

INSPECTION REPORT

BEOLEY FIRST SCHOOL

Beoley, Nr Redditch

LEA area: Worcestershire

Unique reference number: 116652

Headteacher: Diane Gray

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 22nd – 25th January 2002

Inspection number: 222751

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 – 9 years
Gender of pupils:	Mixed
School address:	Holt End Beoley Nr Redditch Worcestershire
Postcode:	B98 9AN
Telephone number:	01527 62295
Fax number:	01527 598809
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Chambers
Date of previous inspection:	January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Bassett	Registered inspector	Mathematics Science Information communication technology Music Physical education Special educational needs Equal Opportunities	What sort of school is it? How high are standards? How well are pupils' taught? How well does the school care for its pupils? How well is the school led and managed? What should the school do to improve further?
Mrs C Murray-Watson	Lay inspector		Pupils' attitudes, values and personal developments, How well does the school work in partnership with parents?
Mrs M Powell	Team inspector	Foundation Stage English Art and design Design and technology Geography History Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Hugh Protherough Inspections Ltd.
PO Box 396
Banbury
OX15 5XJ

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beoley First School is at the heart of the village of Beoley which is north of Redditch, Worcestershire. The school provides education not only for the village and the surrounding rural areas of Rowney Green, Bordesley and smaller hamlets but also admits children from the north of Redditch. At present there are 79 children on roll, a number that has remained fairly constant over the past five years. These pupils are grouped into 4 classes with the Years 3 and 4 comprising one class. The teacher of this class has been absent for several months and the children have been taught by a number of supply teachers since September 2001. Virtually all the pupils are of white ethnic origin. Their attainment on entry to the school covers the full range but is mainly above average. Most have either attended a local playgroup or have had nursery experience. There are 18 pupils on the register for special educational needs but only 5 are on the upper stages of need. There is one pupil with a statement. The free school meals are very low compared with the national average.

HOW GOOD THE SCHOOL IS

The school is more effective than at the time of the last inspection. The quality of education provided in the reception class, Year 1 and Year 2 classes is good. As a result, standards at the end of Year 2 are above average in reading, writing, mathematics, science and information and communication technology. The pupils' progress in the Year 3/4 class is currently less rapid. Nevertheless, they are still attaining standards in English and science in line with expected levels for their age. Their standards in mathematics are above average. The leadership and management of the school are satisfactory. The school offers satisfactory value for money.

What the school does well

- The standards of work seen in the reception year and Years 1 and 2 are above average in reading, writing, mathematics, science and information and communication technology. The pupils make good progress.
- The pupils' standards in mathematics are above average throughout the school.
- The quality of the teaching is good. In the reception year and Years 1 and 2 the teachers' expectations are consistently high.
- The attitudes of the younger pupils to their work and to school are good. They are enthusiastically involved and interested in the activities in their classrooms.
- The provision for the pupils' moral and social development is good.
- The extra-curricular provision is good.

What could be improved

- The quality of the work is below the expected standards in information and communication technology in Key Stage 2 and in art in Key Stages 1 and 2.
- The quality of educational provision is not monitored rigorously enough to ensure that the skills, knowledge and understanding taught to each year group especially in the Year 3 & 4 class builds upon what they already know and can do.
- The procedure for recording ongoing assessment is not consistent across the school and does not provide a clear picture of each child's progress and attainment.
- There is no effective timetable to show how and when the governing body will review policies and the completion of targets identified in the school's improvement plan.

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 responded positively and successfully to the vast majority of the findings of the last inspection January 2000. The leadership and management of the school are now satisfactory. The headteacher is taking a more central role in shaping the future development of the school. The quality of teaching has improved and teachers are now fully aware of the requirements of the National Curriculum. The curriculum meets statutory requirements and the standards in music and science have been improved. The literacy hour is implemented successfully and the school plans to improve the quality of the pupils' work still further with appropriate priorities set to develop reading and spelling. The assessments carried out when children enter the school are used effectively to plan the development of their literacy skills and knowledge. The information given to parents about their child's progress is now satisfactory. However, there are still further improvements to make in the way that ongoing assessments are recorded throughout the school. The management of the provision for special educational needs is now good and their records are up to date and thorough. The school is well placed to continue to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	A	D	E
writing	C	A	A	B
mathematics	A	C	A*	A*

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

The children's general level of attainment on entry to the school is above average. Most make good progress and are on course to reach the early learning goals set out in the Foundation Stage curriculum.

