the good teaching.

Mathematics

75. The children's attainment in mathematics is good and many have already met the desirable learning outcomes. They know many number rhymes, songs and mathematical stories. For example, in work on time they can join in the answers

prompted by “What’s the time, Mr Wolf?” Some understand the significance of the fact that the hands on a clock are of different lengths. They have good knowledge of numbers to 10 and they can recite numbers to 20 and beyond. The children enjoy a range of opportunities to sort, match and order play objects. They are developing good use of mathematical vocabulary and can identify terms such as ‘more than’ and ‘less than’ and ‘o’clock’. They can record their work accurately. Teaching is good and expectations of the children are high.

Knowledge and understanding of the world

76. The children are on course to meet the desirable learning outcomes. The children can talk confidently about where they live, their families and significant events. They are developing awareness of past and present and know that things happened yesterday, or a long time ago. The children are developing the skills of building and joining through a wide range of activities. They are aware of technology and many can use a mouse effectively. For example when using the program ‘My World’ they can undress the teddy. They are keen to investigate floating and sinking and have worked on gravity with their Year 1 classmates. They have a good awareness of living and man made things and are able to talk about how they look after pets at home. Teaching is good.

Physical Development

77. The children are on course to meet or exceed the desirable learning outcomes by the time they are five. All the children are attaining sound standards in their physical development. They are co-ordinated and can control their movements when handling pencils, paintbrushes and construction toys. The children can manipulate ‘Play Doh’ and sand to press into objects, or pull and push into different shapes. The lack of specific outdoor play area and access to large apparatus and toys restricts the opportunities for climbing, pushing or pulling large toys and balancing on equipment. They are energetic and run confidently in the playground during school play times. In music sessions they move in time to music, varying their speed and changing heights. They respond with enthusiasm, following instructions and taking care to control their balance.

Creative Development

78. The children’s creative development is good and most children have already met the desirable learning outcomes. They enjoy and respond creatively to song – singing along confidently to a recording of ‘The Wheels on the Bus’ and with favourite class rhymes and songs. The children use their imagination well, for example, during ‘Wild Jungle’ activities when during play they make the noises that they think the animals make. The children have good knowledge of colours and can name the primary colours and black and white. They can select crayons and paints to good effect in their pictures. They can use clay effectively to make dishes, plates and fantasy creatures and decorate them with sequins, buttons and shells. The quality of teaching is good and good use is made of children’s speaking skills.
79. Teaching of reception children is mainly good and never less than satisfactory. When adult support is available the teacher plans a wide range of learning opportunities. These are more limited during times when there is no additional support, as is use of the additional space. The teacher manages the children and learning activities effectively. The teacher’s careful use of questioning during whole class work focuses the children’s attention and demonstrates appropriate language thereby promoting

good learning. The teacher uses calm and quiet methods of handling over exuberant and over excitable children maintaining good relationships with them throughout lessons. They are eager to learn and some find it difficult to work quietly. They are so keen to be involved they offer frequent contributions, sometimes interfering with the flow of lessons. When the classroom assistant is available she is well deployed and provides effective support for the under fives and this enables them to make good progress.

80. There is no published school policy for provision for children in the early years of schooling. The smooth transition from pre-school settings is aided by the good liaison the teacher has with the local pre-schools. She makes regular visits to meet children before they begin school. Parents come into a lesson with their children before they start school and are made very welcome at the beginning and end of the school day. Baseline assessment is carried out early in the child's first term and progress is tracked when this assessment is repeated in Year 1. The teacher also makes regular assessments of the children's progress, which are used effectively to plan the curriculum and learning activities.
81. The inspection team in the previous inspection incorporated the provision for under fives into the Key Stage 1 sections of the report. It is therefore not possible to comment on the quality of improvement in this provision.

ENGLISH

82. Standards in English are good and have improved since the last inspection when they were satisfactory. There is some variation in standards in both key stages from year to year as a result of the small numbers involved, which has a disproportionate effect on test and assessment outcomes. In the 1999 tests for 7 years olds the results were close to the national average in reading and well above in writing. In comparison with schools with pupils from similar backgrounds, results were well below average in reading and above average in writing. There were no significant differences in performance between boys and girls. In Key Stage 2 tests for 11 year olds in 1999 the performance in English was well above the national average. In comparison with similar schools results were above average. Boys' attainment was higher than girls in the tests. The school did not achieve the challenging targets set in English, because two pupils did not reach the expected Level 4. Since 1996 standards in writing at the age of 7 have been rising and standards of reading have remained about the same. Over the same time span standards in English at the age of 11 have been rising, in line with the national trends.
83. The National Literacy Strategy has been well implemented and is contributing fully to pupils' learning. In classes with seven to eleven year olds the guided reading is being taught outside the Literacy Hour to enable writing to be the focus of the daily lessons. This decision has a good impact on standards of attainment in English but it requires additional teaching time for English, which results in less time for other subjects. Pupils enter school with average attainment in English. Before reaching age 5 children meet the desirable learning outcomes. Their attainment by the age of 7 is never less than the national average with some pupils attaining high standards. Standards in writing are consistently higher than attainment in reading. Attainment is extended in Key Stage 2 and by the age of 11 is good. The pupils who have special educational needs and those identified as being gifted or talented are attaining standards that are satisfactory. The high standards in literacy make a positive contribution to all subjects. Foundation subjects such as history and geography rely heavily on pupils' literacy skills for supporting the acquisition of knowledge and skills

