

INSPECTION REPORT

CROPTHORNE WITH CHARLTON

C of E FIRST SCHOOL

Crothorne, Pershore

LEA area: Worcestershire

Unique reference number: 116800

Headteacher: Stuart Evans

Reporting inspector: Paul Nicholson
25406

Dates of inspection: 12 – 14 November 2001

Inspection number: 194159

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary Controlled ¹
Age range of pupils:	4 – 10 years
Gender of pupils:	Mixed
School address:	Main Street Crophorne Pershore Worcestershire
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Appropriate authority:	The governing body
Name of chair of governors:	Roger Davies
Date of previous inspection:	April 1997

¹ Because Crophorne with Charlton First School is a voluntary controlled Church of England school the inspection of collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by an inspector approved by the Diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Nicholson 25406	Registered inspector	Mathematics Science Art and design Design and technology Information and communication technology Physical education Special educational needs Equal opportunities English as an additional language	What sort of school is it? How high are standards? The school's results and achievements How well is the school led and managed?
Janet Butler 9428	Lay inspector		How high are standards? Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jean Peek 25281	Team inspector	The Foundation Stage English Geography History Music Religious education	How well are pupils taught? How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England Voluntary Controlled first school. It is situated in Crothorne, a rural community between the towns of Pershore and Evesham, and also serves the neighbouring village of Charlton. Social conditions within the two villages are favourable. The school is under-subscribed in some year groups and is smaller than other primary schools. Currently, there are 83 pupils on roll (40 boys and 43 girls). None of the pupils are eligible for free school meals, which is well below the national average. One pupil speaks English as an additional language and less than 3 per cent are from minority ethnic groups. The school has identified 11 per cent of pupils as having special educational needs, including one pupil with a Statement of Special Educational Need. This is below the national average. On entry to the school, children's attainments vary widely, but overall are above average for their age.

HOW GOOD THE SCHOOL IS

This very good school achieves high standards. Children enter school with standards that are already above average, and standards rise to well above average in English, mathematics and science by the time they leave at the age of ten. This represents a good level of achievement for the pupils. The school is well led and managed and the overall quality of teaching is good. The school provides good value for money. The school's strengths far outweigh those areas needing improvement.

What the school does well

- It helps pupils achieve high standards in English, mathematics and science.
- The school very successfully promotes pupils' personal and social development within a very caring environment. It fosters very positive attitudes and, consequently, pupils are well motivated, very well behaved and form excellent relationships with other pupils and with staff.
- The overall quality of teaching is good and so pupils make good progress in their learning.
- The school is well led and managed.
- There is a very productive partnership with parents, which enhances pupils' learning.

What could be improved

- The curriculum and learning opportunities for children in reception, to ensure activities more closely match their individual needs.
- Teachers' planning for some lessons, so that activities more closely match the needs of all pupils, particularly in Key Stage 1 mathematics.
- Planning for the future, so that there is a clearer focus to whole-school priorities for improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in April 1997. It has successfully addressed almost all of the issues raised at that time and, therefore, standards have risen. The school has developed schemes of work for all subjects in the National Curriculum and has introduced effective procedures for assessing pupils' progress in the core subjects. The school has partly addressed the issue of providing greater challenge for higher-attaining pupils. This has been most successful in English, but less so in other subjects. The school is now more effective in monitoring its progress and in long-term financial planning. The school has also extended and improved its accommodation and further developed its links with parents.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	A	A	A
Writing	B	A	A*	A
Mathematics	A	B	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Inspection evidence and recent results in national tests show that by the age of seven, pupils achieve high standards in literacy and above average standards in numeracy. By the end of Year 2, most pupils achieve Level 2, the expected standard for a typical seven-year-old, in reading and writing. A much higher proportion than found nationally achieves the higher standard, Level 3. Consequently, standards by the age of seven are well above average in reading and writing and compare very favourably with those in similar schools². In 2001, standards in writing were in the top 5 per cent nationally. In mathematics, most pupils achieve Level 2 and about a third achieve the higher standard. This represents a satisfactory level of achievement for pupils, but does not compare as well as the results achieved in English. In mathematics, standards are above the national average and average when compared with similar schools. Currently, pupils in Year 2 achieve above average standards in science and geography and average standards in art and design, design and technology, history, information and communication technology and religious education. There was insufficient evidence to make a judgement on standards in music and physical education.

Pupils build on the good start made in Key Stage 1 and by Year 5, overall standards are high. Standards in English, mathematics and science are well above average as almost all pupils achieve the expected standard for their age and a larger than normal proportion achieve a higher standard. By the age of ten, standards in art and design, geography and history are above average. Standards in information and communication technology and religious education are average. During the inspection, it was not possible to make judgements on standards in music, design and technology and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school. Their enthusiasm is outstanding and they show great interest and involvement in their work.
Behaviour, in and out of classrooms	Pupils are very well behaved in lessons and around school. They are polite and friendly.
Personal development and relationships	Pupils' personal development is extremely good. Their relationships with each other and with staff are excellent.
Attendance	The pupils' attendance rate is well above the national average.

The pupils' very good attitudes and behaviour and excellent relationships contribute greatly to their good progress and the positive ethos of the school.

² National benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Satisfactory	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 overall quality of teaching is good and has improved since the previous inspection. As a result, pupils make good progress in their learning, are well motivated and so achieve high standards. Teaching ranges from satisfactory to very good. There is evidence of very good teaching in all year groups, particularly in Key Stage 2. The teaching of English and mathematics is good and promotes high standards in both literacy and numeracy.

Strengths in the teaching include the very good management of pupils and high expectations of work and behaviour to which pupils readily respond by trying hard to do their best. Teachers make the best use of their subject knowledge and understanding by teaching their strongest subjects to other classes. Through well-chosen activities and the good use of resources, teachers effectively develop pupils' independent learning skills. Teachers, together with teaching support staff, successfully promote the educational inclusion of all pupils. Where teaching is satisfactory rather than good, teachers' planning does not always ensure that activities closely match pupils' individual needs. Consequently, not all pupils make the best progress, particularly in reception and in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides pupils with a good range of learning opportunities. The curriculum is satisfactory for the children in reception. It is good for pupils in Key Stage 1 and very good for the older pupils in Key Stage 2.
Provision for pupils with special educational needs	The school makes good provision for these pupils, including satisfactory individual education plans and good support from teaching assistants. Consequently, they make good progress. Staff sensitively support pupils with statements of special educational needs to help them integrate into the life of the school.
Provision for pupils with English as an additional language	None of the pupils are at an early stage of acquiring English. The school takes effective measures to support pupils' learning and, therefore, they make similar progress to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very successful in promoting pupils' personal development. The spiritual, moral, social and cultural development of pupils is very good in all areas.
How well the school cares for its pupils	Crothorne with Charlton is a very caring school. Very good procedures are in place to ensure the welfare, health and safety of pupils.
How well the school works with parents	The school has developed excellent links with its parents and this has a very positive impact on pupils' learning at home and at school.

The curriculum for children in reception does not sufficiently take account of the nationally recognised Early Learning Goals for young children. Their learning opportunities, therefore, do not fully match the needs of these children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The new headteacher provides enthusiastic leadership. He is well supported by the other teachers. Together they form an effective team.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school. It successfully fulfils its statutory responsibilities. Governors have a good understanding of the work of the school.
The school's evaluation of its performance	The school satisfactorily evaluates its own performance and identifies appropriate areas for future improvement. Teachers effectively monitor teaching and pupils' learning.
The strategic use of resources	The school makes good use of its staff and resources. There are efficient systems for financial planning and administration.
Staffing, accommodation and learning resources.	The staff are suitably qualified and experienced. The school's building and grounds provide a good accommodation and a stimulating environment. Learning resources are of a good quality.

The leadership and management of the school by governors, headteacher and staff have a positive impact on the high standards achieved. There is a shared commitment to continual improvement. The school's written plan for improvement, however, lacks a clear focus. The school satisfactorily applies the principles of 'best value' to its decision making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-three parents (64 per cent) completed questionnaires and 19 parents attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and it helps them mature and become more responsible. • Teaching is good and children make good progress. • The school is well led and managed and there are high expectations. • The school works closely with parents and the staff are approachable. • Standards of behaviour are good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework given.

The inspection findings support the parents' very positive views of the school. For a small school, there is a good range of extra-curricular activities, though there are few for the younger pupils. The school's programme for homework provides useful support to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, pupils aged seven and ten attained overall standards in line with national expectations in the core subjects of English, mathematics and science. The school has made good progress in raising standards in these subjects and, as a result, overall standards by the age of seven are now above average and by the age of ten they are well above average. Overall, pupils, including those with special educational needs and those who speak English as an additional language, make good progress in their learning. There is no significant difference in the performance of boys and girls.
2. Children's attainment on entry to reception is above that expected for their age. The school's initial assessment shows that a larger proportion of the small groups of children than is normally found have above average personal and social, literacy and numeracy skills. Overall, the school makes sound provision for these children in the Foundation Stage³. The school puts a high emphasis on children's personal development. As a result of very good teaching in this area, children exceed the Early Learning Goals⁴ for their personal, social and emotional development before the end of reception. Teaching and learning is satisfactory in each of the other areas of learning. Consequently, children maintain the above average standards shown on entry in communication, language and literacy and in mathematical development. They are on target to exceed their early goals in these two key areas by the end of reception. Children are on target to achieve the Early Learning Goals in their knowledge and understanding of the world, physical and creative development.
3. Over the last two years (2000-2001) results in National Curriculum tests and tasks show that by the age of seven, standards in reading and writing are well above the national average. In 2001, the results in writing were very high and in the top 5 per cent of schools across the country. Almost all pupils achieved Level 2, the expected standard, in both reading and writing. In reading, just under a half achieved the higher standard, Level 3, and quarter achieved it in writing. These high standards represent good levels of achievement for the pupils. In mathematics tests, most pupils achieved the expected standard and a third achieved Level 3. These results were above average compared with those found nationally and they represent satisfactory levels of achievement for the pupils. In comparisons with similar schools⁵, the results were well above average in reading and writing, and average in mathematics. In teacher assessments for science over the same period, all pupils achieved Level 2 and a third achieved Level 3. This is well above the national average. Overall, the results indicate good progress in pupils' learning, however, they also highlight that pupils do not do as well in mathematics compared with English and science.
4. Inspection evidence indicates a similar pattern of high standards of attainment. It also reflects slight differences in attainment within the current small group of Year 2 pupils. Overall, they make good progress because of their very positive attitudes towards school and good quality teaching. Most pupils are on target to achieve the expected standard in English, mathematics and science by the end of Year 2. About a third are on target to achieve the higher standard. Standards in English remain well above average. Pupils have good speaking and listening skills and their reading and writing well exceeds the

³ The Foundation begins when children reach the age of three and ends at the end of the reception class.

