

INSPECTION REPORT

BROADWAY FIRST SCHOOL

Broadway

LEA area: Worcestershire

Unique reference number: 116665

Headteacher: Mr M Appleby

Reporting inspector: Barbara Crane
21227

Dates of inspection: 15th – 18th October 2001

Inspection number: 219912

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:	Community
Age range of pupils:	4 – 10
Gender of pupils:	Mixed
School address:	Lime Tree Avenue Broadway Worcestershire
Postcode:	WR12 7BD
Telephone number:	01386 852485
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Appropriate authority:	Governing body
Name of chair of governors:	Canon P Burch
Date of previous inspection:	November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barbara Crane 21227	Registered inspector	English, science, art and design, history, geography, religious education, Foundation Stage.	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Ron Elam 9092	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Christine Canniff 18703	Team inspector	Mathematics, design and technology, information and communication technology, music, physical education, special educational needs, equal opportunities.	Pupils' attitudes, values and personal development. How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most schools and serves surrounding villages in addition to Broadway. There are 91 pupils on roll and the school takes pupils up to the end of Year 5, when they transfer to the middle school. Pupils enter the Reception class in the September of the year in which they are five. At the time of the inspection, seven of the 16 Reception pupils were attending part time. There are four classes and the headteacher takes a class for the equivalent of three days each week. Thirty per cent of the pupils have special educational needs, which is more than in most schools. One pupil has a Statement of Special Educational Need. Ten per cent of the pupils are entitled to free school meals, which is below average. All of the pupils have English as their first language and all come from white ethnic backgrounds. There is a wide range of attainment evident when the pupils enter the school, but overall, it is below average.

HOW GOOD THE SCHOOL IS

This is a good school and the pupils achieve well to reach average standards by the time they leave. The teaching is good and the school helps pupils to become very confident. There is a good climate for learning because relationships are good and the work is interesting. The leadership and management of the school are good and all of the staff are committed to improvement. The school provides good value for money.

What the school does well

- Standards in writing are above average by the age of seven, and in both reading and writing, standards are above average by the age of ten.
- Pupils of all ages and abilities make good progress in most areas of work.
- The pupils have very positive attitudes towards their work and are keen to improve; their attendance is well above average and they enjoy school.
- The teaching is good and the classroom assistants work well with the teachers to support pupils' learning; homework is very well organised.
- The curriculum is interesting and relevant to the needs of all pupils; there is a very good range of activities outside lessons.
- The school is well led and managed and all the staff look carefully at what they need to do to improve further.

What could be improved

- Standards in speaking and listening should be higher.
- Computers are not used sufficiently to support the pupils' learning in literacy and numeracy sessions.
- The accuracy of information about children's progress in the Reception year could be improved.

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 very good improvement since it was last inspected in 1999, when it was found to have serious weaknesses. Standards and teaching have improved. The school has addressed all of the issues from the previous inspection through careful planning and diligent work. There has been very good improvement in the leadership and management of the school. A better climate for learning has been established and the teaching time for the junior pupils has been extended. A good standard of behaviour is now promoted through successful strategies that build the pupils' self-esteem and reward their efforts. There is still work to do in improving the pupils' speaking and listening. The school is in a good position to bring about further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	D	C	D	D	well above average A above average B average C below average D well below average E
Writing	C	A	B	B	
Mathematics	A	C	D	D	

A small number of pupils, typically about 12, take the tests each year and this limits the usefulness with which the school's results can be compared to those in other schools because each pupil represents a significant percentage of the total. The school's results vary from year to year, reflecting the particular year groups, but, over time, the trend in results has been above the national average. Of the group that took the tests in 2001, a third were on the school's register of special educational needs. All of the pupils gained the level expected for their age in reading, writing and mathematics. These results represent good progress for this year group because a number of the pupils had special educational needs. The school sets targets for pupils from Year 2 to Year 5 based on its good tracking of pupils' progress. These targets are suitably challenging and are met.

From a below average starting point, the pupils make good progress and achieve well. There is no difference in the achievement of boys and girls. By the time the pupils start Year 1, most have reached the goals for their age in all of the areas of learning. They make particularly good progress in their personal and social development. On the basis of the work seen now, standards in reading, mathematics and science are average by the age of seven. The pupils read confidently and with good expression. Standards in writing are above average. The pupils write confidently and use accurate spelling and punctuation. They have a secure understanding of how to work with numbers to find answers to problems in mathematics. In science, the pupils predict what might happen, then draw conclusions from what they see. By the time they leave the school, standards in mathematics and science are as expected for the pupils' age but standards in reading and writing are better than expected. The pupils read and write very confidently. They gather information quickly from books and write in different styles to suit the purpose. Standards in speaking and listening are below average by the end of Year 2 and Year 5 and should be better. This is because the more able pupils tend to dominate discussions and pupils do not always listen carefully to what others have to say. Even the most able pupils rush to speak and do not always organise their thoughts before responding to questions or giving opinions. Standards in information and communication technology (ICT) and religious education are as expected for the pupils' ages at the end of Year 2 and by the time they leave the school. In all other subjects, the pupils' attainment is broadly average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and take full advantage of what it has to offer. They are keen to improve and proud of their achievements.
Behaviour, in and out of classrooms	Good. Most of the pupils are very well behaved and the few who display more challenging behaviour respond well to the school's clear guidelines and are helped to develop greater self-discipline.
Personal development and relationships	Good. The pupils of all ages get on well together. The pupils are friendly and helpful. They enjoy taking responsibility and organising their work.
Attendance	Very good. Attendance is well above that seen in most schools and the pupils

	are punctual.
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The youngest children quickly learn the school's routines and settle happily to work. In all classes, the pupils listen better to each other and to the teachers when they work in small groups rather than when they are together as a class. The pupils are conscientious about completing their homework and this supports their work in reading and spelling.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good	Good

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

The quality of teaching is good throughout the school and meets the needs of all pupils. The children in the Reception class get off to a good start because the work is well planned. The information that is passed to the next teachers about the children's progress, however, is not always accurately recorded. The teaching is good in English and mathematics in all classes. There are particular strengths in the teaching of reading and writing and so standards are good by the time the pupils leave the school. The basic skills are taught effectively and so the pupils learn at a good rate. The teachers set precise targets for improvement in writing and so the pupils know what they need to work on. As a result of teachers using good expression when they read to the class, the pupils enjoy books and use good expression when they read. Homework is very well organised to support the pupils' learning. The teachers manage the pupils well and plan interesting activities. The pupils with special educational needs are well taught and supported. Classroom assistants are well briefed and provide good support. Suitable work is planned to challenge the more able pupils. The weaknesses in teaching are that teachers do not always insist that pupils listen carefully to each other or adults, when the discussion involves the whole class. As a consequence, pupils repeat questions or do not answer as fully as they might. The teachers sometimes allow a few of the more able pupils to dominate discussions and do not direct questions at groups or individuals so that they can extend their skills in speaking. Teachers do not plan for computers to be used sufficiently to support pupils' learning in literacy and numeracy sessions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The teachers plan a good range of interesting activities and make good use of visits and visitors to the school. The use of ICT is well planned to support pupils' learning in most subjects but computers are not used sufficiently in literacy and numeracy lessons.
Provision for pupils with special educational needs	Good. The pupils' needs are quickly identified and they receive good support. As a result, the pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good for all aspects. The school gives clear guidance on what is right and wrong. The pupils have good opportunities to think about how they feel and to take responsibility. They have a good awareness of their own and other cultures.
How well the school cares for its pupils	The school provides a good level of support for all its pupils. Their safety and well-being are given a high priority but a full risk assessment has not yet been undertaken.

A very good range of activities is provided outside lessons to enrich the curriculum. The school's assessment of what the pupils can do and need to work on next has strengths in the infant and junior classes. The assessments of what the children can do by the end of the Reception year are not as accurate. This means that the next teachers cannot quickly build upon what the pupils already know, or plan to

address specific areas of learning that need improvement. The school has a health and safety policy but this is only in draft form.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a strong lead in looking at what works well and what needs to improve. The deputy head and subject managers give good support. All staff work well together.
How well the governors fulfil their responsibilities	The governors fulfil all of their statutory responsibilities and have a satisfactory understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	This is very good. Improvements in teaching and learning have been achieved through the school's careful monitoring and good guidance on how to improve.
The strategic use of resources	Good. The school plans carefully to support the priorities in its planning for development and seeks the best value in its expenditure.

The staff have worked hard to tackle the issues from the last inspection. The good management has turned the school around in a short time due to a common determination to overcome problems and willingness to identify how to improve teaching and learning. The school's staffing, accommodation and resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • The school helps their children to become more mature and responsible, and children are expected to work hard and do their best. • Their children make good progress. • The parents feel that the school is approachable. 	<ul style="list-style-type: none"> • There is too much homework and too few activities after school. • Some parents feel that the school could be better managed and work more closely with them. • Some feel the school is not approachable.