and for recording responses.

84. In both key stages pupils' attainment in speaking and listening is good. Pupils enter school as confident speakers keen to offer ideas, suggestions and opinions. By the end of Year 2 they are able to talk articulately about a character in a story, for example, "The Tiger and The Jackal". The pupils' good vocabulary is extended in Key Stage 2 and by the end of Year 6 they know about discursive connectives; alliteration and similes and can discuss the differences between fact, opinion and evidence in persuasive writing. The pupils in both key stages like to speak out and they listen well during assemblies.
85. Pupils' attainment in reading at both key stages is satisfactory. By the age of 7 the pupils have read a good range of fiction and non-fiction. They are enthusiastic readers who enjoy the guided group reading time in the Literacy Hour. In Year 2 most pupils still like to read alongside their teacher. The lower attaining pupils read hesitantly using picture cues to help them with the meaning of the text. They do not always read words correctly and they sometimes have several tries at a word. They have some phonic knowledge and can tackle the initial sounds of words. The higher attaining pupils are fluent and accurate readers. They read with expression and predict confidently and often in great detail. They are keen to talk about stories they have enjoyed in the past. They are able to identify the author, illustrator and enjoy reading the descriptions on the covers of books. Throughout Key Stage 2 pupils read widely appreciating a range of genre. By the age of 11 they read accurately and with expression and are confident to do so in front of the whole class. They draw inference and deductions from texts and discuss their views with other pupils. When reading individually they select from a range of authors and have clear preferences, for example, on themes like cricket, horses, cartoons and fantasy. A higher attaining pupil is able to read dialect and uses regional accents to excellent effect as well as reading highly unusual character names accurately. The lower attaining pupils are hampered by a lack of word attack skills, knowledge of regular high frequency words and are insufficiently aware of the meaning of the words they are reading. They are, however, developing some fluency and have good attitudes to reading.
86. In both key stages pupils' standards in writing are good. By the age of 7 pupils can write in sentences using capital letters, full stops and with many words spelt correctly. A strength of their work is the use of a range of vocabulary and they demonstrate awareness of the reader. The pupils' handwriting is legible, neat and most is joined up. The use of small white boards to develop pupils' word and sentence, knowledge and skills is very good. By the age of 11 the pupils' writing shows a range of styles for different purposes and audiences. There is a good balance of fictional and non-fictional writing. Pupils' writing shows maturity particularly when presenting a persuasive text on the topic: "Are today's kids turning into couch potatoes?" Strengths of the older pupils' writing is their accurate spelling and their ability to sustain ideas. They use commas, inverted commas, speech marks and punctuation with increasing accuracy. Pupils competently edit and redraft their work sometimes using a word processor program to publish their writing – for example in the leaflet they are making for parents' evening. Their handwriting is fluent, clear and joined up and many pupils are developing their own style of handwriting.
87. The quality of teaching in both key stages is good in 7 out of 10 lessons. Teaching is never less than satisfactory in Key Stage 2 and in Key Stage 1 it is always good. The consistently high standard of teaching has a beneficial effect on pupils learning, particularly in the younger classes where pupils are lively, demanding learners. A feature of good teaching is detailed planning with clear objectives such as when

focusing on traditional tales and characters. The good use of questions helps the pupils to describe the aspects of the tiger, and allows the teacher to draw some quiet boys into the discussion. This work is fully supported by sufficient resources for pupils to use texts that are large enough for pupils to easily see. In the literacy hour the teachers' effective management of the pupils enables pupils to make good progress with text and word level work. Very good relationships make lessons fun. Teachers make good use of praise, encourage pupils to do their best and maintain their interest and enthusiasm. Where teaching is satisfactory there are occasions when the activities lack sufficient challenge such as when a writing task lacks depth or the topic of a text is not something to which pupils relate. On such occasions the pupils do not work at a good pace, show less interest and the quality of attainment falls.