⁴ Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and physical development.

⁵ National benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

expected standard for their age. This represents good levels of achievement and reflects the focus given to this subject during the past year. Standards in mathematics are not as high as those found in English. However, they are above average and represent a satisfactory level of achievement. In science, pupils make good progress and overall standards are above average. By the age of seven, standards in geography are above average and in art and design, design and technology, information and communication technology, and history standards are average. There was insufficient evidence to make a judgement on standards in music and physical education.

5. There are no national tests for ten-year-olds, however, evidence from the inspection indicates that pupils continue to make good progress in the first three years of Key Stage 2. By the age of ten, pupils maintain the high standards in English and also achieve above average standards in mathematics and science. Almost all pupils achieve an appropriate standard for their age in each of these subjects and a higher proportion than is normally found achieves a higher standard. Standards in art and design, geography and history are above average. Pupils achieve average standards for their age in information and communication technology. There was insufficient evidence to make a judgement on standards in design and technology, music and physical education.
6. In religious education, pupils at age seven and ten achieve standards in line with the expectations outlined in the locally agreed syllabus for the subject. They make satisfactory progress in learning about Christianity and other world faiths, including Judaism and Hinduism. Teachers give pupils good opportunities to reflect on this knowledge when considering their own ideas and actions.
7. The school successfully promotes the inclusion of all its pupils. Pupils with special educational needs make good progress in their learning. They take full part in all lessons and respond well to questions and activities set in class. They benefit from small group and individual support by well-briefed teaching support assistants. The school has improved its overall provision for its higher-attaining pupils since the last inspection and this is reflected in the improving standards in the core subjects. Occasionally, when all pupils complete the same task, there is some under-achievement by higher-attaining pupils. None of the pupils are at an early stage of acquiring English, but the school provides adequate support to those who speak English as an additional language, so that they make similar progress to their classmates. For example, a teaching support assistant ensures that explanations and instructions are clearly understood.
8. Pupils develop and make satisfactory use of their literacy and numeracy skills in other subjects. For example, pupils develop their note taking skills in history and use graphs to record weather observations in geography. Pupils make good use of their information and communication technology skills to support their learning in other subjects. CD-ROMs and the Internet are regularly used to research information on topics such as irrigation in geography and famous people in history and art.
9. Children enter the school with above average attainment. They make satisfactory progress in reception and good progress in Key Stage 1, particularly in English. By the age of seven, pupils achieve well above average results in reading and writing in national tests. These high standards represent a good level of achievement for the pupils and shows they are about two terms ahead in their learning. In mathematics tests, standards are above average and pupils are about a term ahead in their learning. Further good progress in Years 3, 4 and 5 results in pupils having well above average standards in literacy and numeracy and, therefore, by the age of ten, being very well prepared for the next stage of their education.

Pupils' attitudes, values and personal development

10. In this aspect, the school has built on the strengths already evident at the last inspection. Currently, the very good attitudes and behaviour of pupils underpin both their learning in class and their very high level of commitment to all school activities. Pupils are eager to learn, keen to succeed and very happy at school. They also care deeply about the school environment, contribute to its improvement and support extra-curricular activities with enthusiasm. The large number of pupils in the school orchestra reflects this. In lessons, pupils concentrate very well, listen intently and really do their best. For example, in an art lesson with nine and ten-year-olds, every pupil was absorbed in producing an individually pleasing result. They followed a wide range of approaches, which showed independence of thought as well as a clear understanding of the techniques involved when working in the style of the artist Matisse.
11. Behaviour is very good both in lessons and at playtimes, a feature valued by all parents. There is no evidence of any anti-social or aggressive behaviour and pupils themselves have very high expectations of good social behaviour. They are responsible for drawing up a list of class rules each year, are self-controlled and are well aware of their impact on other people. Pupils treat property with respect and the responsibility given to pupils, for example, in selecting playtime equipment from the shed, shows how well they can be trusted. Pupil representatives on the school council monitor potential problem areas vigilantly in their efforts to maintain an orderly and pleasant school environment.
12. Relationships throughout the school are excellent. Pupils relate to one another and to all adults with real care, consideration and courtesy. The school population has the appearance of one large and happy family where each member is truly valued and knows it. A particular feature is the relaxed and friendly way pupils of all ages work and play together, helping one another and valuing the contributions of all. Pupils with special educational needs are completely absorbed within this framework and all show confidence when contributing in any lesson or activity in front of their peers.
13. The personal development of pupils is very good and a real strength of the school. Pupils learn independence, intellectual curiosity and become highly motivated. They show a deep awareness of the needs of others. This maintains a very supportive approach to their studies and play, producing good teamwork and real co-operation. Sensitivity is shown when helping lower-attaining or younger pupils, for instance with reading, and all are ready to give critical acclaim for individual achievement. The empathy shown by seven and eight-year-olds taking part in a disability awareness workshop was a credit to the school. Pupils are very confident and take a genuine interest in the day-to-day running of the school. They take their responsibilities seriously, particularly the role of the school council, which is having an increased impact on the involvement of all pupils in school affairs. The development of the quiet area into a beautiful, multi-sensory environment has captured the imagination and the efforts of many pupils who really want it to be a special place. Pupils are very well prepared for the next stage of their learning and life outside their villages. Teachers offer pupils many opportunities to develop social awareness, like the trip to a Hindu temple and some Asian shops in Birmingham. Consequently, pupils are developing a respect and understanding of what it is to be part of a multi-ethnic society and a wider world.
14. Attendance is very good and remains consistently well above the national average for primary schools. Unauthorised absence is extremely low and punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good and has improved since the previous inspection when it was sound. It is satisfactory in the Foundation Stage and good at both Key Stages 1 and 2. There is good teaching in all year groups, particularly in Key Stage 2. During the inspection, teaching was good in 39 per cent of lessons. It was very good in 39 per cent of lessons. There was no unsatisfactory teaching. The teaching of English and mathematics is good and promotes high standards in both literacy and numeracy. Teaching is good in science, art and design and geography. It is satisfactory in information and communication technology and religious education. There was insufficient evidence to give an overall judgement in design and technology, history, music and physical education. The good quality teaching is a significant factor in encouraging pupils to show very good interest in their work so they achieve high standards.
16. Teachers know the pupils very well and have very good relationships with them. These relationships are strengthened by the arrangement whereby all staff teach pupils across the school during the week. This creates a positive family atmosphere in the school in which achievement flourishes. Pupils readily support and help each other in lessons, for instance, if they get stuck in mathematics. Teachers manage pupils successfully so that no learning time is wasted. For example, in a Years 4 and 5 English lesson, the teacher displayed a good sense of humour in the way he introduced a literacy lesson to identify the main features of newspapers. He showed a range of newspapers to pupils that successfully captured their attention and led to a brisk, lively discussion about how effective the layout of the front page was in attracting people to buy them. Teachers ask challenging questions and use them skilfully to check understanding and develop pupils' knowledge.
17. Teachers have high expectations of work and behaviour to which pupils readily respond by trying hard to do their best. This effectively promotes high standards and very good behaviour in lessons. Teachers successfully encourage pupils to take a pride not only in the quality and presentation of their work, for instance they have very good, neat handwriting, but also in their school. Teachers show they value pupils' work by using it to create attractive displays. For example, pupils in Years 2 and 3 tried very hard with their writing of excuses when their teacher suggested they could make a class book entitled 'Sorry Miss', if their work was good enough.
18. Teachers successfully develop pupils' ability to work independently by ensuring activities are well organised. For instance, Years 4 and 5 pupils chose and collected resources sensibly to set up a science experiment to find out which materials conduct electricity. Pupils respond with great enthusiasm to their learning and willingly start work as soon as they arrive at school in the morning. For example, Key Stage 2 pupils quietly go to the computer without a reminder when it is their turn, put on the headphones and without disturbing anyone, concentrate fully on practising their spelling or number skills until they have finished. Teachers now use homework more successfully to consolidate and extend the work covered in school, particularly in literacy and numeracy in Years 4 and 5. They also provide pupils with additional opportunities, often on a voluntary basis, to extend their work in a range of other subjects, such as music practice or geography and history investigations.
19. Teachers use good, effective methods in Key Stages 1 and 2. They share the learning aims clearly with pupils at the start of lessons and review learning at the end to see if they have been successful. This helps pupils to develop an effective knowledge of their learning. Teachers make good use of a stimulating range of resources. For example, in a mathematics lesson for Year 1, the teacher used a puppet cockerel very successfully to keep pupils' concentration levels high. The pupils watched very closely and delighted in

telling the cockerel that he had not shared out equally a number of cubes and helped him to get it right. There was a noticeable difference in enjoyment and learning when the teacher did not use such stimulating resources and practical methods in a mathematics lesson for reception children. Teachers make very effective use of the local environment, for example, for geography and history investigations based on the village settlement. It captures pupils' interest and makes learning exciting.

20. The effectiveness of teachers' planning is satisfactory overall, but varies from unsatisfactory in the Foundation Stage to satisfactory in Key Stages 1 and 2. The main reason for this variation is that teachers have mixed-age classes and some that go across two stages. This makes planning more difficult, for example, in the combined reception and Year 1 class. The teacher does not have sufficient knowledge of the new steps towards the areas of learning in the revised Foundation Stage curriculum to use them to guide planning. Instead, she uses only the Early Learning Goals for the end of reception year as a basis for planning. Planning, for example, for creative and physical development does not fully meet the needs of the youngest, below average and average children. It does not sufficiently build on what they know already, especially in their first term. The teacher plans work with the correct level of challenge for the more able children who have achieved the Early Learning Goals. Apart from the learning areas of communications, language and literacy and mathematics, reception plans do not show a clear understanding of the intended learning purpose, although they do identify activities and resources. The lack of identified skills, knowledge and understanding in all learning areas affects Foundation Stage staff's use of assessment in lessons. They satisfactorily monitor children's daily progress in literacy and numeracy by making regular observations of children's behaviour. However, this system does not extend to activities in other areas of learning to identify children's achievements or any difficulties they may have.
21. Although planning at Key Stages 1 and 2 is satisfactory overall, there are minor common weaknesses. Teachers do not plan sufficient variety of activities to maintain pupils' interest throughout the long afternoon lessons without a break, for example, in science. The pace of learning drops towards the end. Planning in mathematics is not always different enough to ensure that all pupils make the best progress. For example, in some mathematics lessons in Classes 2 and 3, the average and above average pupils started at the same point so the activities did not fully extend the above average group. In other subjects, especially English, teachers plan effectively to ensure that lesson objectives are matched closely to meet the range of different learning needs in the class.
22. The school has introduced a very effective system to make the best use of teachers' subject knowledge and understanding since the previous inspection. They teach their strongest subjects to other classes, for example, in science, music, art and physical education. This has successfully raised pupils' standards in these subjects because the teaching of skills and subject matter is knowledgeable and stimulating. For example, the teacher of Years 2 and 3 skilfully teaches singing to all pupils at a very good standard, leads a school choir and an orchestra and organises music events with other local schools. Pupils enjoy having a change of teacher. It ensures that they receive continuity in their learning. For instance, because pupils develop their art in sketchbooks over several years, they can see how they have progressed and refer back to previous work to build on skills and earlier ideas.
23. Teachers place a high priority on and have a good overall knowledge of teaching the basic skills. Their knowledge of literacy skills is very good, for example, in phonics, reading and writing. Teachers follow a whole school structured approach and build on to pupils' skills effectively. They have a good understanding of the literacy and numeracy strategies and use them effectively to help pupils achieve very high standards. The basic skills support pupils learning effectively across a range of curriculum subjects, for instance, the use of a computer for word processing writing in English.