Few pupils took the national tests for seven-year olds in 2001. Thus analysis of the results needs to be undertaken with caution as the performance of one pupil can make the difference between the school being above or below average. The table shows that the pupils attained standards in writing that are well above the national average and above average when compared to similar schools. In mathematics the pupils' standards are well above the national average and place the school's performance in top 5% both nationally and in comparisons to similar schools. This is a good improvement on the results of the previous year. In reading, after 2 years, when the pupils' performance was well above average, standards dipped to below average. However, a broader view of the school's results indicates that the rate of improvement in test performance is currently faster than the national trend. Inspection evidence supports this positive view. It is clear that the current work of the majority of pupils at the end of Year 2 is above the expected levels in reading, writing, mathematics and science. All pupils make good progress. The higher and average attaining pupils exceed the levels expected for their age in English, mathematics and science.

Currently the standard of work being produced by the pupils in Years 3 and 4 is broadly average in English and science and above average in mathematics. Before the illness of their teacher most pupils made good progress but since the autumn this has not been sustained due to the difficulty of finding a permanent replacement.

Throughout Key Stages 1 and 2 the pupils' standards in art are below average. In Years 3 and 4 standards in information and communication technology are below the expected level for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils show an enthusiasm for school and have positive attitudes to their learning. The attitude of the older pupils fluctuates, according to the quality of the teaching.
Behaviour, in and out of classrooms	The behaviour of the majority of the pupils is satisfactory.
Personal development and relationships	The personal development of the pupils is satisfactory and relationships are good.
Attendance	The attendance is higher than that found nationally and there are very few pupils who arrive late. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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 the teaching has improved since the last inspection. During the inspection, the quality of teaching was good overall. There was no unsatisfactory teaching observed and this is a significant improvement since the last inspection when more than one in ten lessons were judged unsatisfactory. This good quality teaching has a beneficial impact upon the progress that the pupils make and upon their attitudes. The strongest teaching is in the reception and the Year 1 and Year 2 classes. The teachers here have high expectations and plan their lesson thoroughly to provide a good level of challenge. The pace of most lessons is brisk and the pupils are encouraged to work with determination and perseverance. The tasks are matched well to meet the needs of all pupils in reception age range and in Years 1 and 2, including those with special educational needs. Consequently the quality of the pupils' work in reading, writing, mathematics and science are above average.

During the inspection the quality of teaching in Year 3 and 4 class was good. However, it is evident from the pupils' books that the teaching has not always been of this standard because of the constantly changing pattern of routines and methods.

The teachers throughout the school now use the nationally recommended subject guidelines with increased effectiveness. They have improved their knowledge and understanding of the requirements of each subject since the last inspection. The planning for lessons is good and much improved. The teachers' strategies for teaching literacy and numeracy are effective and overall are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum in the main is broad, balanced and relevant. It is enhanced by out of lesson activities and educational visits.
Provision for pupils with special educational needs	The management of the provision for the pupils with special educational needs is good and their parents are fully involved
Provision for pupils with English as an additional language	The one pupil who speaks English as an additional language is supported effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' social and moral development is good and for their spiritual and cultural development it is satisfactory. These aspects of the pupils' development are effectively supported through group discussions and assemblies.
How well the school cares for its pupils	The school provides a secure environment and cares satisfactorily for all the pupils. All members of staff show a caring attitude towards all pupils