88. The attitudes and behaviour of the pupils is good. Throughout the school pupils respond enthusiastically in the Literacy Hour and are eager to answer questions. They fulfil the high expectations for orderly behaviour, independent work and concentration, persevere with their work and remain interested because of well-timed interventions by teachers. Pupils are able to work effectively in groups and pairs co-operating and supporting each other. They concentrate well during the whole class sessions in the literacy hour. Their learning benefits from good teaching, the ethos that supports achievement, parental help with reading and other homework. The pupils with special educational needs make sustained efforts to learn suitable skills. The higher attaining pupils use their imagination well when inspired by challenging work. Both boys and girls have good attitudes to learning that supports the standards attained.
89. There is a sound policy for English and a comprehensive scheme of work based on the National Literacy Strategy and the leadership in the subject is satisfactory. Staff discuss the standards of work at meetings. The co-ordinator has begun to monitor standards of teaching and learning by observing a literacy hour in each class. This information has been used informally rather than for reporting standards to staff or governors so it has not yet made a contribution to raising standards. The school is trying to raise standards in writing and maintain those in reading at Key Stage 2 by placing the guided group reading outside of the literacy hour. This means that a higher than average amount of time is spent teaching English, but there are no strategies for monitoring the benefits of this initiative. The teachers assess pupils' skills in speaking and listening and keep records of pupils' progress in all aspects of the subject. This information helps them set challenging literacy targets for individual pupils.
90. Resources for English are satisfactory and the additional funding for literacy has been has been carefully spent to support learning. The provision for fiction and non-fiction is sufficient, accessible and well used. There is now an attractive library with a good range of books for the size of school. All staff have received training for the literacy strategy and have implemented it effectively.

MATHEMATICS

91. Standards in mathematics are good and have improved since the last inspection when they were satisfactory. There is an element of variability between years, which can be attributed to the small number of pupils in each cohort, which has a disproportionate effect on test and assessment outcomes. The pupils' results in the 1999 national tests for 7 year olds are above national average which is broadly in line with the average for similar schools. The pupils' results in the 1999 tests for 11 year olds were well above the national average and above the average for similar schools. Despite the good results the school did not meet the challenging target set in mathematics for 1999. Over 4 years since 1996, standards in mathematics in Key

Stage 1 and 2 are consistently above national average, rising in line with national trends. Over this period at age 7 girls perform better than boys, but at age 11 the situation is reversed and boys perform better than girls.

92. Based on evidence of the work seen and lessons observed, the standards attained in Key Stage 1 are above national expectation. At age 7 the pupils can understand place value to tens. They can order numbers by 100s and 1000s on a number line. They know, read and write the words for numerals and can quickly mentally calculate bonds to ten. They understand the concept of balance and are developing the skills of weighing with non-standard and standard measures. They know the names and properties of simple regular 2D shapes. The younger children are already able to recognise numbers up to ten and are developing mental strategies for working out number bonds, pairs, doubles and simple multiples. They use a number line to guide them in sequencing and ordering numbers accurately.
93. Attainment in mathematics is good in Key Stage 2. By age 11 the pupils are attaining good standards. They can double two digit numbers and are familiar with number rules using numbers to thousands. Regular practice and reinforcement help pupils across the whole age group improve their accuracy and speed at mental calculations. They enjoy using white boards to record solutions and have no fear of taking part and getting the wrong answer. Pupils in all year groups are confident and quick with mental calculations in addition, subtraction, multiplication and subtraction. They can double and halve accurately. Depending on their age and ability they work with increasingly complex numbers. Regular quickfire practice of tables is improving the pupils' recall skills throughout the key stage. They can work with standard and decimal fractions, ordering and combining them. As they progress through the school they organise and handle data through the use of pictograms, bar charts and tables, incorporating the use of computers for recording their findings. The younger children can measure and calculate the perimeter and area of rectangles and are developing accuracy in weighing and measuring capacity. Older pupils can measure in square centimetres and apply the formula for calculating area. They accurately apply their knowledge to regular and irregular shapes.
94. In the work observed throughout the school pupils are developing their basic numeracy skills and achieving good standards. They use their skills for calculation and measurement in science, design technology geography and history. They are confident mathematicians, who enjoy mental mathematics and readily apply their skills in real life situations such as during the Year 6 outdoor-pursuits activities week and daily when at play with other pupils in sport and playground games.
95. Learning is good in Key Stage 1 and very good in Key Stage 2. The pupils aged 5 to 7 are very enthusiastic interested and involved, although at times they can become rather noisy in their wish to contribute. They quickly respond to questions, self correcting and correcting other pupils, which help reinforce their skills and accuracy. They work at a good pace completing their workbooks with care and attention. The pupils aged 7 to 11 remain enthusiastic, but with more awareness of the need for everyone to take part in oral session. Their eagerness is incorporated well by the use of the small whiteboards, which offer all pupils the opportunity to contribute at their individual pace and level. They continue to build on skills learned in Key Stage 1 and consolidate and extend their subject knowledge, accuracy and mathematical fluency. This building up of skills underpins the improvement in attainment. For example in Years 3 and 4 pupils confidently extend their place-value skills and learn to subtract two and three digit numbers. Their productivity levels remain high in Years 5 and 6 and their energy for learning remains good. This means that they cover work such as

calculating area and working with complex decimal fractions at a good pace. Those who find learning easy and those with special needs learn well in response to work which is set at levels which is within their understanding, but challenging.