The evidence from the inspection supports all of the parents' positive views but not their concerns. Homework is set appropriately and is well organised. There is a very good range of activities outside lessons. The school attempts to work closely with parents by giving them good information, welcoming them into classrooms and giving good guidance on how they can help at home. The school's good management has enabled very good improvements to be made, but the parents have not always been made aware of these improvements.

PART B: COMMENTARY.

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A small number of pupils, typically about 12, take the tests each year and this limits the usefulness with which the school's results can be compared to those in other schools because each pupil represents a significant percentage of the total. The school's results vary from year to year, reflecting the particular year groups, but over time the trend in results has been above average. Of the group of pupils that took the tests in 2001, about a third were on the school's register of special educational needs. The results were below the national average in reading and mathematics and also below those in similar schools. The results in writing were above both the national average and those in similar schools. All of the pupils gained the level expected for their age in reading, writing and mathematics. This represents good progress for this year group. The school sets targets for pupils from Year 2 to Year 5 based on its good tracking of pupils' progress. These targets are suitably challenging and are met.
2. From a below average starting point, the pupils make good progress and achieve well. By the time the pupils start Year 1, most have reached the goals for their age in all of the areas of learning. They make particularly good progress in their personal and social development and in learning to write. The children learn to share and work together. By the end of the Reception year, most have made a good start on reading and know the sounds of letters and some familiar words. They write their names and put their ideas into sentences with some correct spelling of common words. While more able children speak fluently and use a good vocabulary, for most, speaking and listening skills are below average. By the time they start Year 1, the children count reliably up to ten and most can count to 20. They recognise a good range of two-dimensional shapes and add one or two to numbers under ten. They can count back from a given number up to ten. Because the Reception teacher knows the children very well, she plans work that moves them on in their learning at a good rate. The progress of Year 1 pupils is slowed in the early part of the new school year, as the teachers do not have an accurate picture of their attainment at the end of the Reception year.
3. On the basis of the work seen now, standards in reading, mathematics and science are average by the age of seven. The pupils read confidently and with good expression. They enjoy books and can talk about what might happen next in a story on the basis of what they have read so far. They use the sounds of letters well to work out unknown words, or look at the sentence to work out what the word might be. Standards in writing are above average. The pupils write confidently and use accurate spelling and punctuation. They use what they know about the sounds of letters to spell words. They have a secure understanding of how to work with numbers to find answers to problems in mathematics. The pupils reliably add and subtract numbers up to 100 and more able pupils add two two-digit numbers to make over 100. Pupils apply these skills when working with money and more able pupils express amounts in pounds and pence, for example £1-22. In science, the pupils observe carefully and predict what might happen, when for example, they investigate forces. They can then draw conclusions from what they see. Standards in speaking and listening are slightly below average by the end of the Reception year, Year 2 and Year 5 and should be better. This is because the more able pupils tend to dominate discussions and pupils do not always listen carefully to what others have to say. Even the most able pupils rush to speak and do not always organise their thoughts before responding to questions or giving opinions.
4. By the time they leave the school, standards in mathematics and science are as expected for the pupils' age but standards in reading and writing are better than expected. The pupils read and write very confidently. They gather information quickly from books by skimming

- the text. They write in different styles to suit the purpose, and organise their work in paragraphs. They use interesting words and complex sentences when they write.
5. The oldest pupils work confidently with numbers and can find several ways of finding answers to problems. They check to see if their answers are realistic. They calculate quickly and accurately mentally and use written methods to add, subtract and multiply numbers. More able pupils confidently multiply numbers up to 1000. The pupils understand how fractions based on tenths and hundredths and decimals are related. They compile different kinds of graphs from data they have collected or been given.
 6. By the time they leave the school, the pupils have a good understanding of what constitutes a fair test in science. They use their prior knowledge effectively to predict what might happen and observe carefully. They measure accurately, for example, when using a pipette to measure one millilitre of water in a test for conditions for germination. The pupils competently record their work in charts, graphs and tables.
 7. Standards in ICT and religious education are as expected for the pupils' ages at the end of Year 2 and by the time they leave the school. By the time they leave the school the pupils work competently with word-processing, painting and graphic software and present their work in a variety of forms. They use the Internet for research, for example when looking at temperatures in different climatic zones, and record the information they find on a range of computer-generated charts and graphs. They print out their graphs and use them to help them answer questions relating to the data.
 8. In religious education, the pupils reach the standards for their ages that are set out in the local guidelines. They gain a good understanding of how the actions of individuals, who are driven by belief, can bring about changes in people's lives. The pupils have an appropriate knowledge of Christian beliefs and practices and extend their knowledge and understanding of other religions through work on Islam, Hinduism and Judaism. The pupils understand that different religions share some common beliefs and also have important differences.
 9. In all other subjects, the pupils' attainment is broadly average. There are good standards in swimming, with nearly all pupils able to swim 100 metres by the time they leave the school. The oldest pupils' work in painting and drawing reaches a high standard. They observe carefully and accurately represent, for example, the form and colour of flowers using watercolours.
 10. Pupils with special educational needs make good progress towards the targets set in their individual education plans because they are well supported by both the teachers and classroom assistants. The higher attaining pupils are suitably challenged by the work and also make good progress. The school's target setting is well informed by teachers' assessments and the pupils know what they have to do to improve. This has a particularly beneficial impact on standards in reading and writing. The pupils use their skills in reading, writing and numeracy very well to support their learning in other subjects because of the teachers' good planning.

Pupils' attitudes, values and personal development

11. The children in the Reception class settle quickly to the routines and develop an appropriate level of confidence and independence. Pupils' attitudes to school are very good. They enjoy attending and have very positive attitudes towards lessons and learning. Consequently they make good progress. Pupils understand the school's rules and teachers' expectations and are well prepared for lessons each morning. Relationships are good. Pupils show respect for each other and the staff. They enjoy the activities and tasks, particularly opportunities to work together and practical tasks. For example, a Year 1 pupil asked another, "How did you fix that wheel on? I'm trying to and it won't work." The other child stopped working and went to help. In a Key Stage 2 physical education lesson pupils listened attentively to

instructions about how to play invasion games and tag rugby. They worked well together a team, enabling them to improve their skills. The youngest pupils in the Reception class are interested and keen to explore ideas. They concentrate well in group work and persevere with tasks such as making a car to carry a Lego teddy.