The method for recording the results of on-going assessments to show what each pupil can do is not yet in a common format throughout the school. At present each class teacher has their own system, some of which are good and could form the basis for a common scheme. There are good links with the parents and most of them think highly of the school and what it has to offer their children. The range of out of lessons activities is good and many pupils attend sporting activities and learn to play musical instruments. They also enjoy visits to places that enhance the pupils' learning such as the recent whole school visit to the sea.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are satisfactory. The headteacher now has a clearer vision for the future development of the school. Furthermore, the subject co-ordinators are now more involved in the management of their subjects.
How well the governors fulfil their responsibilities	The Governors are supportive of the school and fulfil their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. The school improvement plan increasingly reflects the right priorities informed by the careful analysis of appropriate evidence.
The strategic use of resources	The use of resources is satisfactory. The school makes prudent use of the budget. It has made a sound start to applying the principles of best value.

The leadership and management have improved and there is a greater sense of purpose and direction. However, the monitoring of the temporary teaching in the Year 3 and 4 class lacks rigour. The governing body has no timetable to ensure the systematic review of the school improvement plan.

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 enjoy coming to school.• The pupils' behaviour is good.• The class teachers are approachable.• There is an interesting range of activities out of lessons	<ul style="list-style-type: none">• Information that tells them how their child is getting on in school.• The leadership and management of the school.• Some parents are also concerned about the future staffing of the mixed aged Key Stage 2 class.

The inspectors agree with the positive statements made by the parents with the exception of those for behaviour, which they consider to be satisfactory. They also consider that the parents receive a good level of information about their child's progress and that the leadership and management of the school are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The level of attainment of children entering the reception class reflects the full range of ability but is generally above average. In particular the quality of their speaking and their mathematical knowledge are above average. Many have well-developed personal and social skills but a minority still cannot either sustain concentration or sit quietly when required. Nearly all children are on course to meet the early learning goals identified in the Foundation Stage curriculum. Many will exceed these goals especially in literacy and mathematics.
2. At the end of Key Stage 1 in 2001, the school's results in the national tests of reading, writing and mathematics varied considerably across the three subjects. This was because of the small cohort of pupils in the year group. The standards in reading fell below the national average whilst those for writing were well above. The results for mathematics were even better and placed the school in the top 5% of all schools nationally. In comparison to schools of a similar type then the standards in reading were well below the average and in writing are above average. In mathematics, the school's performance was in the top 5% of all schools.
3. However, the small size of the cohort last year affected the overall scores for each subject, significantly. The effect of one additional pupil on the school's score is considerable. For example, in reading in 2001, two pupils did not reach the expected Level 2 in reading, which reduced the overall performance of the school to below average. In contrast, only one pupil failed to reach Level 2 in writing, and the overall performance of the school was then well above average. Consequently, the interpretation of these results needs considerable caution when comparisons are made with the national averages and the averages of similar schools
4. The pupils' current work in reading, writing, and mathematics in Year 2 is above average. Improvements in planning of the lessons and good teaching have ensured that the standards remain consistently high. The higher attaining and the average attaining pupils are reaching levels above the expected Level 2 in reading writing, mathematics and science. They are making good progress in these subjects. Allowing for the variations in the abilities of the year groups, the long-term trend since 1999 in reading, writing and mathematics shows that the pupils' performance in the end of Year 2 national tests is improving faster than the national trend.
5. The inspection findings indicate that since the beginning of the autumn term 2001 the pupils in Years 3 and 4 have achieved reasonably well considering the turbulent nature of the staffing of their class. In English and science, their standards are broadly in line with the expected levels for their age. In mathematics they are above average, overall. However, many pupils have not made as much progress as could be reasonably expected for their age and prior attainment, especially in literacy. The school uses non-statutory tests in Years 3 and 4 to good advantage. The results of the tests 2001 suggest that the present Year 4 pupils made good progress up to the beginning of the autumn term 2001. The higher attaining pupils and those of average attainment have made good progress since entering school and up to the time of the staff changes they achieved consistently above the national average in English, mathematics and science.
6. The higher and average attaining pupils in Year 3 have a solid foundation in literacy and numeracy that was established in Year 2. Their achievements up to the beginning of the school year 2001 were good. Since then the rate of progress has not been as good as expected for this above average

group, because of the constant changes in teaching methods and styles. The lower attaining pupils in Years 3 and 4 have also made less progress than expected because of these disruptions. Nevertheless, in mathematics the pupils in Year 3 are still achieving standards that are still above average and building successfully upon the good foundations of knowledge and understanding they established whilst in Years 2.