96. The quality of teaching is good in both key stages, with some examples of very good and excellent teaching in Key Stage 2. The numeracy hour has been introduced to good effect throughout the school. Teachers' planning is thorough and they make the learning objectives very explicit to the pupils by giving clear explanations that pupils understand and embrace. For example in one lesson reinforcing place value and subtraction there were clear stages throughout the lesson with good opportunities for direct teaching of the required skills followed by time for pupils to practice work or solve problems and then time for reflecting on the learning. Throughout the lesson the teacher gave clear explanations and exposition of work. In a lesson on calculating area the teacher reinforced skills and new learning by incisive questioning, going back over aspects that caused difficulties or confusion and using the key mathematical vocabulary that supported the learning. All teachers manage pupils well, making work interesting and dealing quickly and effectively with any pupils who are off task or interfering with the learning of others. The quality of teaching makes a direct contribution to the quality of learning and standards achieved throughout the school.
97. The requirements of the mathematics curriculum are met. Both boys and girls enjoy the work set and pupils of all levels of ability are appropriately supported and challenged. An effective system for planning, assessment and record keeping is in place. The school analyses this information and the data from test results to set and review annual targets. School based monitoring of the quality of teaching and the provision for mathematics has not yet been undertaken, but staff regularly discuss work outcomes. The mathematics co-ordinator is well informed and all staff have had training in implementing the national numeracy strategy. This has already had a good effect on standards because the pupils' mental skills, speed and accuracy are improving as a result of the well paced lessons. The classroom accommodation and resources are adequate for teaching mathematics.

SCIENCE

98. The pupils' attainment in science at both key stages is in line with national expectations, which is the same as in the previous inspection. There have been variable results in national testing and assessment over the past three years which is a result of the small numbers involved which has a disproportionate effect on test and assessment outcomes. Teacher assessment in 1999 showed that the attainment of pupils at age 7 is in line with national average. When compared with similar schools the percentage of pupils reaching Level 2 or above is below average but the percentage of pupils reaching Level 3 is above average. In the 1999 tests the results of pupils at age 11 was above the national average and broadly in line when compared to similar schools. Over 4 years since 1996, standards in science at age 11 are above national average, rising in line with national trends. There is no difference between the performance of boys and girls.
99. By the age of 7 pupils are attaining sound standards. They know about differences and similarities in materials, plants and animals and life processes. They can describe how toys move and are aware of sources of sound. They use investigation to gain skills, knowledge and understanding. They use appropriate scientific vocabulary and record their findings on charts and tables. They are developing an understanding of the scientific process through structured practical work. They are able to describe their findings, such as that 'the closer you get the bigger your

reflection', and that in some circumstances their reflections may be upside down. As indicated by this mirror work they are able to make choices and reasoned guesses, present results with drawings and draw simple conclusions. They sometimes use the effectively computer to record their findings.