24. Teachers successfully promote the educational inclusion of all pupils. They have high expectations of pupils with special educational needs and pupils who speak English as an additional language. They provide a wide range of learning opportunities that challenge them to achieve their best, for example, to join in with whole class reading activities. They give them every encouragement and use praise very effectively to celebrate their efforts. This encourages these pupils to make good progress. Teachers have improved their expectations of more able pupils since the last inspection. They set tasks that are more challenging and have successfully raised the number of pupils achieving higher levels, although they have been more successful in English than mathematics.
25. One of the main reasons that teaching has improved since the previous inspection is that the teachers form a very effective team. The newly introduced systems of monitoring and observing each other's teaching have successfully improved standards of teaching and learning. They discuss how to improve their teaching practice and are eager to learn from each other.

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

26. The school provides a good quality curriculum for pupils. However, the quality and range of learning opportunities offered to pupils vary according to their age. They are satisfactory for the children in reception, good for pupils in Key Stage 1 and very good at Key Stage 2. The curriculum becomes richer as pupils get older. This is because staff enhance the curriculum with other learning opportunities, for example, the very good extra-curricular music and the very good contribution of the community to pupils' learning. The school makes very good provision for pupils' personal development.
27. Children in reception receive a broad range of interesting learning opportunities, but because they work as part of a mixed age class their programme does not sufficiently take account of the nationally recognised Early Learning Goals for young children. Particularly in the first term of the school year, this means that learning opportunities do not fully match the needs of the youngest children who have not yet fully achieved these goals. Nonetheless, their learning experiences prepare them satisfactorily for Year 1.
28. The school has improved its planning for the National Curriculum for pupils from Years 1 to 5 since the previous inspection. It now plans more effectively because all subjects have schemes of work based on national guidance. This provides pupils with a more structured progression of skills and knowledge that teachers are increasingly monitoring and evaluating. By making effective use of the specialist skills of its staff for subjects such as science, music, art and physical education it has improved pupils' interest and raised standards. The governing body has adjusted the overall teaching time and time spent on each subject so they are now in line with recommendations. All statutory requirements, including the provision for daily acts of collective worship and religious education, are met. The school offers pupils good personal, social and health education that gives them a good understanding of health issues, drug awareness and sex education.
29. The learning opportunities for pupils with special educational needs are appropriate and give them access to the full curriculum. The individual education plans satisfactorily provide relevant targets. Teaching support staff make a positive contribution to pupils learning through the use of well-structured programmes of work, particularly in literacy. Daily activities on the computer in basic literacy and numeracy skills also support the good progress these pupils make. The school provides suitable opportunities for talented pupils to work at an appropriately higher level by joining older pupils for lessons such as in numeracy. No pupils are currently at an early stage of acquiring the English language,

but the school provides the necessary support to those pupils who speak English as an additional language by ensuring staff are aware of their specific needs.

30. The school sets a high priority on developing the basic skills. It has effectively implemented the National Literacy and Numeracy Strategies. Teachers find them helpful because they provide more structure and direction and pupils enjoy them. The good strategies for teaching literacy skills have raised standards effectively. Extra time has been set aside to focus on the skills of handwriting and spelling and to allow opportunities for extended writing. The strategies for teaching numeracy are satisfactory, but not good because the strategies for mental calculations are only partly effective.
31. Very good care is given to ensuring all pupils have equal opportunities to access the full curriculum. When pupils go out of lessons to receive instrumental tuition, for example, the school tries to ensure that this does not occur during the same lessons each week and encourages them to catch up on any work they have missed. The school provides a good range of extra-curricular activities. For example, older pupils have excellent opportunities to play a wide range of musical instruments and join the school orchestra, and take part in competitive and other sports with local schools. All pupils can go on a residential visit before they leave school, watch live theatre and join in music and dance performances. Parents have expressed a view that although pupils under-seven go on educational trips there are no after-school activities for them, nor are there opportunities for pupils to develop interests such as art or computer skills.
32. The school has very good links with the local community, which significantly broaden the experiences offered to pupils. For example, as a church school it is committed to developing pupils' sense of social responsibility, such as increasing their awareness of disability and fund-raising for children's charities. It successfully involves pupils in many community events, such as the village 'Walkabout', the Evesham regatta and giving performances in a nearby religious retreat. Pupils' learning is enriched by worthwhile visits to places outside school such as places of worship and an outdoor learning centre. Inviting visitors into school, for instance, from the local library, the fire service and musicians to share their knowledge and skills with pupils, also enhances the curriculum.
33. The school has very good constructive relationships with other schools. It plays a full role in joint activities with the local group of first schools for all kinds of curriculum support, such as sport competitions, science, musical and dance events. These and a joint residential trip to Wales greatly enrich the curricular opportunities available to all pupils. Very effective liaison, a curriculum agreed with the Middle School and transfer of attainment records ensure that pupils have continuity of learning and are very well prepared when they transfer there at the age of ten.
34. The school is very successfully meeting its aims by providing a happy, relaxed and caring ethos in which everyone is valued, respected and encouraged to give of their best. The school promotes the personal development of pupils at every level through a rich range of opportunities, which although not formally planned within the written curriculum, is treated as a high priority by the staff. Promotion of the spiritual, moral, social and cultural development of pupils is very good in all areas. There has been some strengthening of this aspect since the last inspection. Daily acts of collective worship and the provision of religious education meet statutory requirements. They give pupils ample opportunity to think what makes them special, as well as about other people whose life experiences are vastly different from their own. The school makes good use of a nearby facility of a spiritual retreat house. Pupils are able to appreciate the history and beauty of the house and gardens. They also experience the mystery of creation, for example, in the linking of harvesting vegetables from the garden before giving thanks for the harvest in the chapel. The development of the quiet area in the school grounds has also provided the pupils

with many chances to think about beauty, peace and tranquillity, the qualities of flowing water and the virtues of friendship.

35. A particular strength of the curriculum is the way in which pupils are encouraged to take responsibility for themselves. They play a full part in the life of the school by helping with jobs, becoming a member of the school council, or working together with younger pupils. All pupils are involved in making decisions about the way that they behave towards others. The adults in school provide very good role models and praise and promote positive attitudes. Through first hand experience of people with special needs, physical disability, people from different ethnic or religious backgrounds, pupils are taught to respect and understand the hopes and values of others. The visit of an African group gave pupils an exciting insight into the contribution of African culture to music, art and dance. This event is a good example of the very productive mutual support enjoyed by the local cluster of schools, which enables them to provide a richer curriculum for their pupils. Pupils also consider how they can help those in need and willingly support charities like Operation Christmas Child and Children in Need.
36. The school celebrates local culture very well and gives pupils a wealth of experiences traditional to their locality. Maypole dancing, bell-boating and a village walk-about reinforce the uniqueness of their heritage, as well as the broader cultural experience of choral singing and playing in an orchestra. Importantly, the social and cultural experiences of pupils go far beyond these boundaries and through visits to and by members of other cultures, pupils are very well prepared for the social and multi-ethnic diversity of modern-day Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has maintained its very good level of care for the welfare, health and safety of pupils. Parents are confident that their children are well known to all the staff and that school procedures are carried out in such a way as to meet the needs of all. The very strong teamwork and good communication between all adults working in school ensures a consistent level of support for individual pupils. Health and safety issues are monitored vigilantly and there is good cover for first aid. The school's system for regular supervision at play by the classroom assistants allows a consistent disciplinary approach and feeling of security for younger pupils. Child protection procedures are in order and follow local area guidelines.
38. School procedures to monitor and support the personal development of pupils are very good. Although informal, they successfully provide a framework within which the behaviour, attitudes and motivation of pupils are observed and responded to by all adults, with the result that pupils are happy, secure and keen to learn. The pupils value the way school involves them in drawing up rules and in monitoring and rewarding good behaviour. Pupils see systems as fair, be it the use of stickers, marbles in a jar or the zone board. Staff give consistent messages to reinforce kind, considerate treatment of all pupils and a refusal to accept any form of oppressive behaviour. Pupils with special educational needs are totally embraced within the school's daily activities, and with carefully tailored adjustments involved in virtually all lessons. Pupils take part in evaluating their own work and that of their colleagues, with sensitive critical encouragement from teachers. This gives them inspiration to improve, considerable pride in their work and increases their self-esteem. The school satisfactorily monitors pupils' attendance. It now reports absence figures in accordance with legal requirements, but the school's system for recording attendance after morning assembly does not fully comply with the spirit of fire regulations, which require attendance registers to be completed on arrival.