12. Pupils' behaviour has improved since the last inspection. Their behaviour in lessons and around the school is now good. The school has developed a range of strategies for dealing with unacceptable behaviour. The whole-school behaviour and reward system is proving to be effective. Pupils have a good understanding of, and observe, the code of conduct. Staff are better able to deal with any problems and consequently the quality of teaching and learning has also improved. All of the teachers work very hard at managing the pupils in their classrooms. The few incidents of misbehaviour are swiftly dealt with, and lessons are not disrupted, with the exception of calling out by younger pupils. Behaviour at both break and lunchtime is very good. Pupils make full use of the stimulating activities and readily include in their game pupils who have no one to play with. No issues of bullying were observed. There has been one fixed exclusion in the last school year. The school works hard to include pupils with behavioural problems.
13. Pupils' personal development is good and much improved since the last inspection. Personal and social development has a high profile in the school. The school performances, in which all of the pupils take part, boost their confidence. Pupils play an active part in daily classroom routine and the general life of the school, for example, as library monitors and friendship buddies at playtime. They have created posters to remind pupils of their responsibilities for aspects such as putting rubbish in the bin, keeping the library books tidy and hanging up their coats. Pupils are happy to take on responsibilities and initiate events such as running a charity stall selling biscuits for a Blue Peter appeal. Pupils are given opportunities, lessons, and assemblies and across the curriculum, to understand the impact of their actions on others. In a personal, social and health education lesson the mixed Years 3 and 4 class devised and acted out sketches about selfish and unselfish behaviour. Pupils watch each other's performances with respect and applaud one another when they are given awards and house points in assembly. The pupils do not yet fully listen to the teacher or to other pupils in class discussions. This is not dealt with firmly enough and these pupils are not yet fully aware of the effect of their actions on others. Pupils with special educational needs are fully integrated into the life of the school. Parents believe that the school helps pupils to become mature and responsible.
14. A number of parents who responded to the pre-inspection questionnaire expressed concerns about the range of activities the school provides outside lessons. The inspection team does not agree with this view as pupils have opportunities to take part in a good range of extra-curricular activities. These include sports clubs and competitions, art, chess and engineering clubs. They also visit museums, places of historical and geographical interest and those where they can participate in outdoor and adventurous activities. All pupils take part in annual residential visits to places such as Port Eynon. All these opportunities make a very positive contribution to the pupils' personal development.
15. Attendance is very good and shows a significant improvement from the satisfactory level noted in the previous inspection report. This makes a major contribution to the standards achieved by the pupils. Unauthorised absence is very low, reflecting both the support of parents in encouraging their children to come to school and the efforts the school makes to ensure it obtains explanations when absences do occur. As parents highlighted in the questionnaire, pupils are very keen to come to school. The pupils are punctual and ready to work when they arrive.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good throughout the school. Three quarters of the lessons seen were good and none were unsatisfactory. This represents very good improvement since the previous inspection. Most of the basic skills in literacy and numeracy are taught effectively and so the pupils learn at a good rate.
17. The teachers have good relationships with the pupils and plan interesting lessons that maintain the pupils' interest. They reward good behaviour and effort and the pupils are keen to please them. The teachers plan well to meet the needs of pupils of different abilities. The classroom assistants are fully involved in supporting pupils' learning and because they are clear about what to do, this support is very effective. The pupils with special educational needs are well supported by both the teachers and classroom assistants. Their individual education plans are taken into account in lessons and they learn at a good rate because the work builds upon what they already know and can do. The teachers make good use of their assessments to plan suitably challenging work for the more able pupils and so they also learn at a good rate. The teachers group pupils in lessons effectively so that they can target their time, or that of the classroom assistants, most effectively. Teachers have a good awareness of pupils' targets and remind them of these during lessons. This has a positive impact on the pupils' rate of learning.
18. Teaching in the Reception class is good. The teacher knows the children well and creates a warm, supportive atmosphere in which they grow in confidence and self-esteem. The teacher plans suitable opportunities for children to choose activities as well as directing them to particular tasks. The classroom assistant works well with groups under the teacher's guidance.
19. The teaching in English is good in all classes. The teachers have worked hard to improve the structure and pace of lessons. Their understanding of how to use the National Literacy Strategy has improved through well-focused training and useful feedback from lesson observations. There are particular strengths in the teaching of reading and writing and so standards are good by the time the pupils leave the school. The teachers set precise targets for improvement in writing and the pupils know what they need to work on. The pupils practise and extend their skills in writing because the teachers plan very good opportunities for them to write in other subjects. The sounds of letters are taught well and the pupils are encouraged to use their knowledge of sounds when they spell words. As a result, the pupils write confidently from an early age. The teachers use good expression when they read to the class and so the pupils enjoy books and use good expression when they read. These strengths in teaching have a positive impact on the standards achieved.
20. Teachers do not always insist that pupils listen carefully to each other or adults. This is more often the case when the discussion involves the whole class. Consequently, pupils repeat questions or do not answer as fully as they might. There are also times when teachers do not sufficiently encourage pupils to extend their answers or use more complex sentences that provide better models for the pupils. Sometimes a few of the more voluble pupils are allowed to dominate discussions and teachers do not direct questions at groups or individuals so that all of the pupils can extend their skills in speaking.
21. The teaching of mathematics is good in both the infants and juniors. This good improvement has been brought about through the effective monitoring of teaching by the headteacher and subject co-ordinator. Teachers have a good understanding of the National Numeracy Strategy. They use their assessments effectively to plan lessons that clearly build on pupils' previous learning.
22. The teaching in science is good in both the infants and the juniors. The teachers use a good scientific vocabulary. In both infants and juniors there is good support for more able pupils, through the teachers' challenging questions. In history and geography, the good teaching is characterised by well-planned and interesting lessons that make good use of the pupils' experience. A good feature of the teaching in religious education is the emphasis

that teachers place on challenging pupils to think about important issues and to look at these from different viewpoints.

23. Homework is very well organised to support the pupils' learning. The work that is given builds effectively upon the pupils' learning during the day. The teachers manage the pupils well and plan interesting activities. They use resources well to enliven lessons and stimulate the pupils' interest.
24. Teachers plan good opportunities for the pupils to use their skills in reading, writing and numeracy in other subjects and this improves the pupils' rate of progress in these areas. While teachers do plan for the pupils to use computers to support their learning in subjects such as science and art, they do not plan for computers to be used sufficiently to support pupils' learning in literacy and numeracy sessions. They make too little use in these sessions of computers to support the pupils' learning in areas such as spelling, reading, number and shape.
25. The teachers' assessments in the infants and juniors are good and enable them to set specific targets based on what pupils need to do to improve. The day-to-day assessments made in the Reception class closely reflect what the children can do, and work is planned to meet the children's needs. At the end of the year, however, the teacher's recording of the children's attainment does not give a clear picture for the next teacher to build on. As a result, some activities are not pitched at the correct level for Year 1 pupils in the early part of the year.

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

26. The school provides a good range of worthwhile learning experiences that are relevant to the age and interests of its pupils. It plans a wide range of learning opportunities in all subjects while placing appropriate emphasis where required, for instance on literacy and numeracy. All statutory requirements are met. The school has reviewed the allocation of time for each subject to ensure the curriculum is balanced and that there is time to cover each subject in sufficient depth. The Foundation Stage curriculum is based on the Early Learning Goals and provides younger pupils with good experience of a well-planned and active learning day. Pupils are assessed soon after joining the school and those causing concern and have special educational needs are identified. They are placed on the special needs register and their progress is carefully monitored.
27. Since the last inspection the school has made good improvement in the issues that needed to be developed. The National Literacy and Numeracy Strategies are fully implemented and used effectively. There is a strong focus on the development of basic skills, which is contributing to pupils' good achievement in these subjects. Planning for the development of pupils' writing skills is very good and contributes to the good progress and quality of work in this aspect of the curriculum. The school has identified the need for a greater emphasis on the development of pupils' speaking and listening skills. Role-play in lessons such as personal, social, and health education provides good opportunities for promoting speaking skills. Teachers pay close attention to the learning and use of the technical language relevant to each subject of the curriculum. However, opportunities for pupils to speak in sentences or at length are missed.
28. The school is strongly committed to equal opportunities and works hard to meet the needs of all its pupils. Good support for lower attaining pupils and pupils with special educational needs in lessons ensures that they make good progress. They also receive additional specific guidance from support staff to help meet the needs identified in their individual education plans. The school has made very good improvement in planning for the needs of the different age and ability groups within classes. For the most part, work is well matched to the different groups. Monitoring of teaching and learning and the good use of

assessment have made a positive impact here. The school makes provision for pupils, who have a particular interest in music, to have recorder and violin lessons.

29. The school has improved its planning system. There is now a carefully planned curriculum framework that ensures that the curriculum is tailored to meet the needs of pupils in mixed age classes. Links between subjects are well planned and provide good opportunities for pupils to use their literacy and numeracy skills in other areas of the curriculum. For example, pupils write a leaflet to persuade tourists to visit Broadway. They use ICT to produce a newspaper set in 1945. In science they use different units of measure, such as Newtons, and data handling to record the findings of investigations and research. Teachers do not make enough use of ICT in literacy and numeracy lessons. Neither is it used sufficiently as a resource for teaching pupils with special educational needs.
30. There is a very good range of activities outside lessons that support the curriculum. The school uses visits and its strong links with the community to enrich the curriculum. These make a significant contribution to pupils' personal and social development. The visits provide good opportunities for pupils to learn about aspects of science, history, geography and religious education at first hand. Pupils also have good opportunities to take part in outdoor and adventurous activities such as orienteering and bell boating. Various sports clubs meet at different times of the year and pupils take part in competitive sporting events with other schools. Pupils are also encouraged to join the art, chess and engineering clubs.
31. The school makes good provision for pupils' spiritual, moral, social and cultural development. Progress has been good since the last inspection when provision for pupils' cultural development was unsatisfactory.
32. Provision for spiritual development is good. Pupils take part in prayer and respond well to opportunities for meaningful reflection upon spiritual issues during assemblies and lessons. This helps them begin to arrive at an understanding of themselves and life. For example, pupils reflect on the way in which feelings are communicated in artwork, and through learning about the life and faith of people such as Martin Luther King in religious education. Pupils also have opportunities to appreciate each other's talents and gifts, and to share in their success and pride in what they have achieved. In an infant history lesson pupils were mesmerised when the teacher produced an antique doll. They gasped in amazement when they realised that the hair was human.
33. The school successfully promotes pupils' moral development. The school's code of conduct underpins the good provision for moral development. All adults in school provide effective moral guidance. Teachers make effective use of the strategies to promote good behaviour. This promotes the development of self-discipline and co-operation. Teachers deal calmly with the small number of pupils who show challenging behaviour and emphasise the positive aspects of their work and behaviour during the day. In assemblies pupils quickly identify examples of selfish behaviour when watching short dramas. Such activities help to raise their awareness of how they should behave in these situations.
34. The school has established sound provision for pupils' personal, social and health education. A formal policy and programme are in place. There are regular opportunities for pupils to discuss a wide range of issues. Sex education and drugs awareness are part of the programme. Aspects of this are delivered through the science curriculum. Opportunities to promote pupils' social development are good. All pupils are encouraged to work together and share ideas, for example when exploring shape in mathematics and, in science, testing which car will go furthest. The residential visits make a good contribution to pupils' social development. They learn to live closely together and get on with a larger group for 24 hours a day. Raising funds for charitable institutions contributes to pupils' understanding of responsibility and citizenship.