100. By the age of 11 pupils also are attaining sound standards. They know about their bodies for example the nature of teeth and the significance of dental care. They can compare materials and understand how materials can change and that some changes are not reversible. They use focused exploration and investigation to acquire knowledge, skills and understanding. They have obtained evidence and tested scientific ideas in a range of ways. They use scientific vocabulary appropriate to their tasks but tend to be all working on the same task with set procedures. This structured approach restricts the pupils' opportunity to develop their personal understanding of the science process, how to plan, carry out an investigation, measure and record findings and consider fair testing. For example the good use of demonstration and structure in the lessons on sound means that the pupils have a depth of understanding about sound and in particular about vibration and pitch. They also understand the differences between the vibration of air and water. The lack of scope for individual work however means that the pupils are making less progress in their scientific process skills.
101. The quality of teaching is good overall. Teachers are well organised and have appropriate resources to support their activities. They enable pupils to interact and participate well in lessons. Teachers have sound subject knowledge, which supports them in their planning of relevant lessons and to question, and discuss with pupils using some appropriate scientific vocabulary. This was effective in the Year 1 and 2 lesson on reflections where through good questioning skills the teacher helped the pupils learn and apply the terms reflection and reflective. Effective teaching enables the teacher and pupils to share an enthusiasm and interest in the topic being studied. For example in the Year 5 and 6 lesson on sound the teacher used his musical knowledge to inspire pupils by blowing into a suitably shaped straw to make the air vibrate and changing the length to make higher and lower notes. The ability of the teacher and the varying levels of ability of the pupils made for a supportive and happy atmosphere in the classroom. The good teaching supports pupils in developing their scientific knowledge and understanding throughout the school, but structured class based work impedes the older pupils' understanding of the science process which means standards are not as high as they could be. Pupils are appropriately directed and supported by the adults when they are writing up their work, although the presentation of work is very variable. Timing is not always well judged, which affects attainment as pupils do always have sufficient time complete their writing up and assimilate their new skills and understanding.
102. Pupils in both key stages respond enthusiastically to questions asked and remember previously taught facts. In Key Stage 1 they support one another by reading the key words such as 'reflection', 'reflective' and 'image'. They work well in groups, sharing resources and helping each other. In Key Stage 2 pupils work with interest at their own tasks and persist with difficult tasks such as cutting a 'reed shape' in a straw and creating sound. Pupils celebrate the success of others even when their own attempt fails. Pupils work in small groups, pairs and individually on a task and usually co-operate well.
103. The science co-ordinator has only just taken on this new responsibility. New national materials are replacing the current scheme of work and implementation is scheduled to be completed by the autumn. Resources for teaching science are satisfactory and

the quality and range of learning opportunities is enhanced by the use of the school pond and the local environment. All staff keep individual records using class based assessments which they use to inform their lesson planning and organisation. Marking includes an occasional supportive comment such as 'well done' but does not give pupils guidance for improving their attainment in science. Staff discuss pupils' work informally and there are no strategies for monitoring the quality of teaching or science provision.

ART

104. During the inspection lessons were only seen in classes for pupils aged 5 to 7 and therefore it is not possible to make a secure judgement about teaching and learning in Key Stage 2. Judgements about attainment can be made based on an analysis of school documentation, teachers' planning and pupils' work seen in displays around the school. Attainment at age 7 and at age 11 is sound, which is the same as in the previous inspection.
105. In Key Stage 1 pupils work effectively with clay to produce 3-dimensional shapes, creatures and bowls. They decorate them beautifully with buttons, shells and pearls. They use paint well to make pictures of 'Owl Babies'. Pupils in the youngest class use collage competently to represent the story of 'The Three Little Pigs'. They make bowls and pots using papier-mâché technique and can design a pattern for an outfit to be worn by a story character. Older Key Stage 1 pupils use collage to very good effect focusing on pattern, texture and colour and creating a 'flow effect' in their work. They have made a beautiful display for spring, which includes daffodils with 3-dimensional flowers, ladybirds and spiders.
106. In Key Stage 2 the pupils build on their sound prior attainment and continue to develop their artistic skills. They draw pictures of gravestones in the churchyard using close observation techniques. Pupils in the Year 3/4 class have painted pictures of flying carpets based on the story of 'Florrie the Flying Carpet'. They create collage very effectively selecting different media such as fabric, photographs and magazines. Pupils in the Year 5/6 class have looked closely at the work of art deco period ceramic artist Clarice Cliff which relates to the 1930's period they are studying in history.
107. Teaching is satisfactory in one lesson and very good in the other lesson seen in Key Stage 1. In the very good lesson the pupils are very clear about the learning objectives and this is reflected in the quality of their work. The teacher intervenes very effectively and calls whole class together to evaluate their work and improve upon it selecting colour and overlapping fabric to produce flow in their pictures of 'Rainbow Walks'. The pupils in Year 1/2 class appraise each other's work sensitively which helps them extend their own repertoire of ideas which they use to extend their own skills. This also makes a positive contribution to their social and spiritual development.
108. Pupils speak articulately and offer helpful contributions in lessons. The very good relationship between pupils and teachers results in confidence and enthusiasm in their learning. The pupils enjoy the activities and are very keen to apply themselves to the practical part of the lesson. They use resources effectively and generally share well with others.
109. There is no specific co-ordinator for art and there is limited documentation in place, however National Curriculum requirements are satisfactorily met. This is because all staff plan to cover requirements and keep records of pupils progress which they use

when planning work ensuring that they meet the full range of pupils learning needs. There are no strategies in place to monitor the quality of teaching or provision for art. There are sufficient number and quality of learning resources available and good use is made of the accommodation during practical activities.