39. The school has significantly improved its procedures for assessing pupils' attainment and progress since the previous inspection. It has fully addressed the key issue regarding assessment and procedures are now good overall. The reception teacher assesses children effectively at the beginning and end of the reception year in order to monitor the progress they make. The results of this test and assessment information learned from observing children are not used sufficiently to inform teachers' planning of the curriculum or based on the steps towards children attaining the Early Learning Goals.
40. Assessment procedures in Key Stages 1 and 2 are good for English and mathematics and satisfactory for other subjects. They are commonly agreed and understood by all teachers. Teachers' assessments are accurate. From Years 1 to 5, each term they match pupils' attainment accurately against National Curriculum levels for English and mathematics. They are introducing assessment for other subjects at the end of a unit of work. This information and pupils' test results are analysed thoroughly. For example, teachers monitor the results to find out if the number of higher-attaining pupils achieving higher levels has increased and by gender. Teachers take prompt steps to identify pupils who have special educational needs and they provide them with good quality support. There are regular reviews of these pupils' work, but they do not record their progress against the specific learning targets in their individual education plans. This makes the identification of new targets more difficult. The school is appropriately developing the identification of gifted and talented pupils. It understands that their particular needs require support to develop and accelerate their progress. Teachers have recently started a planned programme to interview pupils about their knowledge and understanding of subjects as an additional method of assessing their progress.
41. The use of assessment procedures to guide curricular planning is now good. Teachers now use assessment information very effectively to plan work matched to the pupils' levels of ability in Years 1 to 5 in English and to a lesser extent in mathematics. This information is used to group pupils and to set individual targets in these subjects. This target setting is most effective for pupils in Years 4 and 5 because the targets are individual, shared with parents and well understood by pupils. The school now uses its analysis of national test results in English, mathematics and science effectively to identify the areas, such as writing, for future improvement. It does not yet do this to set school targets for improvement in other subjects of the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has strengthened the good links with parents found at the last inspection. They now provide an extremely effective, mutually supportive partnership. Pupils' achievements and their enjoyment of all that school provides are founded on this appreciation and valuing of education at home. Parents think very highly of the school. They are overwhelmingly supportive of school policies and the responses to the pre-inspection questionnaire were exceptionally positive. Staff and governors successfully seek and consider parents' opinions when making decisions about school life.
43. The partnership is carefully forged, with very good levels of information and involvement when children first enter the reception class. Parents of pupils with special educational needs are kept fully informed and are invited to regular reviews of pupils' progress. However, individual educational plans do not contain specific activities that parents can support at home. The quality of information is very good throughout the school and covers a wide range of approaches, including school videos and regular newsletters produced by governors and containing contributions from the whole school community. The school holds parents' evenings to inform them about pastoral matters, academic progress and teaching styles. The teaching staff share detailed assessment information with parents during the progress evenings, which gives them a clear idea of how well their children are achieving for their age. However, the pupils' annual written progress reports

are not sufficiently detailed. They do not make clear the relative strengths and areas for development in subjects other than English, mathematics and science, and they do not relate attainment to national expectations.

44. The impact of parents on the work of the school is excellent. They make a very good contribution to learning at home by supporting reading, homework tasks and encouraging investigation and research into class topics. Several parents help as classroom volunteers and provide valuable assistance in supporting the learning of small groups of pupils. Others are active members of the parent teacher association, or serve on the governing body. The high level of support by parents for whole school initiatives like 'grounds days', fund-raising fayres, social events and information meetings demonstrates the strength of the partnership. Parents are deeply committed to helping the school provide the very best for their children and in doing so they draw in many other members of the village community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. At the time of the last inspection, the leadership of the school was good, though there were weaknesses in long-term financial planning and in monitoring and evaluating progress towards long-term targets. The school has made good progress towards addressing these issues and continues to be well led and managed.
46. The school has appropriate aims, which it publishes in its prospectus. These include preparing children so that they can lead a rewarding life, providing opportunities to think and be creative and to engender a love of learning. The work of the school makes a very good contribution towards achieving these aims as pupils achieve high standards in literacy and numeracy and have very positive attitudes.
47. The school has recently appointed a new headteacher. His enthusiastic approach and very good teaching skills provide a very good role model to staff and pupils alike. He has quickly developed a strong 'team spirit' amongst the staff and won the support and confidence of governors, parents and pupils. He has introduced several new initiatives in a short period of time. The headteacher has introduced an effective framework for the monitoring of teaching and learning. This has resulted in improvements to the day-to-day timetable and the more effective use of teachers' individual strengths both in planning the curriculum and in teaching classes across the school. The headteacher is well supported by the staff and together they make a positive contribution to the management of the school. The delegation of curriculum responsibilities between the teachers has been sensibly re-organised to make more effective use of their individual skills and to share the workload more evenly. The special educational needs co-ordinator provides satisfactory management for this area. She works closely with governors and teaching support assistants and together they ensure good provision for those pupils requiring additional support.
48. The governing body is very supportive of the school. It successfully fulfils its statutory responsibilities by ensuring all legally required documents and policies are in place, including a school prospectus and policy for special educational needs. The governing body meets regularly and has an appropriate structure that includes committees for pupils and curriculum, finance and school development planning. Governors carefully monitor spending and see questioning policy and practice as an important part of their role. They satisfactorily seek 'best value' in their spending decisions by questioning what the school does and ensuring money is spent wisely. The school makes effective use of grants that support staff training.
49. Governors have a good understanding of the work of the school through their links with subject co-ordinators. In recent years, they have been fully involved in the production of

the strategic development plan of the school and have ensured close links between it and the annual financial plan. The governors have greatly improved this area of leadership and management since the last inspection. The development plan is detailed and satisfactorily provides a large number of appropriate targets for school improvement. The targets are all carefully costed and have planned completion dates. The plan has identified success criteria, though these are not always specific enough against which to measure success. The plan currently lacks an annual audit to identify why targets have been chosen and a clear focus. It does not identify whole-school priorities for improvement to guide the future development of the school efficiently.

50. The school has successfully introduced procedures for performance management. The newly introduced procedures for monitoring teaching and learning provide teachers with useful opportunities to monitor the effectiveness of their teaching and to develop the curriculum. They include classroom observations, the monitoring of teachers' planning and pupils' work and interviews with pupils. Teachers carefully monitor pupils' test results and their attainment in the core subjects. Already the procedures are having a positive impact on the quality of education provided. Governors have sensibly recognised the need for a more formal programme of classroom visits linked to these newly introduced monitoring procedures. This is intended to develop further their knowledge of the work of the school and provide a clearer focus to their monitoring of its development.
51. There is a good match of teachers and support staff to the needs of the curriculum. Staff are appropriately qualified and form a dedicated and conscientious team who work extremely well together. The presence of at least one teaching support assistant in every class ensures that pupils are given good support in lessons. This helps pupils with special educational needs and gives extra guidance or support to other pupils as needs arise.
52. Since the last inspection, the school has considerably improved the accommodation by the addition of a new wing for administrative purposes and a withdrawal room for supporting individual pupils. The accommodation is good overall, particularly the external environment, which offers a wide range of areas for physical education, recreation, play and reflection. The grounds are beautifully presented and owe much to the dedicated support of parents and staff who regularly take part in well supported 'grounds days'. Inside the school, classrooms and study areas are well maintained, bright and attractive, and staff use displays of pupils' work well to celebrate achievements. The school hall is a very pleasant environment for whole school gatherings like collective worship, but is rather small for the requirements of a whole class lesson in subjects like gymnastics or dance.
53. Learning resources are good, well used and well cared for. The school is well supplied with computers and makes good use of them with effective rotas promoting their use beyond normal lesson times, for example, in learning support before school and as a recreational activity at lunchtime. The non-fiction library is well stocked and well presented, but appears to be under-used. The school makes good use of modern technology. For example, in the efficient school office, pupil and financial data are stored on the computer and effective use is made of e-mail links with the local education authority and governors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. To build on its many strengths, the governors, headteacher and staff should now:

- (1) improve the curriculum and learning opportunities for children in reception to ensure activities more closely match their individual needs by:
 - a clearer focus in the teacher's planning on how children make the steps in their learning towards the nationally recognised Early Learning Goals;
 - regular observations to assess children's progress towards these goals;(paragraphs 20, 27, 62, 65)

- (2) further improve teachers' planning for lessons, so that activities more closely match the needs of all children in the mixed-ability, mixed age classes. In particular, make more effective use of teachers' day-to-day assessments of pupils' progress to raise standards in mathematics at Key Stage 1 to a comparable level to that gained in English;
(paragraphs 4, 7, 21, 24, 91)

- (3) improve planning for the future so there is a clearer focus on the priorities for school improvement by:
 - clearly identifying in the school's written development plan whole-school priorities and the targets needed to achieve them;
 - further developing the procedures for governors to observe the work of the school with a focus on the whole-school priorities.(paragraphs 49, 50)

In addition to the above key issues, the following less important areas for development should be considered for inclusion in the action plan. They are indicated in the inspection report by the following paragraphs:

Area for development	Paragraph/s
Improve teachers' strategies so that the teaching of mental and oral skills in mathematics is more effective.	30, 85
Improve the information given to parents on their children's progress in the annual written reports.	43

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	7	7	4	0	0	0
Percentage	0	39	39	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	83
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y5
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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	72
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 - Y5

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	24.1
Average class size	27.3

Education support staff: YR – Y5

Total number of education support staff	5
Total aggregate hours worked per week	58

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	197,185
Total expenditure	192,784
Expenditure per pupil	2,450
Balance brought forward from previous year	6,863
Balance carried forward to next year	11,264

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 63%

Number of questionnaires sent out	84
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	60	36	4	0	0
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	46	40	10	2	2
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	58	36	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	62	32	6	0	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	72	25	0	0	4
The school provides an interesting range of activities outside lessons.	50	35	13	0	2

Totals for each question may not add up to 100 as a result of rounding off of numbers.

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

55. The school admits children in the September of the year in which they are five. Children enter a mixed reception and Year 1 class with the admission limit set at 15. They have above average attainment when they enter the reception class. At the time of the inspection, there were 10 children in reception, none of whom had identified special educational needs. Children make satisfactory progress and are on target to exceed the Early Learning Goals set for children by the end of the reception year in their personal, social and emotional development, communication, language and literacy and mathematical development. They are likely to reach expected levels of learning in their knowledge and understanding of the world, physical and creative development. It is not possible to compare standards with those at the previous inspection as no separate judgement was made for reception children.

Personal, social and emotional development

56. The school places a strong emphasis on the personal, social and emotional development of children. Teaching and learning are very good and children have already achieved the required goals. Children feel secure in the welcoming atmosphere staff create and happily settle into the learning routines. They are keen to learn and enjoy school. Skilful teaching and lovely relationships mean children are constantly encouraged to feel confident about what they achieve. All adults use praise often, which encourages children to try their hardest. They are proud of their sticker charts celebrating successes and are encouraged to take them home to share with their parents. Children have very good opportunities in and out of class to mix and work with older pupils throughout the school in activities such as shared reading. This leads to close relationships and a strong sense of belonging to a community. Children play and work together very well in the mixed age class and show consideration towards each other.

57. The adults provide very good role models for the children and always treat each other and the children with courtesy and respect. Children respond well and are polite and co-operative. The teacher and teaching support assistants set clear, high expectations for behaviour and manage children very effectively. For instance, children formed 'the fastest and quickest circle ever' in response to their teacher's request. The successful way they develop children's understanding of class rules results in very good standards of behaviour and a clear understanding of right and wrong. The teacher promotes children's responsibility for their own learning effectively by ensuring resources are carefully organised, labelled and easily accessible. Children quickly learn to select activities and resources independently and know they have to look after equipment carefully. They show independence in dressing and personal hygiene.