7. Since the last inspection, the standards attained in science throughout the school have improved in Years 1 and 2 and are now above average. The standards in Years 3 and 4 are better than those observed at the last inspection and are broadly in line with expected levels for their age. From conversations with the Year 4 pupils, it is clear that they have a more secure knowledge and understanding of all aspects of physical processes in science, which was judged to be weak at the time of the last inspection.
8. The quality of work in information and communication technology is above average in the Foundation Stage and in Years 1 and 2. The pupils are able to use word-processing effectively for example, to write poems and to compile lists. Their work about Jackson Pollock is impressive as they use graphics programs to produce their own paintings in his style. The standards in Years 3 and 4 however, are below the level expected and unsatisfactory. **(This is a key issue for action).**
9. In both key stages the quality of work in art and design is below average. The approach to art in these classes does not enable the pupils to enthuse about the development of their own skills and techniques in the uses of different media. Consequently their work is immature and unsatisfactory. **(This is a key issue for action).**
10. In all other subjects, the quality of the pupils' work is broadly in line with the expected levels at the end of Year 2 and by the time they leave at the end of Year 4.
11. The progress made by the pupils with special educational needs especially those coping with dyslexia is satisfactory with the school providing additional help wherever possible in reading and writing. These pupils are set appropriate targets for their work and most follow specific tasks to build upon their previous learning. Those with behavioural problems also understand the firm guidelines set for them. Most comply with these demands successfully so that they concentrate for significant periods without disrupting others around them. Furthermore, they also make satisfactory progress. The one pupil with English as an additional language receives good support and is making good progress.

Pupils' attitudes, values and personal development

12. The pupils enjoy coming to school and their levels of attendance are higher than those found in primary schools nationally. They are interested in the work they are given and are eager to make progress. For example, a little girl in Year One, during a spell of independent writing announced with great pride, "I wrote **five** sentences!" Even the youngest pupils are encouraged to develop the skills of self-discipline and independent study. This is evident in the way; the very youngest pupils are able to choose activities for themselves. They concentrate for a sufficient amount of time to gain from the challenges of the tasks set. At the top end of the school, where there is a preponderance of boys, there is a marked enthusiasm for the provision the school makes for outdoor sports, such as rugby and football.
13. Standards of behaviour across the school are satisfactory. Most pupils are benefiting from interesting lessons and good classroom management and this is having a positive effect on the way they behave. Particularly at the lower end of the school, the well-established classroom routines and the good relationships the pupils have with their class teachers mean that there is only a very occasional need to call either a class or an individual to order. The great majority of the pupils are eager to learn and

are prepared to work hard. Frequent changes in the content and the levels of work expected by different staff have led to a significant number of them finding it hard to concentrate at the start of lessons. However, almost all respond positively when inspired by good teaching. When they know what is expected of them, they comply well.