DESIGN AND TECHNOLOGY

110. It was not possible during the inspection to observe any design and technology lessons and therefore a secure judgement about teaching and learning cannot be made. A limited judgement can be made on the provision for design and technology based on the scrutiny of pupils' work, displays around the school, photographs, discussion with teachers and teachers' planning. The pupils are experiencing the areas of design technology that they should for this age group. Standards attained are sound but provision barely meets National Curriculum requirements. There is no direct comparison with the previous report which did not give a clear judgement on standards attained.
111. By age of 7 pupils make models, use construction kits and have had the experience to plan work using a range of materials. They can select materials, consider size, suitability, joining techniques and shape. They enjoy food technology and can talk enthusiastically about choices they make when cooking. By the time pupils are 11 they have increased their knowledge and skills. They know more about food technology and the nature of materials. They can measure, cut and join materials with greater precision. They evaluate their work and make any necessary improvements. They have considered Clarice Cliff ceramic design work and used this knowledge in their own work. They use the knowledge and skills gained in science and art to inform their work in design technology.
112. Staff plan their work independently supported by a succinct statement and detailed notes on safety issues. They keep individual pupil records and report progress to parents annually. This helps secure progression in pupils' learning. The new national materials form the basis of a policy and scheme of work, but its use is in its earliest stages. There is no curriculum co-ordinator and the management of the subject is unsatisfactory. The standards reflect the good quality teaching in other subjects rather than planned provision for design and technology. The position has changed little since the previous inspection and standards of provision remain the same.

GEOGRAPHY

113. It was not possible during the inspection to observe any geography lessons and therefore a secure judgement about teaching and learning can not be made. A limited judgement on the provision for geography can be made from the scrutiny of pupils' work, teachers' planning, discussion with teachers and displays around the school. The pupils are experiencing the areas of geography that they should for this age group and attainment at age 7 and 11 is sound. This position is different from the previous inspection when standards at age 11 were good.
114. Pupils are offered a sound geography curriculum through topic work. Teachers plan to ensure that pupils develop the required knowledge, understanding and skills. For example, the youngest pupils in Key Stage 1 are aware of the seasons and what influence the weather has on the clothes we wear. Pupils in Key Stage 2 can draw patch, line and dot maps during work in a local study unit of Eardisley village. They can use a key to reference features on a map of Herefordshire. A family currently travelling in Papua New Guinea, Australia and New Zealand regularly communicate

with the pupils by e-mail and sends postcards, stamps, photographs and maps of the countries and plans of their homes. This enhances the provision because it interests the pupils setting new knowledge into a purposeful context.

115. There is no one with specific responsibility for co-ordinating geography although there is a policy and a curriculum map to show when different geography topics will be studied. There are no strategies for monitoring the quality of teaching or the effectiveness of provision. All the teachers keep individual records and report pupils' progress to parents annually. This helps secure progression of learning. Teachers all ensure that there are sufficient resources for the topics they are studying. The annual school trip to Red Ridge for Year 5/6 pupils offers the pupils good opportunities to apply their geographical skills through orienteering, hill walking and rock climbing and visits to other places of interest. Resourcing fully supports standards attained.

HISTORY

116. During the inspection only one lesson was seen in the class for 7 to 9 year olds and therefore it is not possible to make a secure judgement about teaching and learning throughout the school. A limited judgement on provision can be made based on an analysis of school documentation, teachers' planning, discussion with pupils and pupils' work seen in displays around the school. The pupils are experiencing the areas of history that they should for this age group and attainment at age 7 and 11 is sound. This position is different from the previous inspection when standards at age 11 were good.
117. Pupils aged 5 to 7 can identify famous events and people from the past such as the Great Fire of London, Guy Fawkes and Queen Victoria. They can compare houses and homes today with those in Tudor times and know the difference between new and old. Pupils aged 7 to 9 can recall their work on the Tudor's especially that Henry VIII had six wives. They know about timbered architecture from this period. Pupils aged 9 to 11 are developing a sound understanding of historical enquiry, interpretation and chronology and can use a time line to link events in their study of Britain since the 1930's. They can interpret evidence such as unemployment statistics relating to the Depression and draw inferences applied to present times
118. The quality of teaching is very good in the lesson seen, and the teacher gives very clear explanations to stimulate discussion and comparisons about how the lives of women have changed since 1600's. The teacher responds very effectively to a spontaneous question from a pupil about the differences there are between Eardisley in Tudor times and the present. The pupils demonstrate good knowledge and understanding for example, that the church and some houses would have existed but not the school, cars or the fire station. The teacher manages the pupils effectively enabling them to concentrate and sustain interest in their work. The pupils are enthusiastic learners, keen to find out as much as they can about life in the past.
119. There is no specific co-ordinator for history although there is a policy and a curriculum map showing which history topics will be taught during the year. There are a satisfactory range of books, resources and artefacts provided and staff have appropriate knowledge of the subject. There are no strategies for monitoring the quality of teaching or the effectiveness of provision. All the teachers keep individual records and report pupils' progress to parents annually. This helps secure progression of learning.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