Communication, language and literacy

58. Teaching and learning is satisfactory overall. Children maintain the above average standards shown on entry. Even in the first term, many have achieved the set goals. They talk confidently using a wide vocabulary for their age. All adults use talk effectively and listen sympathetically to show children that they value their efforts at communicating. For example, in a 'show and tell' session the teacher sensitively told a child that 'bought' is the past tense rather than 'buyed' and ensured that they listened carefully to each other. They carry out instructions accurately and ask relevant questions.

59. The teacher has good knowledge of the basic skills of reading and writing. She uses effective methods to ensure that children understand and enjoy their learning. She tells them to 'stretch' words with matching finger actions to hear the letter sounds. This successfully encourages children to 'have a go' at writing simple words and experiment

with sounds and words. For example, all children tried and a third independently wrote the words 'is the' correctly in their questions. They write their names and form most letters correctly. Children happily use the supplies of paper, pencils, pens and crayons that staff make readily available in different areas of the classroom. However, their purpose could be more clearly planned, such as lists, labels and receipts in the 'Do It Yourself store'.

60. Children thoroughly enjoy listening to stories and looking at books, particularly when they share books with older pupils from other classes. They find pop-up books particularly fascinating. They often choose a book in free choice activities and quickly learn to handle books carefully. Even the youngest children soon understand that print carries meaning, goes from left to right and top to bottom and make up their own stories to match the pictures. They make appropriate observations about pictures in information books, offer opinions, such as things that made the gardener angry in *Peter Rabbit* and ask interesting questions about stories adults read to them. They are starting to read a few familiar words in their reading scheme books. The children's enjoyment of reading is promoted effectively by encouraging them to read at home with parents.
61. The teacher has a good knowledge of the National Literacy Strategy and is adapting planning guidance satisfactorily to meet the different needs of children in reception and Year 1. For example, during the whole class reading of weather rhymes from a big book the teacher successfully encouraged reception children to join in familiar parts. The teacher's planning for group work was less effective because all reception children did the same writing activity that was suitable for only the most able children and so progress was satisfactory rather than good.

Mathematical development

62. Children receive satisfactory teaching and make sound progress in developing numeracy skills in the reception class. By the end of the year they are likely to maintain the above average standards assessed on entry and exceed the goals expected for mathematical development. Lessons are effectively organised so that the reception children have a separate lesson from Year 1. Less effective were the methods used in a reception lesson. There were insufficient planned practical activities and not enough interesting resources to fully stimulate and develop children's understanding. This meant that although children enjoyed the counting games and increased their skills of counting in twos up to 14, their learning slowed towards the end of the mainly listening session as the counting activities lasted too long. The work was too difficult for about half the children because they cannot yet count reliably in ones to 14 and so they are not ready to count in twos. Adults promote numeracy satisfactorily throughout the day. For example, as children lined up at the end of their physical activities they practised some number rhymes. This was not well organised nor made to be fun for the children and so was not as effective as it could have been.

Knowledge and understanding of the world

63. The quality of teaching and learning is satisfactory. Children show much curiosity when identifying features of things they observe. For example, when exploring things in the playground as part of their investigation to find different textures, a girl spoke about the lines and spaces in her rubbing of a wooden bench. Children have a good knowledge of living things. The teacher encourages them to keep weather records and develops their knowledge effectively through daily observation. Children enjoy finding out about and identifying features in the place they live. For example, they know that some houses in the village are very old. Children confidently use information and communication technology equipment such as a computer and a cassette recorder to support their learning because they enjoy the interesting activities planned. They use the 'mouse' independently for activities such as matching letters to pictures in language work. They

show appropriate skills for their age in selecting resources and using simple tools such as scissors and hole-punches safely.

Physical development

64. The quality of teaching and learning is satisfactory. Children are likely to meet the set goals for their age. The teacher plans a good mix of indoor and outdoor activities with a satisfactory range of equipment, such as wheeled toys, outdoor climbing apparatus and small equipment to develop children's movement skills. However, children are not always dressed appropriately for physical activities. For example, because children did not change for a lesson in the hall their unsuitable shoes affected their ability to balance and move with safety. The teaching support assistant successfully encouraged children to try new experiences and they trusted her to provide support if necessary as they enjoyed trying to improve their balance on upturned pots and a pedalling board. Children move with satisfactory confidence, control and co-ordination for their age. Children show appropriate control of the finer movements required for skills such as cutting. The lack of written planning with a progression of skills based on the Early Learning Goals means that it is more difficult for staff to know if children are achieving the set goals.

Creative development

65. The quality of teaching and learning is sound. Staff provide a wide range of opportunities, media and materials for children to explore. At their best, these are very effective and the children respond very imaginatively. For example, the teacher provided a big bowl of green jelly with brown 'wiggly worms' (coloured sweet laces) for the children to feel as part of their language work to learn the 'w' sound. They confidently take part in imaginative play and enjoy 'building' with the toy equipment in the 'Do It Yourself store'. Children confidently sing a range of simple songs from memory, adding actions where appropriate. However, the teacher's written planning for creative development is not sufficiently based on the Early Learning Goals to meet fully the needs of all reception children. For example, there was no painting area, nor were there opportunities for children to freely experiment with colour or make music at the time of the inspection. This means that progress is satisfactory, but not good. All children try hard to work carefully and show good concentration, for example, when they made wax rubbings to show different textures or made patterns in damp sand.

ENGLISH

66. Standards in English have significantly improved since the previous inspection. Results for pupils aged seven in the National Curriculum tests in 2001 show that standards in reading are well above the national average and the average for similar schools. Test results for writing are very high when compared with the national average and well above those achieved by pupils in similar schools.
67. Inspection findings reflect these results. Standards in English for pupils aged seven and ten years old are high. All pupils make good progress and show good achievement due to the good teaching they receive across the range of English skills. Standards were average in the previous inspection. Since then, results indicate that seven and ten-year-olds have made good improvement in reading and very good improvement in writing. This is because the school has introduced many changes. It has successfully introduced the National Literacy Strategy that has provided teachers with more structure in their planning. Teachers now systematically monitor each other's teaching and pupils' standards. One result of this was to have a school focus on improving writing that has successfully raised standards. Teachers have improved assessment procedures and assess pupils' work against nationally agreed levels. They have introduced individual targets and set all pupils a clear target for improvement. This is most effective in Years 4 and 5 where pupils and their parents have very good knowledge of their targets. Very good standards of literacy contribute significantly to pupils' learning across the curriculum

at both key stages. There is no significant difference in the performance of boys and girls.

68. Standards in speaking and listening are good for seven-year-olds. All pupils talk and listen confidently in different contexts, such as in lessons and assembly, and eagerly answer questions. In Year 2, the teacher's effective use of 'talking partners' meant all pupils were fully involved in inventing genuine and ridiculous excuses. Pupils speak politely and know not to interrupt when someone else is speaking, for example, during a 'show and tell' news session in Year 1. Teachers throughout the school use their good knowledge of individual pupils and excellent relationships to encourage those who are reluctant to speak to develop speech patterns. For instance, a pupil with special educational needs knew he had to speak slowly when he was telling a large group of pupils about his attendance at a service for Remembrance Sunday. He tried very hard with his diction and spoke confidently. Teachers have improved their planning and now provide plentiful opportunities for pupils to develop their skills. This means all pupils achieve well and make good progress.
69. By the age of ten, standards in speaking and listening are well above average. Older pupils are very articulate and talk confidently, using an increasingly more complex vocabulary on a wide range of subjects. Teachers encourage pupils of all ages to discuss and express their views about their work and about school life in general, for example, in the school council meetings. They use drama effectively for pupils to act out situations, such as in a session when pairs of mixed-age pupils confidently ad-libbed a dialogue about selling sheep. Teachers provide good role models in their use of technical language across the curriculum, for example 'circuit' in science, enabling pupils to master new vocabulary well.
70. Standards of reading are high for seven and ten-year-olds. Pupils start Year 1 with above average standards in reading and build on these standards well. Teachers enhance pupils' progress by the good use of reading homework. Parents make a valuable contribution to children's learning by hearing them read regularly at home. Reading is taught consistently throughout the school, with plentiful opportunities to practise in groups and individually. For example, in a whole class shared reading session in Class 2, the teacher ensured that all pupils made very effective progress by providing opportunities for them to read together expressively from a big book, with occasional individual contributions. The teacher very sensitively corrected a small mistake between 'our' and 'your'. Pupils read confidently and mostly accurately, using a range of skills to help them tackle unfamiliar words, such as picture clues and their knowledge of phonics. They all enjoy reading from a range of texts, showing good understanding of what they are reading and enthusiastically discuss the plot and different characters.
71. Pupils in Years 3 to 5 read fluently, accurately and with expression, showing good understanding of a wide range of texts, such as modern and classic fiction, poetry, plays and newspapers. They justify their choice of authors and books clearly and have a good knowledge of library skills. They confidently locate information from non-fiction books using the Dewey classification system in the library, although older pupils say they prefer to look up information on the computer. The snag with using the computer for information is that pupils print out the whole sheet, rather than making their own notes of the most important points. Teachers ensure that pupils have satisfactory opportunities to research information across the curriculum, such as finding out about the Tudors in history. They do this independently because of their very good reading skills. Teachers provide older pupils with a book review sheet, but do not give them opportunities to record their ideas about books in different ways.
72. Since the previous inspection the school has improved the level of challenge offered to higher-attaining readers and has significantly increased the numbers of pupils reading at

higher levels. It continues its good system of shared reading with older pupils helping younger children to develop their skills. This enjoyable session promotes reading skills effectively. The older pupils choose their own methods; for example, they act as the teacher by reading expressively or they listen to their younger partner read. They use familiar techniques such as keeping the place with their finger and sounding out new words.