35. The school's provision for pupils' cultural development is good. Opportunities for pupils to appreciate their own cultural traditions and those of other cultures are well integrated into the curriculum. A well-planned series of visits to places of interest and visitors to the school contribute to the development of their knowledge and understanding. They read stories from other cultures and learn how aspects of everyday life such as food, clothes, art and music can distinguish one culture from another. They develop respect for different cultures and beliefs whilst studying a range of faiths. Participation in African dances, following a visit from a dance group, the celebration of Chinese New Year and Asian cooking provide pupils with positive and valuable cultural experiences. Teachers discuss newspaper articles with pupils to broaden their understanding of the wider community and world events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Both the teaching and support staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, recognising that the staff expect their children to work hard and help them to become mature and responsible. The procedures for monitoring pupils' academic performance and personal development are good.
37. The school has effective systems to identify, assess, support and monitor the needs of pupils with special educational needs. Timely and appropriate help is given to all pupils. Target setting is specific and pupils' progress is regularly monitored against the targets. The school responds to the requirements as outlined in statements of special educational needs.
38. The good tracking of pupils' progress enables the school to identify pupils who are likely to benefit from focused support through initiatives such as the Additional Literacy Strategy and Springboard mathematics. The school's assessment of what the pupils can do and need to work on next has strengths in the infant and junior classes. The school looks carefully at the results of the performance of pupils in tests and also the teachers' assessments to set targets for year groups and individuals. The progress of individual pupils is carefully tracked in reading, writing and mathematics. The teachers make good use of their assessments to plan the next steps for pupils of different abilities. The day-to-day assessment of the Reception children appropriately supports the work that the teacher plans to meet their needs but the cumulative recording of what the children can do by the end of the Reception year does not give a clear picture of their attainment. This means that the next teacher cannot quickly build upon what the pupils already know, or plan to address specific areas of learning that need improvement.
39. The school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The school follows local procedures and there has been suitable training. Some of the support staff are not as clear about procedures but the school has plans to address this. The provision for first aid is good with several trained staff, records kept of any treatment and letters home to parents if a child has bumped their head. As at the time of the previous inspection the school does not have an up-to-date health and safety policy, although one is in preparation. The teacher overseeing health and safety has received training in risk assessment. The governors are actively involved in touring identifying any potential hazards but have not yet completed a full risk assessment of all areas of the school. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology.
40. The procedures for promoting discipline and good behaviour are very good and show a considerable improvement since the last inspection. The schools' code of conduct is on display around the building and teachers help the pupils to decide on class rules at the beginning of the year. The teachers discuss the rules, relationships and emotions at assemblies and during circle time in the classroom. The behaviour policy has a good

balance of rewards and sanctions and is well understood by the parents. Good behaviour and attitudes are rewarded by all staff giving out cards and stickers which build up to house points and certificates which are awarded at half-termly presentation assemblies. Pupils are eager to receive this recognition. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. Nevertheless, in some classes the teachers did not, for example, always insist on the pupils putting their hands up and they were allowed to continue to call out. As parents confirmed at the meeting with the inspectors, the school deals appropriately with any oppressive behaviour. Any pupils who show any sustained difficulty in their behaviour are monitored well through the school's special needs system.

41. The procedures for monitoring and promoting good attendance and punctuality are good. The keenness of the pupils to come to school and the good relationships with parents result in little absence. On the rare occasions that the school has no reason for an absence the secretary telephones home during the morning of the first day. The teachers monitor the registers regularly to see whether any problems are building up. Registration takes place commendably promptly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally pleased with all that the school does. This response is, however, not as good as at the time of the previous inspection. The inspection team supports all of their positive comments. Parents say that the teaching is good. Their children like coming to school and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. Some parents are concerned about the range of activities outside lessons but the inspection team considered that the provision of activities after school and the range of visits is very good and more extensive than most schools of this size. Doubts were expressed about the amount of homework but the inspectors concluded that the arrangements for homework are very good. A few parents also feel the school does not work closely with them and that they do not feel comfortable approaching the school with questions. The inspectors found that the school provides good opportunities for parents to meet teachers and that the school encourages parents to become involved.
43. The school has established good links with the parents and these contacts are effective. This starts before the children enter the Reception class through a good induction programme that helps the parents understand how they can support their children's learning at home. The headteacher sends good newsletters home two or three times a term, outlining the various activities that the pupils are involved in as well as providing general administrative information. The prospectus provides a good outline of what is taught in each subject. Every morning provides an opportunity for parents to see the teachers when they are able to bring their children into school. The inspectors saw many conversations taking place and it is very apparent that parents feel very welcome to come into the school. In addition, as parents are reminded in the newsletter, teachers always set aside Friday afternoons to see parents after school. The headteacher and teachers are also available at other times as necessary. Almost all parents come to the meetings with teachers each term. The open meetings in the autumn and summer terms enable parents to see the pupils' work. The formal meetings in the spring term enable parents to review the progress of the children with the teachers. The annual report on progress is sent home in the summer term. This report provides a good summary for English, mathematics and science together with targets to help the pupils to improve. For the other subjects the summary is satisfactory though less detailed. Parents of pupils with special educational needs are regularly informed of their children's progress and, where appropriate, are fully involved in the review process.

44. Parents' involvement with the school and support at home makes a good contribution to the attainment of the pupils. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Teachers set homework each day and the parents have been provided with extensive guidance on what is expected and how to help at home. The homework book enables parents to understand what the pupils are learning and to monitor their progress during the year. Parents are encouraged to check the pupils' work in the book that is also used as a means of communication between teachers and parents. The Friends' Association is very supportive arranging both fund-raising and social events, including ones for the benefit of the pupils. Letters home encourage parents to help in school. Few parents come to work in the classroom on a regular basis though many more are willing to help on trips out. There is also extensive support from parents who help in taking children to sports matches, making costumes and scenery for the school show and providing materials to use in the classroom. The school is now in a good position to help the parents understand how much it has improved and regain a more positive response to its work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides good leadership for the school. The school has a greatly improved sense of direction than at the previous inspection. Its aims are now clear and are reflected in its everyday work. There is a good and effective emphasis on raising standards through the objective analysis of performance. The school's evaluation of its performance is very good. The staff have worked hard to bring about improvement. Teaching and learning have been improved through careful monitoring. All teachers have been involved in the process and the strengths and weaknesses that have been identified are worked on diligently. The teachers are clear about the benefits of observing each other in classrooms and this has improved their teaching and the pupils' learning. For example, observations of teaching in literacy lessons revealed problems with lack of pace and the match of work to some ability groups. This has been resolved through adaptations to planning and teaching. The school's work on improving standards in writing, supported by careful analysis and planning, has been particularly successful.
46. The staff have worked conscientiously to tackle the issues from the last inspection. The good management has turned the school around in a short time due to a common determination to overcome problems and willingness to identify how to improve teaching and learning. The deputy head and subject managers play a full part in bringing about improvement. The school has established a good, manageable programme for reviewing its provision. The school has set targets for improvement for all of the teachers and has incorporated the areas for staff development into its overall planning.
47. All of the staff work well together and have a clear view of the part they play in taking the school forward. The burden of development has been considerable in this small school, but teachers have risen to the challenge. The school's planning for improvement is detailed and effective; it has improved greatly since the last inspection and the school has identified the right priorities.
48. The governors fulfil all of their statutory responsibilities and have a satisfactory understanding of the school's strengths and weaknesses. The headteacher provides the governing body with good information about the school's performance and its progress towards the targets it has set for improvement. The governors are at a fairly early stage of asking questions that enable them to better understand the school's work, but they are conscious of their responsibilities and provide a satisfactory level of support.
49. The school supports its priorities for development through careful financial planning. Specific grants are used well to promote better learning and higher standards. The school

considers the impact of expenditure on the quality of the school's provision and appropriately seek the best value. The school makes sound use of ICT to support its administration and daily work. The school secretary manages the day-to-day administration of the school effectively and this allows the headteacher to concentrate on his teaching.

50. The special needs co-ordinator manages the provision for pupils with special educational needs well. The communication between staff is good. The school has established good relationships with outside agencies so that the right support can be provided for these pupils. Most support for pupils with special educational needs is provided within the classroom but the school does not make sufficient use of ICT to support pupils with special educational needs in their literacy and numeracy work.
51. The school's staffing, accommodation and resources are satisfactory. The classroom assistants are well deployed to support the pupils' learning and this has a positive impact on the pupils' achievement. The school's grounds are spacious and used imaginatively. For example, the wildlife areas are used well to support the pupils' learning in science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve standards in speaking and listening by:
 - ensuring that teachers encourage pupils to listen when others speak in class discussions;
 - ensuring that teachers make better use of questions to target particular individuals or groups;
 - improving pupils' language by modelling more extended answers for them.
(Paragraphs 3, 13, 20, 27, 54, 62, 64, 80.)
- Plan better opportunities for pupils to use computers to support their learning in literacy and numeracy sessions.
(Paragraphs 24, 29, 67, 76.)
- Improving the accuracy of the information about what the children have achieved by the end of the Reception year so that the Year 1 teachers have a more secure basis upon which to plan their work.
(Paragraphs 2, 25, 38, 52, 66, 70, 98.)