120. During the inspection it was only possible to see one lesson with the 9 to 11 year olds and therefore it is not possible to make a secure judgement about teaching and learning throughout the school. A limited judgement on provision can be made based on an analysis of school documentation, teachers' planning, discussion with the co-ordinator and pupils, the work scrutiny and work seen in displays around the school. Attainment at age 7 is sound, but it is unsatisfactory at age 11. This position is an improvement from the previous inspection when standards at both age 7 and 11 were unsatisfactory. Other improvements since the previous inspection are that the subject is now well managed, staff have received training, resources are improved and information and communications technology is now used to support learning in English, mathematics, science and in the early years curriculum. The improvements have successfully raised standards by age 7, but although standards are improving in Key Stage 2, they have not been in place for sufficient time to raise attainment to be fully in line with national expectations by age 11.
121. By the time pupils are 7 they are familiar with a range of hardware and software. For example they can use a mouse to access a programme that undresses teddy. They use word processing to write short pieces of text. They can use pictures and symbols to communicate ideas and make patterns. They can save and retrieve work and use adventure games. By the time they are 11 they confidently use a digital camera, access the Internet, and send e-mails. They use a word processing package to write texts, poetry and publish directories such as the parents' guide. The majority of pupils can add to and amend work, save and retrieve documents and print information. The areas of work which have not been sufficiently covered include using data bases, spreadsheets, questionnaires and simulations, interpreting charts and tables and using control devices.
122. The quality of the teaching in the one lesson observed is satisfactory and the teacher has a good subject knowledge and a clear interest in developing information communication technology within the school. Planning reflects good knowledge of communicating and handling information objectives from the programmes of study and these are clearly understood by pupils. Throughout the school pupils are supported well by adults which helps them to present information and access the Internet successfully. The pupils are enthusiastic learners who obviously enjoying the opportunities and experiences offered. There are regular opportunities for older pupils to use the computers during the lunch break for work and games. They are also encouraged to access technology outside of school and this is helping them acquire confidence and competence which will be the key to skills required in their future lives.
123. The co-ordinator is very enthusiastic and is making a good impact on standards of information and communications technology within the school. The recent investment in hardware and software, successful utilisation of space in the corridor and the thorough scheme of work are already contributing to raising standards. Staff have undertaken information and communication technology training which has given them more confidence, improved the quality of their lesson planning and helped them to use the information and communications technology to support learning in other subjects.

MUSIC

124. Music is a strength of the school and standards attained by pupils age 7 and 11 are good. Standards have improved since the previous inspection when they were satisfactory. All pupils achieve well including those with talents and special

educational needs. Pupils aged 7 sing tunefully, varying the rhythm, pitch and dynamics. They sing songs from memory and enthusiastically join in the choruses of songs sung by the older pupils in whole school gatherings. They are confident to sing solo in musical games with no fear of ridicule. They respect one another's contributions and listen carefully for example in games when they have to guess who is making the contribution. They know how to play instruments using more than one technique. They handle them with care, selecting and expressing preferences. When listening and appraising they respond thoughtfully to musical elements, have a good feel for mood and atmosphere and enjoy a variety of styles.

125. Throughout Key Stage 2 pupils extend their skills and musical talents. They continue to enjoy music lessons and increase their understanding of music. By age 11 they are able to sustain rhythmic patterns and sing in rounds. They copy and repeat contributions demonstrated by other pupils. They experiment with composition and enjoy playing with sounds. For example in one Year 5/6 lesson pupils explored the timbre associated with words like singing, speaking, shouting, whispering and miming. They then substituted them for other sounds such as humming, popping, hissing and squeaking. Next came feelings like sadly, angrily, happily and fearfully. The pupils enjoyed the experimentation, following the conductor's instruction varying the dynamics and timbre. When appraising music they are gaining a good knowledge of composers and styles. During the inspection they listened to rap and modern folk music such as Ralph McTell. They are able to talk about their preferences with assurance. Year 3/4 pupils recognise different patterns, styles and accompaniment and can identify the different instruments correctly.
126. The quality of teaching is very good. Lessons are never less than satisfactory even when the groups had as many as 75 pupils. The good teaching is underpinned by the teacher's good subject knowledge, his confidence and enthusiasm for the subject. This inspires and motivates pupils to become involved and to attain high standards. A very good pace is kept to lessons, which are carefully planned and suitably resourced. Pupils learn very well. They are well disciplined and responsive. They follow instructions and are willing to try things out without fear. The subject supports literacy through the opportunities for extending vocabulary and mood and numeracy through opportunities for counting and keeping time.
127. The music policy is due for review. It is supported by a commercial scheme, which is very well used. One teacher, who also acts as the music co-ordinator, teaches the majority of music lessons. This ensures continuity and good standards but is a large workload for one person. This subject makes a significant contribution to the school ethos and is valued by parents.