73. Teachers pay good attention to developing pupils' handwriting skills. From Year 1, pupils learn a clear, joined, fluent and legible handwriting style, effectively linked to the teaching of spelling. Pupils in Years 2 to 5 have very good handwriting for their age and write fluently in ink as soon as they join letters correctly. Occasionally the system of practising handwriting during registration means that teachers do not spend enough time to ensure that pupils only practise the correct letter formation, such as when writing the letter 'k' in 'kingdom'. The result of teachers encouraging pupils to take care and pride in the presentation of their written work at all times is very neat written work across the curriculum. Pupils take a pride in writing and illustrating their work for a class book, such as Class 3's firework anthology.
74. Teachers develop pupils' writing skills very effectively throughout the school and they have raised standards since the last inspection. Standards in writing for seven and ten-year-olds are well above average. Pupils have very good knowledge of grammar, punctuation and spelling for their ages. They follow an individual computer program that successfully improves their spelling skills. Good teaching makes writing fun and pupils have very positive attitudes and want to continue at the end of the lesson. Pupils in Years 1 and 2 enjoy writing in felt pens on their white boards or confidently write directly on to a computer in English. The teacher in Year 2 used pupils' white board ideas very effectively by photocopying them. Pupils then used the rough draft stuck in their books to develop and improve in the next lesson, when they wrote their final corrected version. The lower-attaining pupils make good progress as they receive good quality support to develop their writing skills during group work following a structured scheme, whilst higher-attaining pupils confidently rise to the challenge of writing independently. Pupils support each other's writing by helping with difficult spellings by sounding out letters. They know that writing is punctuated into sentences starting with a capital letter and ending with a full stop.
75. Teachers in Years 3 to 5 set challenging tasks for writing with clear, high expectations. They successfully use a wide range of texts to inspire and develop pupils' writing. For instance, pupils in Years 4 and 5 read Shakespeare's witches spell from *Macbeth* and wrote an extra verse in a similar style. Teachers and pupils have lively discussions to choose the best words; for example, pupils in the top class are encouraged to look for 'premiership' words, such as 'sizzle'. Consequently, pupils' writing is interesting and lively in a wide range of styles, such as letters, poems, stories, newspaper accounts and plays, for different purposes and readers. The use of interesting homework tasks is well supported by parents, for example, to help a Year 3 pupil write his speech as the bride's father, and made a welcome change from spelling. Pupils develop a good understanding of the processes of planning, drafting, revising and editing.
76. Pupils with special educational needs make good progress towards achieving their individual English targets. This is because they receive individually or in small ability groups good quality structured support with experienced staff. The targets are appropriate as teachers and support staff know their pupils' needs well. Teachers effectively share the targets with pupils and parents.
77. The quality of teaching and learning is good overall, with a significant proportion of very good lessons at both key stages. Teachers place a high priority on and have very good knowledge of teaching the basic skills, for instance reading, spelling and handwriting,

following a whole school structured approach. They have a good understanding of the National Literacy Strategy and mostly plan effectively taking into account the different needs of pupils in their mixed-age classes. In a satisfactory lesson, the planning for group activities was less effective, as they did not all relate to the main literacy focus. For instance, pupils practised their drawing skills on a computer rather than their writing skills, which affected their progress in English. Teachers always share the learning focus with their pupils and check at the end of a lesson to find out if pupils have achieved it.

78. Teachers throughout the school prepare their lessons thoroughly and choose interesting texts to appeal to pupils, such as a newspaper review of the *Harry Potter* film. They use effective methods; for example, they make deliberate mistakes during a board demonstration for pupils to spot and correct, so pupils enjoy their learning and concentrate fully. Teachers use questions skilfully to improve pupils' knowledge and understanding and take care to involve all pupils. They mark pupils' work thoroughly and constructively in order to guide pupils effectively in how to improve their work. Teachers keep accurate records, for example, of reading and phonic skills and use assessment well in planning.
79. The co-ordinator provides strong and effective leadership for the subject. Teachers allocate extra time to developing pupils' skills of drama and ensuring they have good opportunities to see and join in theatre performances. The school has correctly identified a need to provide longer English sessions so pupils have sufficient time to write at length. Teachers improved use of assessment data is effective in identifying areas to be developed in English and monitoring pupils' progress to see if achievements are high enough. Current targets include interviewing pupils about improvements in their writing to check the effectiveness of their individual targets.

MATHEMATICS

80. At the time of the last inspection, attainment was average at both seven and ten years of age. Standards in numeracy and all areas of mathematics have improved and are above the national average by age seven and well above average by age ten. This is because of good teaching and pupils' very positive attitudes to learning. Pupils with special educational needs and those who speak English as an additional language receive good support in lessons and because of this they make good progress towards their individual targets. There are no significant differences in attainment between girls and boys.
81. In national tests in 2000 and 2001 for pupils in Year 2, the overall standard achieved by the school was above average. Evidence from the inspection confirms the school has maintained these above expected standards. Pupils begin Year 1 with above average numeracy skills. As a result of sound teaching, pupils achieve satisfactory levels of achievement by the age of seven. Currently, in Year 2, most pupils are on target by the end of the year to achieve the expected standard, Level 2, and a third the higher standard, Level 3. Pupils have a good knowledge and understanding of number to at least 100 and beyond for many. Most count accurately in twos, fives and tens. Teachers give clear explanations, which help pupils gain good levels of understanding. For example, as the result of careful explanations, pupils understand that they can write multiple addition more quickly as a multiplication. They know that adding four tens is the same as 4×10 . Pupils make equally sound progress in other aspects of the subject. They use mathematical names and describe some of the properties for common two-dimensional shapes, such as triangle, rectangle and hexagon. Higher-attaining pupils, who represent about a third of the group, successfully identify lines of symmetry on simple shapes.
82. An analysis of pupils' work shows that they make good progress in Key Stage 2 and by the age of ten they have attained standards well above those expected for their age.

Pupils have a very good understanding of place value and use decimal notation for tenths and hundredths. Most pupils understand percentages as the number of parts in every hundred and recognise their equivalents in fractions and decimals. For example, pupils in Year 5 know that 75 per cent is the same as three-quarters and 0.75. They use appropriate units of metric measure, find the perimeters of simple shapes and understand negative numbers, as when used in recording temperatures.

83. The quality of teaching and learning ranges from satisfactory to good; overall, it is good. The better teaching is in Key Stage 2. Teachers have satisfactorily introduced the National Numeracy Strategy, which ensures clear progression in pupils' learning. Teachers' understanding of the subject is sound in Key Stage 1 and good in Key Stage 2. Consequently, pupils make good progress in gaining basic number skills. For example, pupils in Year 5 use a wide range of multiplication and division methods when solving problems. Teachers plan their lessons thoroughly and in most cases ensure that activities meet the needs of the different age and ability groups within the class. Occasionally, teachers do not make effective use of their day-to-day assessment and higher-attaining pupils unnecessarily complete similar tasks to other pupils before tackling activities that are more challenging. For example, in a lesson on data handling, all pupils spent time producing a simple tally chart and bar graph. Higher-attaining pupils, therefore, had little time to investigate the more challenging objective of the 'mode' and 'range' of their results. Consequently, their pace of their learning was reduced.
84. Teachers manage the pupils very well and have high expectations of their behaviour. Pupils show great interest in the subject and they behave very well in lessons. Relationships between pupils and adults are excellent and so pupils co-operate well and support each other in their learning. They show good levels of concentration. Their very positive attitudes are an important factor in the good progress they make.
85. The most effective elements of teaching are characterised by clear explanations and a range of interesting activities matched to the different ability groups within the class, and the effective use of resources. Teaching support assistants make a positive contribution to pupils' learning, particularly those with special educational needs. They are well briefed by the teachers and provide good levels of help during group activities. For example, the effective use of a support assistant to play mathematical games with a group helped them to develop successfully their knowledge of counting in tens. An element of teaching that is satisfactory, rather than good, is the teaching of mental skills. The mental sessions at the start of lessons often lack a brisk pace and do not fully involve all pupils. Strategies to help pupils develop their mental skills are not always discussed or pupils are not given sufficient opportunities to practise newly learnt methods. Consequently, pupils' progress in this area is reduced. Overall, teachers make effective use of information and communication technology to support pupils' learning. Pupils use suitable programs to practise basic skills such as multiplication tables. Occasionally, teachers miss opportunities to use data-handling programs. The use of numeracy skills in other subjects, such as science and design and technology, is satisfactorily developed.
86. The management of the subject is much improved since the last inspection. The co-ordinator successfully monitors teaching and learning. Assessment arrangements are clearly based on the key objectives of the National Numeracy Strategy. Homework makes a positive contribution to pupils' learning.

SCIENCE

87. Standards have improved since the last inspection when pupils achieved average standards. Over the last two years, teachers have assessed standards by the end of Year 2 as well above average. All pupils have achieved the expected standard for a seven-year-old and a third have achieved the higher standard. In the current Year 2, standards are above average, which reflects the slight difference in the attainment of the current small year-group. Most are on target to achieve the expected standard by the end of the year and a third the higher standard. Pupils in Year 5 attain standards that well exceed those expected by the age of ten. Half of the small group is working at a higher standard than expected for their age. These high standards are a result of good teaching, pupils' very positive attitudes to the subject and improved planning.
88. The quality of teaching is good overall, with a number of strengths that account for pupils' good progress. The science co-ordinator teaches all classes. She provides good progression through a satisfactory two-year cycle of themes based on national guidelines for the teaching of the subject. This is an improvement on the last inspection when the school lacked a clear scheme of work for science. An analysis of pupils' work shows that they make consistently good progress and by the age of ten achieve much better than expected standards. Younger pupils develop a good understanding of living things through experiments in growing cress and bean seeds. They can successfully name the parts of the body, such as ankle, knee and wrist. Pupils understand that exercise has an effect on their bodies, which they noted when recording their temperature and heartbeat after running. By Year 5, pupils have a good understanding of which materials are better at keeping objects warm. They use instruments such as thermometers accurately and present their results clearly using charts and graphs.
89. The teacher has a calm and pleasant approach, which results in very good relationships within lessons. She has high expectations of behaviour, which pupils clearly understand. Consequently, behaviour within lessons is very good and pupils are attentive and eager to learn. During the inspection, pupils made good progress in their work on electricity. The teacher uses her good subject knowledge to ensure clear explanations are given. This helps, for example, all pupils in Year 2 to successfully develop their understanding of what is needed to make a simple circuit work. Careful questioning at the start of a lesson reminds pupils of their previous learning. Pupils in Years 4 and 5, having been reminded of the symbols used in electrical circuits, went on to plan a circuit to test whether materials conduct electricity. Occasionally, the teacher does not sufficiently highlight specific scientific vocabulary. For instance, in the above experiment, the teacher did not sufficiently focus on the terms 'conductor' and 'insulator' and so their meanings were not fully understood.
90. The teacher's good use of resources helps pupils to develop their experimental skills. She provides good opportunities for pupils to discuss their ideas sensibly and to use a good range of equipment. This is especially beneficial to pupils with special educational needs, who receive good levels of support during practical activities. All pupils handle equipment sensibly and plan their own experiments. As a result, by the age of ten, they have a very clear understanding of what makes a 'fair test'. They know that while changing the material to be tested, the size of the material, the battery and bulb must remain the same.
91. The teacher plans activities well and they meet the needs of most pupils. She does not make full use of her day-to-day assessments as all pupils complete the same activities. She gives higher-attaining pupils additional activities to complete if they complete the initial task. This means a few higher-attaining pupils are consolidating their knowledge rather than extending it through more challenging experiments. Pupils' recording of their experiments does not always reflect their high standards in literacy. In trying to record all

aspects of their work after each experiment, pupils do not give sufficient attention to producing detailed, neatly presented work. The pace of working is brisk, but drops noticeably by the end of the long lessons, which take up all or most of the afternoon.