In addition to the issues above, the governing body should consider the following when drawing up its action plan:

Ensure that, in the near future, a whole-school health and safety risk assessment is carried out and that a health and safety policy is completed.
(Paragraph 39.)

Consider further ways to help parents understand how much the school has improved.
(Paragraphs 42, 49.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

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	4	16	7	0	0	0
Percentage	0	15	59	26	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 three 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)	91
Number of full-time pupils known to be eligible for free school meals	8
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	27
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (80)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

* Numbers of pupils omitted where there are fewer than ten boys or girls.

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	76
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	20.6
Average class size	22.5

Total number of education support staff	4
Total aggregate hours worked per week	53

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	1	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.

Financial information

Financial year	2000/2001
	£
Total income	224303
Total expenditure	226361
Expenditure per pupil	2611
Balance brought forward from previous year	17499
Balance carried forward to next year	15441

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.4
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

Number of questionnaires sent out	89
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	4	2	0
My child is making good progress in school.	38	43	11	0	9
Behaviour in the school is good.	23	60	15	0	2
My child gets the right amount of work to do at home.	28	40	17	9	6
The teaching is good.	57	34	2	0	6
I am kept well informed about how my child is getting on.	36	40	13	2	9
I would feel comfortable about approaching the school with questions or a problem.	55	28	13	4	0
The school expects my child to work hard and achieve his or her best.	43	47	6	2	2
The school works closely with parents.	26	43	13	11	9
The school is well led and managed.	23	45	11	7	15
The school is helping my child become mature and responsible.	45	43	9	0	4
The school provides an interesting range of activities outside lessons.	47	26	15	2	11

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

52. The children start in the Reception class with a below average starting point in personal and social development and in communication, language and literacy. They make good progress in all areas of learning and most meet the expectations for their age by the end of the Reception year. There is good planning for children's personal and social development and so the children rapidly gain in confidence and independence. The classroom assistant is well briefed and gives good support to the children's learning. There is a good balance of teacher-led and child-initiated activities. While the day-to-day assessment of what the children can do and need to work on next is good, the assessment of their final level of attainment at the end of the year is not accurate. This leads to some difficulty in the teacher pitching work at the correct level when the children move to the next class.

Personal, social and emotional development

53. By the time they leave the Reception class, most of the pupils' attainment in this area of learning is as expected for their age. The teaching is good and so the children make good progress and quickly settle down to the routines of the classroom. They children quickly display a sound level of confidence and good independence. The teacher takes time to talk to the children about why it is necessary to behave sensibly. They are keen to please her and relationships in the class are warm and supportive. The children know that they need to clear away at the end of activities and help each other. Most have an appropriate understanding of how their actions affect other children and are sensitive to others' feelings. A few of the children find it hard to sit close to others without distracting them. The teacher's praise for those who do share and behave sensibly quickly encourages others to follow suit. The classroom assistant maintains the same positive approach and relationships in the class are warm and supportive.

Communication, language and literacy

54. The teaching and learning are good. The children make particularly good progress in learning the basic skills in reading and writing because these are taught thoroughly. Most of the children are likely to reach the goals for their age by the end of the Reception year. The teacher plans good opportunities for the children to write. In one lesson, for example, a group of children 'wrote' a book about a party. They sequenced the pictures to show what would happen and created a title page. Another group practised forming the letter 't' by painting it and the classroom assistant gave good support, coaching them to use the correct sequence of strokes. The role-play area is well used to encourage the children to write invitations to parties and recipes for party food. The sounds of letters are taught well and the teacher engages the children's interest through her lively reading and obvious pleasure in the stories. Some calling out is accepted, and this does not promote good listening or speaking skills.

Mathematical development

55. The teaching is good and the children's attainment is as expected by end of Reception Year. The teacher plans good opportunities for the children to use their mathematical skills in other activities around the classroom. When using the sand, for example, they are encouraged to count how many spoonfuls of sand it takes to fill small containers. By the time they start Year 1, the children count reliably up to ten and most can count to 20. They recognise a good range of two-dimensional shapes and add one or two to numbers under ten. They can count back from a given number up to ten. The use of small whiteboards in

which the children record answers is helpful to the teacher in assessing their understanding. The teacher and classroom assistant extend their understanding of numbers well through practical activities. For example, in one lesson, the classroom assistant played a game of 'stepping stones' with the children, where they had to jump on from one large number on the floor to the next. The teacher introduces a good range of number rhymes, with actions, that reinforce the children's understanding. When they make models the teacher uses mathematical terms such as longer and shorter or larger and smaller when she asks them to compare resources. The children use the till in the toyshop and give customers 'change' when they pay for purchases. The children are known well as individuals. The staff use their knowledge of the children effectively when they plan the work; consequently the needs of both the children with special educational needs and those who are more able are well met. There are a few occasions when the pace of lessons flags a little because of the teacher's hesitation in choosing who will answer her questions.

Knowledge and understanding of the world

56. The teacher plans a good range of activities that build successfully upon the children's own experience. The teaching is good and all children make good progress. Their attainment is broadly as expected by the end of the Reception year. During the week of the inspection, no computers were used because of an electrical fault. From looking at children's past work and the teacher's planning, however, it is evident that computers are used appropriately to support the children's learning. The children know that the Bible is a special book and that one of the stories in it describes how God made the world. They draw pictures of what he created on each day. In one lesson, the children looked carefully at old toys and new toys and, with help from the teacher, decided how they can tell which toys were older. Their suggestions included, "it's old because it makes a squeaky noise", "the paint is coming off" and "he's not soft and cuddly". When they draw the toys, they are careful to include the details that they identified. For example, one child said, "I'm drawing the holes in his feet", as he drew an old teddy bear.

Physical development

57. The teaching is good and children's attainment is as expected by end of the Reception year. When they leave the class the children show good control with pencils when they write. The teacher plans good opportunities for the children to cut, glue, assemble small and large parts in model making and draw and paint. As a result the children make good progress in increasing their control over tools. Good routines are established in lessons in the school hall. The children change quickly and then find a space on the floor. The teacher has high expectations of them. When they were practising jumping, in one lesson, she reminded them to remember to "land like gymnasts." The children can balance on different parts of their bodies and most can move around the hall without bumping into others. When they play outside, the children enjoy the large area in which they ride, run and climb on equipment. They play well together, sharing equipment and taking turns.

Creative development

58. The teacher encourages the children to use their imagination and express their ideas through role-play, movement, painting and singing. The teaching is good and children reach the goals for their age at the end of the year. The children move rhythmically when they sing together. They have a good repertoire of songs that they know from memory. The children have good opportunities to think about how they feel, for example, when the teacher asked them to close their eyes and imagine the quietness before God created the world. They look carefully when they paint and draw objects or pictures from their imagination.

ENGLISH

59. Standards in reading and writing have improved since the last inspection. Standards in listening remain below average. Standards in speaking are now slightly below the standard that they were previously judged.
60. On the basis of the work seen now, standards in reading are average by the age of seven. The pupils read confidently and with good expression. Standards in writing are above average. The pupils write confidently and use accurate spelling and punctuation. They settle quickly to write and use their knowledge of letter sounds to help them spell words. There is no difference in the attainment of boys and girls.
61. By the time they leave the school standards in reading and writing are better than expected. The pupils read and write very confidently. They gather information quickly from books and write in different styles to suit the purpose. In a Year 5 lesson, for example, pupils re-drafted their work on a playscript to improve the quality of the language. They used interesting words and complex sentences. The pupils knew that the stage directions could be quickly identified because they “are in italics and brackets.” Their oldest pupils use paragraphs to structure their writing and punctuate speech accurately. Most of the pupils write neatly, even in first draft, with accurate spelling and punctuation.
62. Standards in speaking and listening are below average by the end of Year 2 and Year 5 and should be better. This is because the more able pupils tend to dominate discussions and pupils do not always listen carefully to what others have to say. Even the most able pupils rush to speak and do not always organise their thoughts before responding to questions or giving opinions.
63. The teaching is good in English in all classes. There are particular strengths in the teaching of reading and writing and so standards are good by the time the pupils leave the school. The sounds of letters are taught thoroughly. The teachers use good expression when they read and this is reflected when the pupils read. In one lesson, the Year 5 pupils suggested ways of improving the reading of a playscript and suggested “putting a stutter at the start so that he sounds surprised”. Through the teacher’s good questions, the pupils extended their understanding of how placing the emphasis on different words changes the meaning of the sentence. The teachers encourage the pupils to use what they know about letter sounds when they write. As a result of the interesting activities that teachers plan for the pupils, and the pupils’ confidence in the basic skills, they settle quickly to write and show a good level of independence in laying out their writing, and checking spelling and punctuation. The teachers set precise targets for improvement in writing and so the pupils know what they need to work on. As a result of teachers using good expression when they read to the class, the pupils enjoy books and use good expression when they read. Homework is very well organised to support the pupils’ learning. For example, a Year 5 lesson started with the teacher quickly checking who had completed the homework on adjectives and ended with the teacher setting homework which would help the pupils prepare for work in a lesson later in the week.
64. There are some good examples of teachers promoting the pupils’ skills in speaking and listening, but there are also some weaknesses. In a good example, the pupils in Year 3 and 4 listened intently to the teacher reading part of the ‘Iron Man’ and so were able to quickly pick out the similes. Through the teacher’s perseverance and support, the pupils made up their own similes and eventually offered suggestions such as “a torso like a giant washing machine,” which showed a great improvement in earlier efforts. In some parts of the lessons, however, the teachers do not always insist that the pupils listen carefully to each other or to them. As a consequence, pupils repeat questions or do not answer as fully as they might. The teachers sometimes allow a few of the more voluble pupils to dominate

discussions and do not direct questions at groups or individuals so that they can extend their skills in speaking. Teachers sometimes allow pupils to shout out and this prevents pupils from hearing each other's ideas. When the pupils offer short sentences or answer in phrases, the teachers do not always help them to extend these by modelling more complex sentences in reply.