PHYSICAL EDUCATION

128. Standards in physical education are satisfactory. This is in line with the judgement in the previous inspection. No lessons were seen in Key Stage 1 and therefore it is not possible to make a secure judgement about teaching and learning throughout the school. The judgement evidence for attainment in this key stage is based on the school documentation, teachers planning and pupils' responses in other lessons, in the playground and about the school.
129. By age 7 pupils have sound co-ordination. They are developing physical control and co-ordination. They respond to rhythm, explore their feelings, creative and have good ideas. By age 11 attainment is good. In gymnastics pupils are able to balance and form bridges. They hold shapes and can plan a sequence of moves and finish them

off with a flourish. They respond very well to instructions and are encouraged to evaluate and improve their own work. In games pupils can throw, catch, dribble, trap and kick a ball. They can use hockey sticks safely. They attain the expected levels of attainment in dance and swimming. Talented pupils and those with special educational needs make good progress through appropriate levels of support and challenge.

130. The quality of teaching is good. This is an improvement from the previous inspection when there was some unsatisfactory teaching. Teachers plan their lessons well and establish clear objective and stages to lessons. The teachers give positive reinforcement to pupils of all abilities. They give due attention to the teaching of skills and to ensuring safe practice. The very good relationships between staff and pupils is a key factor underpinning the high standard of teaching.
131. Throughout the school pupils enjoy their physical education lessons and respond positively, especially when they are praised. They are physically active and energetic. Pupils of both genders join in games of hockey, volleyball and football enthusiastically. This is an improvement from the previous inspection. They play fairly and adhere to rules. They get ready for lessons quickly and quietly and take part in warm up and sustained vigorous activities with enthusiasm.
132. There is a long established policy and scheme of work but no subject co-ordinator. Nevertheless the subject is soundly managed and staff share the responsibility for subject leadership. Staff are enthusiastic and knowledgeable, with high expectations for this subject to make a successful contribution to pupils all round development. The school hall and the large field are good resources, with sufficient space for large groups to work unhampered, but the small hard play space restricts opportunities for running freely. The curriculum is enriched by after school clubs and keep fit at lunch times. Pupils join with other schools in the area to extend the scope for challenge and enjoyment.

RELIGIOUS EDUCATION

133. During the inspection it was only possible to see two lessons of religious education one in each key stage. Therefore it is not possible to make a secure judgement about teaching and learning. Judgements about attainment can be made based on an analysis of school documentation, teachers' planning, discussion with teachers and pupils' work seen in displays around the school and the work scrutiny. Attainment at age 7 and at age 11 is sound, which is the same as in the previous inspection.
134. Pupils aged 7 are aware of some of the major bible stories and know about people who have had an impact on social standards such as Dr Barnado. They know about the major Christian festivals of Christmas and Easter. They know about special objects and clothes that are important to festivals, for example they can make links between the purple cloth on the assembly table and Lent. They understand the idea of belonging to a family and to a community such as their school and the village in which they live.
135. By age 11 pupils have deepened their knowledge of the Christian faith and its major festivals. They have a good knowledge of the Passover. They know the word communion and that this referred to the bread and wine given in Church. The pupils have widened their understanding of Old Testament stories and the ministry of Jesus. They understand some of the principles of the Islamic faith, Judaism and Sikhism

and make comparisons with the Christian faith. Pupils have a good social and moral awareness.

136. The quality of teaching is very good in one lesson and satisfactory in the other. The very good teaching inspires pupils to consider how they value the sense of sight and some wonderful things in our world. The very good relationships with the pupils and high expectations contributes to the good learning. Pupils make strong links between the wonder of art and nature and their Christian heritage. In the lesson about Easter the teacher sensitively handled the subject of the "Last Supper" and the story was adapted to suit the abilities of pupils in the class. The purely theoretical approach however was too complex for the pupils to understand. Consequently pupils became confused and their attainment in this lesson was unsatisfactory.
137. The attitudes and behaviour of pupils throughout the school is good. Pupils respond positively and sensitively in lessons. The atmosphere created adds to the quality of pupils' learning. When asked pupils are able to reflect and consider. When given sufficient time, inspiration and clear understanding they write thoughtful, careful responses and illustrate their work well. If this is not the case work can be careless and unfinished.
138. The school uses the locally agreed religious education syllabus. The subject co-ordinator is knowledgeable and provides satisfactory leadership. Teachers keep individual records that inform their planning. There are no strategies for monitoring the quality of teaching. There is a developing range of resources that are used well to support work in class and assembly. The subject contributes well to the spiritual and moral development of the pupils.