92. The co-ordinator manages the subject well. She carefully analyses pupils' work, test results and their views of the subject. This, together with the introduction of national guidelines and the monitoring of teaching, has helped the successful development of the subject since the last inspection. There are adequate resources, which are easily accessible to pupils during lessons. Pupils effectively use information and communication technology to support their learning. They regularly use data handling programs, sensors for measuring temperature and CD-ROMs for information.

ART AND DESIGN

93. By the age of seven, pupils' standards match those expected for their age and by the age of ten they are above average. Standards are similar to those found at the previous inspection. Pupils in Classes 2 and 3 benefit from the good quality, specialist teaching of the subject co-ordinator. The subject is taught in half-termly blocks alternating with design and technology. During the inspection only one lesson in Class 3 was observed. Other evidence was taken from the scrutiny of pupils' previous work and discussions with staff and pupils.
94. Pupils in Year 1 satisfactorily develop their practical skills. The teacher ensures they have opportunities to use an appropriate range of materials. For example, in experimenting with texture, pupils use different materials to produce sections for a class caterpillar. They use tissue, corrugated card, cotton wool and wool to produce a class collage. Pupils gain an understanding of three-dimensional art by making clay models of fish and owls. Through pencil and crayon drawings, pupils satisfactorily develop their drawing skills, as when producing pictures of animals and their babies. Pupils use a suitable art package on the computer to draw and print simple pictures. By the age of seven, pupils have an appropriate understanding of shape gained through pencil outlines of familiar shapes and objects. They use basic techniques in pattern and line when drawing borders and develop an understanding of perspective when drawing a far away tree as a small shape. Pupils satisfactorily develop their observational drawing when sketching different parts of the face, such as eyes, nose and mouth.
95. By the age of ten, pupils have a good understanding of art and design and their practical skills are better than those normally found at this age. This good progress is the result of good teaching by subject co-ordinator. Her very good subject knowledge is reflected in the high quality sketchbooks pupils have build up through the key stage. She encourages pupils to collect ideas and objects before starting on an activity. Pupils use these books successfully to record their observations and to develop and experiment with new techniques. This results in pupils having their own personal reference book to refer to and so encourages them to work independently. For example, one pupil went back in her book to February 2000 for a pressed leaf resource that helped her with her current piece of work. The good levels of individual support given to all pupils, including those with special educational needs, has developed high levels of confidence within the pupils. In a very good lesson observed during the inspection, pupils were very well motivated and tested out their ideas with enthusiasm. As a result of this very purposeful session, pupils created good collections of leaf ideas and images prior to assembly into a final picture.
96. Pupils enjoy art because of the teacher's enthusiasm for the subject. Lessons make a good contribution to pupils' personal development. Pupils are encouraged to co-operate with each other and happily give advice and gentle criticism. They are particularly proud of their previous work on aboriginal art, which widens their cultural development. The positive ethos within lessons supports pupils' spiritual development by raising their

awareness of the beauty displayed in both their own art and that of famous artists. Pupils' knowledge of famous artists is limited. Although some pupils had absorbed lots of information on Henri Matisse, a recently studied artist, many had little knowledge of him or others.

97. The co-ordinator manages the subject well and since the last inspection she has improved the planning for art and design. The school has addressed the imbalance between the time spent on art and design and other subjects. There is a very good range of resources that are easily accessible to pupils.

DESIGN AND TECHNOLOGY

98. By the age of seven, pupils achieve standards that are average for their age. It was not possible to make a judgement on standards by the age of ten as older pupils were studying art and design during and prior to the inspection.
99. Pupils in Year 1 satisfactorily develop their knowledge of simple tools through focused practical tasks. For example, in an activity shared with reception children, they cut using scissors, used a hole-punch to make holes and shapes in paper and fastened paper with a stapler. Pupils' progress is limited, as the teacher's expectations of what pupils can achieve are not high enough. For instance, pupils are not encouraged to develop their cutting skills by more accurately cutting along a line or round a shape. As a result, practical skills are underdeveloped.
100. By the age of seven, as a result of good teaching in Year 2, pupils reach the expected standard in all aspects of the subject. They generate their own ideas and use simple pictures in their design folders to illustrate them. For example, pupils investigated a range of toy vehicles before drawing their designs. They chose appropriate materials from a range provided by the teacher and used suitable tools and techniques to construct their models from cardboard boxes. They cut dowel rods with a hacksaw to make axles and fit pre-made wooden wheels so that their models would move. Their practical making skills are similar to those expected at this age. Careful questioning by the teacher ensured that pupils evaluated their work. One pupil, for example, sensibly re-assessed his choice of materials after being asked, 'What will happen when you fit these different sized wheels to your vehicle?'
101. Teaching ranges from satisfactory to good, overall it is satisfactory and results in pupils making sound progress through Key Stage 1. Teachers manage the pupils well and encourage them to organise their own resources. This successfully develops pupils' independent learning skills. Pupils support each other and co-operate well when working in pairs. They behave very well in lessons and handle tools and materials with care. Teachers make effective use of teaching support assistants. For example, in one lesson the teaching assistant supervised pupils cutting their dowel axles. This allowed the teacher to give individual support to pupils, particularly those with special educational needs, so all made good progress during the lesson. In the better lessons, teachers carefully plan tasks that are more challenging for the older pupils within the mixed-age classes. For example, the teacher planned that older pupils would use a more complex technique for fastening axles to their model vehicles. Pupils in Year 2 used simple holes punched into the body of their model while pupils in Year 3 used additional cardboard triangles and pieces of plastic tubing to hold the wheels away from the body. A pupil explained that this improved the movement of the wheel by 'reducing the friction'.
102. The school has recently introduced a new scheme of work based on national guidelines for the subject. This provides teachers with suitable guidance and ensures full coverage of the subject. For example, photographic evidence showed that older pupils designed and made moving toys and used their knowledge of simple circuits from science to

enhance their models. This is an improvement on the last inspection, when the curriculum was found to be unsatisfactory.

GEOGRAPHY

103. No geography lessons were planned during the inspection. Evidence of standards and teaching was obtained from looking at teachers' planning and pupils' work and from interviews with both teachers and pupils. Standards in geography are above average for pupils aged seven and ten. All pupils, including those with special educational needs, show good achievement in developing geography skills and knowledge because of good teaching and learning.
104. Pupils in Key Stage 1 enjoy carrying out geographical enquiry. For example, they keep daily weather records. Year 2 pupils effectively build on their experience from Year 1 by recording their observations in a variety of different ways. They use their mathematics skills effectively to make picture graphs and tally charts. They have a good understanding that climate varies in different places and that it affects physical and human features. For instance, they know it seldom rains in a desert. They pack a case with suitable clothes for a hot place at the seaside. Teachers effectively use stories to widen pupils' knowledge of different locations. Pupils in Year 2 studied an imaginary Scottish island and made a class picture map with identified geographical features such as a bay, jetty, bridge and roads that they had learned about in the story. They compare similarities and differences between their own locality and the island, such as different forms of transport.
105. Throughout Years 3 to 5 pupils develop and extend their geographical skills effectively. By the end of Year 5, pupils have a very good knowledge of their own locality. They express a keen interest in their environment and understand how people improve and damage it, for example, by pollution. As part of their work on water, they investigated the nearby River Avon. They clearly describe the affect that rainfall has on the river. They know the flow varies from running very quickly to a low level when it is possible to cross the river. They know what happens when the river floods and how this affects the surrounding area. Their knowledge of water in another part of the world is less well developed. Teachers capture their interest well by using a wide range of sources of information, including aerial photos, fieldwork investigations and places in the news. For instance, older pupils know that there are bare mountains between Pakistan and Afghanistan.
106. The quality of teaching and learning at both key stages is good. Teachers throughout the school make the subject interesting for pupils by using effective methods. For instance, Years 4 and 5 pupils clearly remembered that water evaporates, after an experiment to find out what happens to rain when it reaches the ground. Teachers build on pupils' skills well throughout the school, such as map-work, so older pupils confidently use maps and atlases. They make very good use of the local environment to develop pupils' knowledge of themes such as weather and a river study. This keeps pupils' interest levels high because they are fully involved in finding the answers to geographical questions. Teachers make very good links between geography and other subjects to improve pupils' skills. For example, they encourage older pupils to use information and communication technology resources to research topics such as irrigation. They set high expectations for work and behaviour so behaviour is very good and pupils record their work carefully. Teachers show they value pupils' best work by making good quality geographical displays.
107. Since the previous inspection, planning for geography has improved. The new scheme of work based on national guidance provides effective coverage of the subject and guides

teachers effectively in their planning. Plans for future classroom visits to monitor teaching and review pupils' standards are a useful way to improve their knowledge.