65. The teachers manage the pupils well and plan interesting activities. In a lesson with Year 1 and 2 pupils, for example, the teacher used a puppet to support work on the 'oi' sound. The pupils learned at a rapid rate in this session because they listened carefully to see if the puppet mispronounced or misread the sound and they were keen to correct his efforts. The pupils with special educational needs are well supported and suitable work is planned to help them improve. The more able pupils are suitably challenged in reading and writing. They read from a very wide range of books and can explain why they like particular authors. The teachers plan good opportunities for all pupils to write in other subjects and this has a positive impact on their rate of learning. The higher attainers are given very challenging work and achieve a good standard of presentation and style.
66. The teachers' assessment of the pupils' attainment and progress is good. Specific targets are drawn from the teachers' good analysis of the pupils' performance. The standards achieved by pupils in Year 1, however, are not recorded accurately at the end of the Reception year. This means that the Year 1 teachers sometimes plan work that is too hard or too easy for them, and cannot focus quickly on areas of weakness, until they have completed their first assessments.
67. The subject is well managed. The co-ordinator analyses the results of tests and assessments and uses the information to bring about improvements in teaching and learning. The observation of lessons has led to good feedback to teachers on how to improve. The increased time given for pupils to write extended pieces is having a positive impact on standards. There are good opportunities for the pupils to write in other subjects and to use computers to word process their work and create special layouts such as newspapers. The teachers do not, however, plan sufficient opportunities for the pupils to use computers in literacy lessons to support their work in spelling, reading or grammar. The school acknowledges this shortcoming, which is partly due to the lack of appropriate software, and has identified this as a priority for action.

MATHEMATICS

68. The results of the national tests show that standards by the end of Year 2 are broadly average. They are reflected in the work seen during the inspection. The school is doing well by its pupils, as attainment when they start school is below average. Achievement is good and all pupils, including those with special education needs, reach the expected level for their age. There is no significant difference in the attainment of boys and girls as the results vary from year to year, reflecting differences between the groups of pupils.
69. The work of pupils in Year 5 shows that they continue to achieve well, taking into account the high proportion of pupils with special educational needs. The majority are working at, and achieving, the expected standard for their age. The standards reported at the last inspection are being maintained and an appropriate proportion of pupils is achieving above average standards. Pupils' attitude and behaviour have greatly improved since the last inspection and this has a positive impact on their progress in lessons and overall achievement. Most pupils work hard. Teachers and classroom assistants provide good support for less confident pupils and pupils with special educational needs. This helps them to overcome their difficulties and make good gains in their learning.
70. Since the last inspection the school has extended the range of assessment procedures for mathematics. Teachers analyse test results and evaluate pupils' progress in lessons to

identify accurately pupils' ability and attainment. They make good use of this information to set targets for each pupil to achieve by the end of the year. There has been good improvement in teachers' use of what they know about pupils' attainment to plan work to meet the needs of the different age and ability groups within the class. For the most part the work is challenging and well targeted at the different levels, helping pupils' own expectations of what they can achieve. The inaccurate recording of what the pupils have achieved at the end of the Reception year means that the Year 1 teacher's task in matching work is made harder than it should be.

71. By the end of Year 2 pupils have a sound knowledge and understanding of number and reliably add and subtract numbers up to 100, for example, $45 + 7$. More able pupils add two two-digit numbers within 100 and beyond, crossing the tens boundary; for example, $71 + 39$. Pupils apply these skills when working with money and more able pupils express amounts over 100p in £p notation, for example £1-22. The teaching of basic skills is good and teachers ensure that pupils learn a variety of strategies for solving problems, such as adding or subtracting 11 to a given number by adding 10 then adding 1. They develop an understanding of multiplication counting sets and use their knowledge of place value to multiply a singly digit number to at least 5 by 2, 3, 4, 5 and 10. Pupils read the time to the hour or half past, some to the quarter hour, using an analogue or digital clock. Teachers plan a good range of practical activities to support the development of pupils' understanding of measurement. In a lesson observed during the inspection, pupils used simple measuring equipment to measure and compare the length of different objects found in the classroom. They present information about their birthdays on tally charts and block graphs. More able pupils accurately interpret the data to make comparisons and solve simple numerical problems.
72. Year 5 pupils continue to achieve well. This is because the quality of teaching is good and because teachers have a good knowledge of what individual pupils can do and where they are going to need extra support. The work set for lower attaining and average pupils is, for the most part, appropriately challenging, although that for more able pupils does not always make enough demands on pupils in mental mathematics. Teachers are careful to ensure that pupils have the necessary skills to carry out the tasks successfully. For example, in a problem-solving lesson, close attention to key words in the question, highlighted on the board and discussed with the class, enabled pupils to select the correct operation to calculate the answer. This provided particularly good support for pupils with literacy difficulties as well as encouraged higher attainers to read the questions more carefully to avoid careless errors. All pupils use written methods to add subtract and multiply. Higher attainers confidently multiply numbers up to 1000 carrying out calculations such as 265×29 . They estimate by rounding up or down to check their answers are realistic. Lower attaining pupils understand the methods of calculation to be used but sometimes make errors due to insecure knowledge of multiplication tables. Pupils understand how fractions based on tenths and hundredths and decimals are related. They compile different kinds of graphs from data they have collected or been given. For example, in geography they use computer-generated graphs to record information about preferred holiday destinations. Higher attainers use information presented on bar-line graphs to find the range, mean and median.
73. The teaching of mathematics is good in both key stages. This is good improvement since the last inspection when teaching was considered to be satisfactory and few examples of good teaching were seen. This has been brought about through the systematic monitoring of teaching by the headteacher and subject co-ordinator, the consistent implementation of a new behaviour policy and the commitment of staff to improvement. The good teaching is related to teachers' good understanding of the National Numeracy Strategy and well-planned lessons. Teachers plan tasks and activities which clearly build on pupils' previous learning, using information from ongoing assessment to make adjustments as necessary.

Lessons are structured well and teachers are supportive and seek to encourage all pupils to take an active part in lessons.

74. Teachers explain the purpose of the lesson at the beginning of sessions and give clear explanations so that pupils know what they are to do and learn. Pupils are involved through questioning and working of examples. This helps them to practise their skills and have a better understanding of what they are trying to do. Pupils become more confident and willing to volunteer answers to questions. Resources are carefully chosen to match the aims of the lesson, for example, whiteboards for individual pupils, number lines, and tables squares. Classroom assistants are well briefed. They work systematically, explaining things clearly to lower attaining pupils and pupils with special educational needs, enabling them to have full access to the curriculum and make good gains in their learning. Relationships are good and pupils respond well to the support given. They get on well with each other most of the time and are willing to help each other. They co-operate well when working together. Although tasks are generally well matched to pupils' ability, there are occasions when tasks for lower attaining pupils are a little too demanding and even after practice some pupils are unable to attempt questions without support.
75. Very good teaching is characterised by high expectations of pupils' work and behaviour. Teachers plan a good range of activities, keeping pupils interested and motivated. In one lesson on shape the teacher presented three-dimensional shapes in a real-life context, using packets of biscuits and sweets to develop pupils' knowledge and understanding of shapes such as cuboids and triangular prisms. Questioning of pupils is particularly good. They are encouraged to use the correct mathematical terminology, to explain their thinking and to extend their speaking skills. Teachers regularly mark pupils' work. Ticks, praise and 'smiley' faces are used to show pupils that their efforts and achievements are recognised and this helps to motivate them. However, the marking does not always make clear what they have achieved and can do, or give pupils sufficient guidance on how they can improve. Teachers encourage pupils to take pride in their work and present it neatly. Much of the work in Key Stage 1 is done directly onto commercial worksheets.
76. The mathematics co-ordinator is managing the subject well. He is well supported by staff in the bid to raise standards. Through monitoring of teaching and analysis of test results to identify areas of strength and weaknesses, he has identified a number of areas for development, including better use of ICT to support the pupils' learning in numeracy lessons. Arrangements for checking how well pupils are learning are good and the co-ordinator is putting in place other approaches to make these even more effective.