14. However, overall the pupils' behaviour is poorer in Key Stage 2 class than that described in the previous inspection report. However, the behaviour is not that bad that the school has to exclude pupils and there were no exclusions during the past year. The school is aware that standards have fallen particularly in this class when taught by different teachers and the current school improvement plan identifies the need for improvement.
15. Relationships across the school are generally good. Most of the pupils work well together and are secure and confident with their class teachers and other adults in the school. The children behaved in a very good manner and show that they understand the standards expected of them, when grouped together. The fact that the staff felt able to take the whole school on a recent winter trip to Weston super Mare shows the good understanding that exists between the adults and children. Playtimes are sociable and lively, with children of different ages mixing easily.
16. The school works hard in assemblies for example, to encourage respect for people from different cultures and with differing beliefs. Another example of well-structured school provision is the system of whole class rewards for good behaviour. This encourages the pupils to work together and to see themselves as part of a larger group and is having a positive impact on conduct around the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good overall. It has improved since the last inspection when it was satisfactory. Out of 26 lessons seen during this inspection, 19% were very good, 58% good and 23% satisfactory. There was no unsatisfactory teaching observed.
18. The children enter the school in September of the year they become five years old, but before starting they undertake a programme of visits accompanied by either their parents or carers. The teaching of the Foundation Stage curriculum takes place in the reception class, as the school has no nursery. The good, and often very good teaching seen in this class has continued since the last inspection.
19. The class teacher and her assistant are making very effective use of the Foundation Stage curriculum. They provide a welcoming and secure environment where consistent expectations for good behaviour and careful listening encourage the children to develop good working habits. They insist that all children sit quietly and listen to others during whole class sessions. A few pupils find this difficult and the teacher uses a positive and friendly approach to improve their attitudes. This is working.
20. Each session is well planned so that the activities provide a good balance between those that children can choose and those that are teacher directed. The teacher places an appropriate emphasis upon reading activities and children are encouraged to browse and read individually to adults. The need to write independently is recognised and children are now given plentiful opportunities to develop this skill. For instance they are encouraged and guided effectively when attempting to make marks, labels and captions to their drawings.
21. A further strength of the teaching is the way that the teacher questions the children carefully in order to help them to develop a deeper understanding of their work. For example, she challenges them to pose questions about the story of the "Little Red Hen". With prompts from her many are able to string a few sentences together such as " *My mummy makes bread. She puts it in the airing*

cupboard". The work in art and design in the reception class is linked well to other subjects such as mathematics and knowledge of the world but this often means that art lessons do not develop imaginative, creative styles and techniques or model making,

22. The quality of teaching in Year 1 and 2 is good and often very good. The three teachers have high expectations and work closely together to ensure that at all times the pupils know what is expected of them. As a result the children work with sustained concentration and enjoy the tasks set. The teachers' planning is good in the main and demonstrates the improvement in their knowledge of the National Curriculum subjects since the last inspection. The work planned is matched effectively to the range of abilities in each class, and the lessons are conducted at a brisk pace. The classroom assistants provide good support to the teachers and the pupils, to ensure that all pupils know and understand what they are expected to do. Consequently, all pupils concentrate hard and complete a good amount of work.
23. The teachers make good links with other subjects. For example, the science lesson in Year 1 was about classification of sounds and the teacher used musical instruments very well. This enabled the pupils to appreciate the different sounds around them and to understand how some sounds can be made by hitting, tapping, blowing or shaking. In a mathematics lesson, the theme of recycling bottles was used effectively to demonstrate addition and subtraction processes by adding and removing bottles from the bottle bank.
24. In most lessons, the teachers use their knowledge of the pupils' prior learning to ensure that children of all abilities are suitably challenged. This promotes above average standards of work especially in literacy and mathematics. Pupils of all abilities work conscientiously to complete their work and this concentration is extended as the teachers intervene effectively to draw out the pupils' understanding. The lower attaining pupils and those with special educational needs are given good support. For example, some pupils were taken out into the playground to jump forwards and backwards in the giant number square to add and subtract numbers up to 10. Consequently, they made satisfactory progress.
25. The teachers in both classes use information and communication technology effectively to promote an added level of understanding. For example, some pupils were observed partitioning numbers between 13 and 19 into tens and units in order to add them more accurately. Some pupils were seen accessing a science site via the Internet to explore sounds. They were looking at the pattern made by sound waves of different pitch and discovered as one boy put it, "the more wavy the line on the screen the higher the sound". This was effective use of information and communication technology because it extended very effectively the pupils' knowledge about sound patterns. They worked at a much higher level than would have otherwise been possible.
26. The pattern of teaching in the class with Year 3 and 4 pupils has constantly changed since September. Some pupils explained that the supply teachers had different routines and expected them to do different things, in different ways. They said they felt confused by all the changes.
27. In the first half of the autumn term 2001 and during the time of the inspection the supply teachers had the benefit of very detailed medium and weekly plans prepared by the absent class teacher. This gave a continuing structure to the lessons for some time. The curriculum for the second half of the autumn term had not been planned and the teachers were told to use the nationally recommended guidelines for each subject. With a number of teachers taking the class, some for barely two weeks, the quality of the teaching varied considerably. It is clear from the pupils' books at this time they lost some enthusiasm for school and their work suffered.