HISTORY

108. No history lessons were planned during the inspection. Evidence of standards was obtained from looking at pupils' work and from interviews with them. Pupils' standards match those expected for seven-year-olds and are above average for ten-year olds. Standards are similar to those at the previous inspection. Teachers set clear expectations for pupils of different abilities and ages in their classes, including the more able pupils and those with special educational needs. All pupils throughout the school show good achievement.
109. Pupils in Years 1 and 2 recognise differences between the present and the past. For instance, pupils in Year 1 identified similarities and differences between new and old homes in the village by going to look at them. They talked confidently about what they found out and painted pictures to record their findings. Pupils in Year 2 make satisfactory progress in their knowledge of people and events in the past. They enjoyed learning about Guy Fawkes and the gunpowder plot and how Alfred burnt the cakes. They make effective use of their writing skills to re-tell such stories. Pupils confidently compare things in the past with those in the present, such as a vintage car with a modern car.
110. At Key Stage 2, pupils make good progress in their knowledge and understanding of events, people and changes in the past, historical enquiry and organising and communicating their findings. For example, pupils in Years 4 and 5 have a good knowledge of King Henry VIII and his wives from their Tudor study. They show good enquiry skills and know that historical information can be found out from a wide range of sources, such as information and communication technology resources, including CD-ROMs, books, archaeological digs, photographs and artefacts. They confidently research information for themselves and communicate their findings in a wide variety of ways, such as writing, observational drawings and taking photographs with a digital camera to record old homes in the village. They know from their local history study that styles of building and architecture change over time. For example, they describe how the Norman arch in the church was built earlier than other parts. They are less confident in their chronological understanding. They use dates, but these are not completely accurate, for example, when they talked about the *Domesday Book*. Whilst they know that the Ancient Egyptians came 'way before' the Tudors, they are not sure about whether the Tudors or the Normans came first.
111. There is insufficient inspection evidence to make an overall judgement of the quality of teaching and learning. Teachers approach history in a lively manner and pass on their enthusiasm to their pupils. Consequently, pupils think history is exciting and they enjoy learning. For example, teachers make very good use of visits to local historic places to stimulate pupils' interest and extend their thinking. Pupils in the top class remember vividly that doorways in old buildings were lower because people were smaller, from the time when their teacher hit his head whilst visiting an old house in the village. Teachers encourage pupils to present their work carefully. However, the present layout of pupils' books in the top class makes it difficult for them to look over and review past work as sheets are folded in half. Teachers extend pupils' writing skills satisfactorily in history, such as by developing older pupils' skills of making notes. At Key Stage 2, teachers do not develop these skills sufficiently to increase pupils' knowledge that history is interpreted in different ways. For example, they do not encourage pupils to write from different points of view.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. No lessons in information and communication technology (ICT) were planned during the inspection; however, pupils were observed using computers in other lessons. Evidence of standards was obtained from looking at pupils' previous work and from interviews with them. Pupils' at seven and ten achieve standards expected for their ages, which are similar to those found at the previous inspection. Pupils throughout the school, including those with special educational needs, show satisfactory levels of achievement. This indicates that the overall quality of teaching is at least sound. Teachers ensure pupils make effective use of ICT to support their learning in other subjects. The school has recently made several important changes in the teaching of ICT in order to raise standards. These include the purchase and re-organisation of resources, the introduction of national guidelines to help teachers with their planning and training for teachers. These initiatives are beginning to have a positive effect on pupils' learning.
113. By the age of seven, pupils satisfactorily use ICT to communicate information using text. For example, they use a word-processing program to write, save and print sentences that retell a picture story. They carefully use the mouse to draw simple pictures when using an art program. In mathematics, pupils use numeracy programs to develop their understanding of number. For example, pupils practise their multiplication tables to support their developing knowledge of multiplication.
114. Pupils continue to make satisfactory progress in Key Stage 2. Teachers give them appropriate opportunities to develop their skills and knowledge of all aspects of the subject. Pupils have plenty of opportunities to use computers in weekly ICT lessons, in other lessons, before the start of school and at break-times. They develop their communication skills by using different fonts, sizes and colours when presenting their text. Pupils successfully edit their work by the use of underlining, a spell-checker and cutting and pasting their text. They add graphics, such as plant and leaf patterns, to illustrate and decorate their work. Pupils develop an appropriate knowledge of data handling through using the results of an investigation in mathematics. They confidently enter the dice scores from an experiment and print a graph to show the frequency of each number. Teachers provide suitable opportunities for pupils to program a toy robot and enter commands to make an object move around the screen. In science, pupils use ICT to monitor temperature during experiments. Pupils use ICT to obtain information on other subjects; for example, they use CD-ROMS to investigate electricity in science and the Internet to find out about the artist Henri Matisse.
115. Pupils use the classroom computers sensibly during lessons without disturbing others. They help each other and enjoy the opportunities they are given to have hands-on experience of using ICT. Pupils with special education needs and those needing additional support in literacy and numeracy make good use of ICT. They use daily a basic-skills development program that helps them make good progress in areas such as spelling and number work. Pupils use the program individually throughout the day when it is their turn, which helps to develop their independent learning skills.
116. The subject is well managed and well resourced. Recent changes to the timetable have successfully increased pupils access to the good number of computers. Pupils in Classes 2 and 3 now have a weekly lesson to develop their ICT skills when all the computers are used, as well as access to classroom computers during other lessons. Teachers are using their evaluations of the newly introduced units of work to adapt the national guidelines to the needs of the school. They satisfactorily assess pupils' progress. For example, older pupils are beginning to complete self-assessment sheets to record their progress and develop knowledge of their learning.

MUSIC

117. During the inspection, no class lessons in music were timetabled and so it is not possible to make an overall judgement on standards, teaching and learning.
118. Standards in singing throughout the school are good overall and very good in the choir. This is because of the very good teaching that pupils receive from the school's music teacher. Pupils know a wide range of songs from memory, including some in two parts. They sing tunefully with good diction and musical expression. In the combined Year 2 to Year 5 singing lesson, many pupils volunteered to sing a solo. Two or three sang beautifully and even pupils who found it more difficult to keep in tune tried their best. Pupils make good progress in developing their listening skills. Their teacher encourages them to listen carefully, for example, when others are singing and playing. This effectively helps them to develop a good sense of rhythm. For instance, pupils enjoyed copying a drum rhythm for an Indian Christmas carol. First, they tried to clap it. They successfully improved their accuracy when the teacher suggested they quietly said the rhythm to 'beef burger'. Pupils perform confidently. In assembly the singing is enhanced by pupils playing an effective accompaniment on instruments such as recorders, violin and percussion, which makes the music more spiritual.
119. Pupils' attitudes to music are very good. They are effectively promoted by the excellent opportunities for pupils to learn to play a wide range of instruments, including recorders, flute, guitar, violin and drums, and play in the school orchestra. The tuition provided by the music teacher and visiting instrumental specialists from the local education authority's music service takes place during school time and in after-school clubs. Nearly all pupils in Years 4 and 5 play an instrument and several play more than one. About 20 pupils play in the school orchestra. They show good achievement for their ages. Teachers welcome everyone and have the skills to adapt music so even beginners can join. Pupils with special educational needs, English as an additional language and those with musical talent, have their needs met through the equal opportunities to be fully involved in the school's music making. For example, special needs pupils learn to play the drums and pupils with identified talents play with the district's instrumental groups.
120. A strength of teaching is that the school has very good specialist music teachers with very good knowledge and skills. They are fully confident in the technical aspects of music. For example, skilled piano accompaniment improves the quality of singing. This successfully improves pupils' standards. For example, the teacher used very effective methods to warm up pupils' voices by giving them a musical scale to sing to the words, 'tip of the tongue, lips and teeth'. Teachers consistently set high expectations for creating and performing music, so pupils try hard to do their best. Pupils throughout the school know that they have to practise to improve before they present their performance to an audience. Teachers manage pupils very well by keeping them fully involved and interested, so they show very good behaviour.
121. The teachers have maintained music as a clear strength of the school since the last inspection. The school provides very good opportunities for pupils to take part in whole-school performances, such as the Christmas concert. They join pupils from other local schools at outside concerts, for instance the Millennium Concert given in Pershore Abbey. They arrange for pupils to hear and play music with visiting performers, such as an African drumming group. These opportunities promote high standards and pupils' social and cultural development well. The use of computers in music is at an early stage of development. Staff miss opportunities in assembly to increase pupils' knowledge of the music being played.

PHYSICAL EDUCATION

122. No physical education lessons were planned during the inspection. It is not, therefore, possible to make a judgement on standards or teaching and learning. The school has a satisfactory curriculum map that ensures pupils in both key stages have opportunities to take part in appropriate activities, including gymnastics, dance and games. However, there are no planned opportunities for pupils at Key Stage 2 to take part in athletics or outdoor adventurous activities. There are, however, opportunities for older pupils to take part in outdoor adventurous activities during the biannual residential trip and during extra-curricular activities, such as bell boating. The subject co-ordinator teaches all classes, which is intended to ensure continuity in pupils' learning. The school operates a full programme for the teaching of swimming. Pupils in all classes attend weekly lessons at a nearby pool for one term each year. By the end of Year 5, almost all pupils swim confidently and achieve 25 metres, which is the basic requirement by the end of Year 6 to meet national expectations. The majority exceed this minimum requirement and swim using front and back strokes and many go on to learn the skills of water safety and survival. Pupils enjoy their physical education lessons and the good range extra-curricular activities provided, including matches against neighbouring schools.

RELIGIOUS EDUCATION

123. No religious education lessons were planned during the inspection. Evidence of standards was obtained from looking at pupils' work and from interviews with them. Standards for pupils aged seven and ten years are in line with the expectations of the locally agreed syllabus. They have been maintained since the previous inspection. The Christian values of the Church of England school ensure pupils with special educational needs are fully supported and make good progress in their learning.
124. Pupils in Key Stage 1 understand that the Bible is a special book and they enjoy hearing bible stories from the Old and New Testaments. Teachers bring these stories alive and relate them well to pupils' own experiences. Pupils' writing shows empathy for the feelings of others. For example, a pupil in Year 2 wrote about Moses' journey, 'It was a big journey. The children got aking legs and mums and dads have to carry them.' Pupils in Years 2 and 3 have very good knowledge of the Christian marriage ceremony due to the very good learning opportunity their teacher organised when they enacted a wedding down to the smallest detail. They think that the reason people go to church is to get married. They know the bride and groom have to make and keep vows and that parents have special responsibilities on the wedding day, such as looking after the bridesmaids and making a speech. Pupils start to develop satisfactory understanding that people of other faiths believe in God when they are introduced to the Jewish religion.
125. In Key Stage 2, pupils make sound progress in developing their understanding of the main Christian festivals of Christmas and Easter. They show appropriate knowledge of places of worship as teachers provide good opportunities for them to visit a church, a synagogue and a Hindu temple according to the faith they are studying. For example, a Year 3 pupil wrote about the chapel in nearby Holland House, 'The chapel is a lovely place. It's calm, relaxing and peaceful.' However, after time has elapsed Year 5 pupils are not fully sure about which beliefs belong to which faith. Pupils show good respect for people with different beliefs and customs. They respond very thoughtfully and sensitively to religious questions.
126. It is not possible to make an overall judgement on the quality of teaching and learning. The very good relationships between teachers and pupils are reflected in pupils' open, very positive attitudes and responses. Teachers make learning interesting and relevant to pupils' lives. Pupils clearly remember the spiritual atmosphere in the service at the Hindu temple and the special food they shared. Teachers successfully promote the

development of literacy skills by providing good speaking and listening, reading and writing opportunities. For example, pupils in Years 4 and 5 learned about St. Stephen, then prepared questions to interview a lady who is also a committed Christian. Teachers' expectations of what pupils can achieve are good and, as a result, pupils' written work is neat and at an appropriate level for their ability, although work is not always fully completed.

127. The subject is strongly led. The co-ordinator has a good understanding of standards through improved, systematic analysis of teachers' planning, talking to pupils and sampling their work. The school constantly evaluates the effectiveness of its planning and ensures that it is appropriately based on the agreed syllabus. The subject strongly supports pupils' spiritual, moral, social and cultural education. Understanding gained from the daily act of worship improves pupils' knowledge of Christianity, such as learning about The Lord's Prayer. The school has close links with the local church, which enhances pupils' knowledge. For instance, the vicar visits weekly to lead an act of worship with the Christian symbols of service: the cross, a candle and Bible.