SCIENCE

77. Standards in science have been maintained since the previous inspection and are average at the end of Year 2 and Year 5. The pupils make good progress in investigative work because they are encouraged to try out their ideas. The teaching is good and pupils make good progress.
78. By the end of Year 2, the pupils know that objects are moved by forces and can identify whether a push or a pull is the force that moves the object. On a visit to the local adventure playground they looked at which play equipment, for example, used a push or a pull to move it and decided that some equipment used both. They have a good recall of what they have observed. In looking at the display of photographs of the visit, for example, a pupil quickly recalled that a swing needed both a push and a pull. The pupils use the school's wildlife area to search for creatures in different habitats. They observe what they find carefully, using hand lenses. When pupils experimented with light, they found that "shiny objects only shine when the light is on them," after putting the objects in a box and peering through a small hole. They explain that the shadows from objects have a sharp edge when the objects are close to the ground but become blurred as the object moves further from the

ground. The pupils name the parts of the body and understand how their senses enable them to perceive the world. They know that plants have roots that hold them firm in the soil.

79. The Year 4 pupils have investigated what happens when a seed is given too much of one of the conditions it needs to grow. An average pupil had recorded, as his prediction, "If you give a seed too much water, I think it will drown and it will not grow." He drew neat diagrams to show how the experiment was conducted and presented the findings in a table. A more able pupil had used several resources to find out what species of tree some berries came from, starting with the colour of berries and the way they were clustered and moving to the type of leaf and colour and texture of the tree's bark. Year 5 know how to devise a test so that it is fair. They measure accurately, as when using a pipette to measure one millilitre of water in a test for conditions for germination. One group explained that they had decided it was important to cover the petri dishes so water did not evaporate.
80. The teaching is good in both the infants and the juniors. The teachers use a good scientific vocabulary and the pupils reflect this in their explanations of previous work. In both the infants and juniors there is good support for more able pupils, through the teachers' challenging questions. In a good lesson in Years 1/2, the teacher's probing questions enabled Year 2 pupils to explain why they felt that a flick was a more reliable force to exert on a toy vehicle in a test. There are some occasions when the teacher does not insist that pupils listen to others in class discussions and this limits the extent to which some pupils comprehend the concepts that are being discussed.
81. The management of the subject is good. The co-ordinator has incorporated the national guidelines for the subject into the school's planning for the subject and maintains a good overview of standards, teaching and learning. There is a good emphasis on investigation and so the learning is relevant to the pupils and they find it interesting.

ART AND DESIGN

82. Only one lesson was seen during the inspection, in the Years 1/2 class. Nevertheless, from the evidence of pupils' past work and displays, teachers' planning and talking to pupils, it is evident that standards remain the same as at the previous inspection and are as expected for the pupils' ages in Year 2 and Year 5. Pupils of all abilities make good progress in art. They develop an appropriate range of skills and can use a variety of techniques by the time they leave the school. There are often good opportunities for pupils to work together on larger pieces of work and choose the materials. In Years 3 and 4, for example, groups of pupils were working on collages that depicted a story. The pupils had chosen the theme and were deciding how best to achieve the effects of a rough sea and cloudy sky by overlaying pieces of material. They showed good organisational skills and took others' ideas into account.
83. By the end of Year 2 the pupils know how to mix colours to achieve subtle shades to use in their imaginative paintings. Their drawings of people show a good sense of proportion and use of line. They use printing techniques to recreate a pattern. In the lesson seen, the pupils were weaving patterns with paper and fabric. The Year 1 pupils mastered the technique and knew that the thread going down the material was the warp and that they wove across this to create the weft. The Year 2 pupils showed good discrimination over their choice of colours for the weft and grouped these together to achieve a pleasing result. The teaching in this lesson was good. The teacher's clear explanation and demonstration enabled the younger pupils to learn a new technique and his good support for individuals meant that all finished the piece of work. The interesting collection of woven objects, from diverse cultures, captured the pupils' interest and they were keen to create their own weaving. The teacher stopped the lesson at appropriate points to show good examples of work and explain how some pupils had overcome difficulties.

84. The Year 5 pupils achieve very good standards in drawing and painting. Their careful observation is translated into sensitive and accurate work that shows careful control over line to represent form and good use of colour. As part of an African topic, the pupils worked with a batik-style technique and created individual panels that were joined to make a larger piece. They looked at the patterns and colours in African art and incorporated these well into the work. The oldest pupils' portraits of Tudor monarchs, in connection with their work in history, show good attention to detail and facial proportion.
85. The subject is well managed. The co-ordinator checks the teachers' planning and offers good advice and support where needed. The curriculum is well planned and includes the study of a good range of artists from different times and cultures.

DESIGN AND TECHNOLOGY

86. Little teaching of design and technology took place during the inspection and no complete lessons were observed. Insufficient evidence of completed work was available to judge standards across the school. The curriculum framework and teachers' planning confirms that the subject is well established in the curriculum for all classes.
87. Pupils in the infants experience a suitable range of practical tasks, materials and techniques. They investigate different products and use pictures and words to explain their findings. As part of their present project, pupils investigate the wheels and axles on a variety of toy vehicles. They have opportunities to experiment with ways of attaching wheels and an axle in preparation for making their own model cars. Pupils learn to choose for themselves different materials and techniques to carry out the tasks. This project links well to the science curriculum as they explore pushes and pulls and the reasons for things speeding up and slowing down. Projects such as making moving toys with levers also enhances their understanding of push and pull forces. They used levers to make their toy clowns and teddies move.
88. The work of pupils in the juniors shows that they have a sound understanding of the importance of the intended use of a product when at the planning stage. They investigate the different products, materials and types of structure before making their own. They use ICT to find out more about products such as musical instruments to inform their designs. Teachers ensure that pupils have the skills needed to carry out the practical tasks. For example, pupils practised the different types of stitching in preparation for making purses.
89. The design and technology co-ordinator leads the development of the subject effectively. She provides training and guidance for staff, which has increased their confidence in teaching the subject. Although the co-ordinator has no time to monitor teaching and learning she keeps some samples of work to provide an overview of what is taking place and what pupils are achieving. A review of the curriculum is planned for the near future and some areas for development have already been identified.

GEOGRAPHY AND HISTORY

90. Standards are as expected for the pupils' ages in both subjects in Years 2 and Year 5. This is the same as at the previous inspection. During the inspection, one lesson was seen in geography in the juniors and one in history in the infants. On basis of these lessons and discussions with pupils, scrutiny of teachers' planning and pupils' past work, it is evident that pupils of all abilities are making good progress in both subjects.
91. By the end of Year 2, the pupils understand that a map represents physical features. The Year 1 and 2 pupils have visited the Black Country museum and have drawn a map to show the significant places they visited. They have also drawn a plan of their village, with the streets and shops marked. The pupils know how to interpret a key. They can explain which

features of their locality they find attractive and those which they would like to improve. The pupils know that Broadway is a village and that Evesham is a town. They explain that Evesham has more facilities, such as a supermarket and a fast food restaurant. The pupils know that some of the buildings in the village are very old and that everyday things such as toys and shops have changed over time. For example, the pupils compare how shops at the Black Country Museum are similar to those in the village and also how they are different. One pupil wrote that, "The old chemist was also the vets", and another that, "There were jars of sweets like now but there was no chocolate in those days". The pupils explain that the modern chemist is different because it "doesn't make pills and or have bottles of poison." In the history lesson seen, the pupils looked at a range of toys and gave their reasons for thinking that they were old or new. One Year 2 pupil suggested that a train was very old because the paint was scratched and flaking off. Another pupil decided that a doll was old because its dress was faded and the style of the dress was old fashioned.

92. The junior pupils study Chembakoli, a village in India, and find out how the climate affects what is grown in the area. The Year 3 pupils have found out about the types of food that are eaten, the religions and the major towns and cities of India. The juniors have visited the Botanical Gardens in Birmingham and have written accounts of how the different temperatures, humidity and rainfall affect what grows in different climatic zones. A Year 4 pupil wrote: "In the rainforest zone, nearly all of the plants have drip tips so that the water runs off quickly," and a Year 3 pupil wrote: "When the tree grows tall enough to reach the canopy, it starts to bush out at the top. I noticed that they had a waxy surface on the top of the leaves." The pupils locate climatic zones on a map of the world. They have researched the rainfall in different parts of the world on the Internet. The pupils quickly gather information from tables and graphs, as well as text in reference books. The Year 4 pupils have drawn a plan of the school showing areas that they would like to improve, and give reasons why. In the lesson seen, the Years 3 and 4 pupils extended their understanding of how human activities are affected by weather. They had to decide what they would take with them on a visit to Brazil, Iceland or Egypt and researched information about these countries from books and the Internet to inform their decisions. In history, there is some good quality work by Year 5 pupils on Britain since 1930. They have a good understanding of how the war affected people locally and nationally. Year 5 pupils interviewed a local resident about her childhood in World War II. They marked the major cities that were bombed on a map of the British Isles and visited a museum in Evesham to see artefacts from the war. The pupils display a good understanding of how the war affected people's lives and write sensitive accounts from a mother's viewpoint, when her son is called to arms.
93. The teaching was good in the geography lesson and satisfactory in the history lesson. From the evidence of pupils' work and progress, it is evident that the teaching overall is good in both subjects. The teachers plan interesting work and plenty of opportunities for the pupils to use ICT to support their learning. In the geography lesson, the teacher used questions well to check the pupils' understanding and extend their answers. In the history lesson the teacher used the pupils' homework as a good starting point for the lesson but accepted some calling out from pupils and so everyone did not benefit from the introduction to the lesson. Teachers plan good opportunities for the pupils to write in both subjects.
94. The management of both subjects is good and the teachers' planning is checked so that the full curriculum is covered in a way that builds on what pupils already know. There is a very good range of visits to support the curriculum that support the pupils' good progress and interest. The Year 5 pupils are corresponding with pupils in Annecy in France, in preparation to send emails when the appropriate facility is installed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