28. However, during the inspection, the teacher in charge of the class regained much of the pupils' confidence and they responded well. For example, all but one pupil completed and returned the homework set one night. The quality of the teaching during the inspection was good overall, with one English lesson being very good. The objectives for the lessons were clear. The teacher was secure in her knowledge of the themes she taught. This quality of teaching stabilised the attitudes in the class and brought about a much more positive atmosphere. The teacher encouraged the pupils to take turns and to listen to others speaking. In literacy and numeracy lessons the pupils sustained their concentration well for most of the time. This was a very positive experience for the pupils and the teacher built carefully upon what they had learned previously.
29. Nevertheless, since September the staffing disruption has clearly affected the productivity and attitudes of these pupils. Information and communication technology, and art and design have not been covered as well as might be expected. Consequently with some supply teachers, the pupils appear to have marked time and not made as much progress as might be expected for this above average group. In mathematics, it was appropriate for nearly two thirds of these pupils to follow work set for the Year 4 pupils, as they achieved well above average attainment at the end of Year 2. However, the lower attaining pupils were often set work that was beyond them. This was also the case in other subjects, especially English where the lower attaining pupils were not always set work that built most effectively upon their prior learning. **(This is a key issue for action).**
30. Throughout the school, the work is marked regularly and in most books, the teachers offer the pupils advice to show how they might improve.

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

31. The school responded positively to the issues raised in the last inspection. The provision for literacy, science, religious education and music has improved considerably.
32. As a result, the school now provides a curriculum for the pupils in the Foundation Stage and in Key Stage 1 which is reasonably broad, balanced and relevant. Generally, the curriculum planned for Key Stage 2 takes overall satisfactory account of the needs of these pupils but because of staffing turbulence the continuity of work for the pupils in Year 3 is not always followed.
33. Some of the curriculum policies are out of date because reviews have not been carried out. However, in practice, the use of more recently produced national guidance for numeracy as well as for the foundation subjects is reflected in the medium-term plans. This ensures that the curriculum provided has superseded the old policies. The policy for literacy is up to date and is one of the reasons why, for example, important areas such as guided reading are now a regular part of the literacy programme. The school's literacy strategy is generally improving. The individual plans identified for the pupils with special education needs ensure a satisfactory curriculum for these pupils. Nevertheless, a few subjects such as art and information and communication technology still need more attention to ensure that what is planned takes account of what the pupils already know and can do. **(This is a key issue for action.)**
34. A strength of the curriculum is the way the school plans cross-curricular links between subjects. This is a particularly good feature of the planning for geography and history in both key stages. The curriculum for the Foundation Stage too also enables the children to adapt skills from one area to another. For example, fine motor control is developed through handling brushes in art and using pencils and crayons for mark making. The teacher skilfully used the story of the "Little Red Hen" during a literacy lesson to promote the children's moral understanding.