95. Due to a fault in the electricity supply the ICT lessons did not take place and pupils were not working at the computers during other subject lessons observed by the inspection team. However, it is clear from teachers' planning that ICT is carefully planned into the curriculum at both key stages. The evidence collected from pupils' past and present work indicates that pupils' attainment in the development of their ICT skills is in line with national expectations at the end of Key Stage 1 and in line with the standards expected of pupils in Year 5.
96. By the end of Year 2 pupils are familiar with simple word-processing, painting and graphic packages. They use ICT to present their work in a variety of forms. Pupils develop the skills needed for using a word-processing package. They change the size of the font, use the shift key to create capital letters and the return/enter key to create line breaks when writing their address. They use backspace and delete keys to amend and correct text. Pupils work imaginatively using clip art to design their own patterns. In science they use their knowledge of a database program to store the information they discover about mini-beasts.
97. By Year 5 pupils have extended their skills and their knowledge of how computers are used in everyday life. They combine different forms of information to create a newspaper set in 1945 as part of their work on World War II. They use the Internet to research temperatures in different climatic zones and record information on a range of computer-generated charts and graphs. They print out their graphs and use them to help them answer questions relating to the data.
98. The ICT curriculum is well planned. The school uses the national guidelines well to ensure that pupils are taught all the skills they need. The units of work are carefully planned to support and enhance pupils' learning in some other subjects of the curriculum. However, there is very little use of ICT to directly support work in literacy and numeracy lessons. Opportunities are missed to extend the lower attaining pupils' learning in reading, spelling and work on number and shape.
99. The co-ordinator provides effective leadership. She has a good overview of the subject and collects samples of work that she uses to monitor standards. Recent training to enhance teachers' skills has increased staff confidence. The ICT curriculum will be reviewed in the near future. The co-ordinator has a comprehensive action plan outlining further developments, including increasing and upgrading the present resources.

MUSIC

100. No judgement about standards of attainment or the quality of teaching can be made as it was possible to observe only one music lesson and no evidence of pupils' work was available. No comparisons with standards reported at the last inspection are, therefore, possible.
101. Pupils sing unison songs such as Kumbayah in whole-school assembly. Guitar or commercial audiotape accompanies their singing. On occasion, volunteers provide an accompaniment with unturned percussion instruments. Pupils listen carefully to keep time with both forms of accompaniment. Their singing is mostly in tune and they produce a pleasant tone. In the lesson seen, Key Stage 1 pupils practised their rhythm skills. They are developing the ability to keep a steady beat and to clap simple rhythmic patterns such as their names. However, they need support to help them perform these accurately. They learn about different instruments and explore the sounds each produces through exploration and listening to music. Pupils know the names of the instrument they play and know that sounds can be made in different ways on the same instrument.
102. The school follows a commercial scheme of work. This ensures that all pupils have the opportunity to develop their skills, knowledge and understanding of music through singing and playing classroom percussion instruments, composing and talking about music. Music

from different world cultures is included in the music scheme repertoire. The key musical skills are well integrated within lessons. The school misses opportunities to extend pupils' skills in assembly. For example, the music which pupils hear as they enter and leave the hall is not discussed in any way. Pupils are not told the title or the name of the composer.

103. The music co-ordinator provides sound leadership. She has identified aspects of the curriculum that need to be strengthened. All pupils take part in musical performances during the year. A group of pupils take violin and recorder lessons from visiting teachers. Recorder tuition is offered to pupils in Year 2 upwards. The uptake is good and pupils have an opportunity to perform in concerts with other schools.

PHYSICAL EDUCATION

104. Owing to the arrangement of the school timetable it was not possible to observe games or dance in Key Stage 1, and gymnastics, dance and athletics in Key Stage 2. The school has a very well planned programme of swimming, which begins in Year 1. It is clear from the certificates awarded that pupils in both key stages make very good progress. By the end of Year 2, attainment is above average and the majority of pupils are already swimming. By the time they leave Year 5 almost all pupils can swim at least 100 metres and most have achieved their personal survival certificate. Pupils' attainment in gymnastics at the end of Year 2 is above the national expectations. By the end of Year 5, pupils' attainment in games meets national expectations. As standards in physical education were not reported at the time of the last inspection, no comparison is possible.
105. Pupils in Year 2 control their movements well within a confined space, running and changing direction without bumping into each other. They create different shapes with their bodies, demonstrating imagination and a good sense of balance when asked to freeze the shape. In the lesson observed the teacher made very good use of assessment, and demonstration by pupils, to help the class understand what is good quality work. They enjoy the activity and respond well. They work hard to improve their performance. Pupils make good progress and by the end of the lesson link their ideas and actions into a short movement phrase.
106. By the end of Year 5 pupils experience a wide range of sports. They extend their skills of catching and throwing satisfactorily and learn to move quickly into a space in order to receive a pass from another. They apply the skills and tactics appropriate for attacking and defending to small game activities such as tag rugby and netball. Teachers have a clear approach and the activities are well structured so that pupils build up their skills in small manageable steps. Pupils respond well to teachers' guidance and enthusiasm. They enjoy the activities and co-operate with partners and teams to keep the activities going.
107. The teaching of physical education lessons observed was good. Lessons are well planned and include appropriate warm-up activities although not enough time was allowed for cool-down activities at the end of the lessons. Teachers share the purpose of the lesson with pupils and this helps them to understand what they are to do and learn. They encourage pupils to work co-operatively, learn from each other and perform to the best of their ability. Lessons are challenging and stimulating with all pupils participating enthusiastically. There are too few opportunities for pupils to evaluate their own work and that of others to focus attention on what they do well and what improvements could be made. This was also noted at the last inspection.
108. Physical education is taught in appropriate units of work that cover gymnastics, games, dance, swimming and outdoor and adventurous activities. There is a detailed scheme of work, which includes helpful guidance for teachers. The co-ordinator is keen and enthusiastic. She has evaluated the needs of the subject and implemented an action plan to further improve provision. An effective in-service training programme has increased teachers' confidence and skills. The good range of after-school clubs enhances the curriculum and gives pupils the opportunity to take part in competitive sports.

RELIGIOUS EDUCATION

109. Standards have been maintained since last inspection and meet the expectations for their ages, as set out in the locally agreed syllabus, in Year 2 and Year 5. Only one lesson was seen, in Year 5, but from evidence of pupils' previous work, teachers' planning and discussions with pupils, it is evident that the teaching is satisfactory. The teachers' planning shows a better emphasis than previously on pupils' reflecting on how they feel rather than

simply re-telling stories or facts. As a result, pupils gain a good understanding of how the actions of individuals, who are driven by belief, can bring about changes in people's lives.

110. The Year 2 pupils write prayers of thanks for what God has given to them and their families. They know the story of David and Goliath and understand that it tells of more than just a fight, but that smaller and weaker people can overcome great difficulties. The pupils have a sound understanding of the celebrations in the Christian year and in their own lives. They write what they feel are the rules by which they should live.
111. By the time they leave the school, the pupils have a firm grasp of what followers of different religions believe and the similarities and differences between religions. Through their study of Martin Luther King and Dr Barnardo, the Year 5 pupils gained an understanding of how people's beliefs affect the way in which they live and how their actions affect others' lives. In the lesson seen, the teaching had good features when the teacher challenged pupils to think about important issues such as conscience and duty but the pace of the lesson was too slow at times and more able pupils were allowed to dominate the discussion. Years 3 and 4 pupils have studied Harriet Tubman's work in attempting to end slavery and discussed why slavery is wrong. They have also considered reasons why Jesus felt disappointed with his disciples and have written perceptive accounts, from a Roman soldier's point of view, about Jesus entering Jerusalem on Palm Sunday. The infant pupils study Judaism and the juniors study Hinduism and Islam. The junior pupils know that Hindus worship many gods and that Muslims do not represent Allah in any form. They have an appropriate knowledge of the festivals and practices of both religions.
112. The management of the subject is good and the new agreed syllabus has been implemented well. The co-ordinator is aware of the need to review the curriculum, in the light of new guidelines, so that there is a balance of study across world religions in the juniors and infants. She has ensured that there is a good range of resources and books. The teachers' expertise has been boosted by in-service training and this has improved their confidence in teaching the subject.