35. The school has maintained its provision for educational visits that significantly enrich pupils' learning experiences. A recent whole school visit to Western Super Mare, ostensibly to support a history project in Key Stage 1, has inspired a whole range of work including drama, painting and recreating wave patterns on the computer. Visitors such as members of the local clergy and representatives of the community have made significant contributions to work in religious education, history and the organisation of non-fiction books in the school. Others, such as members of the police and the school nurse have enhanced the pupils' personal education. The pupils enjoy a good range of extra-curricular activities, some run by a private organisation. The school itself runs a range of high calibre sporting clubs such as cross country running and football, the latter supported at times by professional players. The school is very proud to have gained a "Sportsmark" award.
36. The provision for the pupils' personal, social and health education is satisfactory. Sex education is not taught but there is an appropriate approach to teaching about the use and misuse of drugs and medicines. Work on healthy eating and maintaining good health represents satisfactory provision for health education. The school is seen as an important contributor to the local community. In particular, the pupils participate regularly in events at the local church. Links with the middle school are continuing to develop to ensure that the pupils make a smooth transition to the next stage of learning.
37. The provision for the pupils' moral and social development is strong; their spiritual and cultural development is satisfactory. The assemblies provide positive experiences for the whole school, but the element that focuses on the appreciation of a Higher Being and spiritual values could be improved. The school is consistent in promoting the pupils' self esteem because there is a consistent system of rewards which the pupils value. Photographic evidence of the younger children during a recent seaside visit did, however, reflect their feeling of awe and wonder as they gazed at the expanse of water and observed the patterns in the sand.
38. The school is successful at fostering an understanding of the difference between right and wrong. They respect each other's property and know that honesty is a desirable quality. Through their Eco project the pupils have developed an empathetic approach to the natural world and understand that man can either respect or abuse it. The pupils respect each other's property and know that honesty is a desirable quality. The teachers are tireless in promoting good behaviour, especially among older pupils where this is sometimes a challenge.
39. Opportunities for social development are good. At lunchtimes, the play areas are organised so that younger and older pupils can mingle. The pupils carry out a range of duties that develop their social skills. For the older pupils this includes representation on the Eco committee to ensure the momentum of the project is maintained. School productions and visits also enable the pupils to develop useful social skills. The pupils in Year 4 reliably carry out duties, for example setting up for assemblies. The relationships are generally very good so that the pupils courteously and willingly undertake responsibilities.
40. Some aspects of the provision for the pupils' cultural development such as knowledge of their local area are strong. However, this aspect could be developed further, through wider use of art and music. The promotion of knowledge about the work of musicians is covered more often in assemblies than in lessons. Work in religious education usefully promotes some understanding of faiths other than Christianity and displays of garments and photographs from countries such as India stimulate discussion about life and beliefs outside Britain. This work is to be extended in the summer term. However, there are currently few other opportunities for the pupils to develop an appreciation of the contribution of the many other cultures within 21st century Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The pupils benefit from the small, family nature of this village school and are well known by their class teachers. Small class sizes and the use of classroom assistants mean that a good level of individual attention can be given and this enhances the progress that the children can make. New pupils settle in quickly, particularly as many have attended the private day nursery immediately adjacent to the school.
42. The school makes satisfactory provision for the pupils' welfare, health and safety. Appropriate arrangements are in place for child protection and newly appointed staff are advised of the school's procedures for reporting any concerns. The school maintains effective links with outside agencies as necessary. This includes the involvement of the learning and behaviour support unit of the local education authority as part of the school's efforts to raise the standard of behaviour in the school back to the very good levels identified in the previous inspection report.
43. The school is working hard to monitor and promote good behaviour and has a number of effective strategies in place. The "Gold" assembly, held once a week, provides an opportunity for the whole school to celebrate individual achievement. There is also a class reward system to encourage the pupils to work together to raise standards of work and behaviour. Effective classroom management, particularly lower down the school, helps the pupils to give of their best. In the case of isolated instances of bullying, the school has procedures in place to help the pupils concerned and their parents resolve any issues.
44. Since the start of the academic year, the temporary staff has had insufficient time to get to know the children well and to handle them effectively. In addition, the lack of planning to tailor the curriculum for the different ages in this class has to some extent weakened the children's interest in learning. This has resulted in lower standards of attainment. The pupils' behaviour has also been adversely affected.
45. The school records and analyses the results of the national and other tests, accurately. This development has enabled the co-ordinators for English and mathematics to have a more precise knowledge of the standards achieved in their subjects throughout the school. These results are used to track the progress of each pupil and to predict their levels of attainment at the end of each year. Consequently, there is now a closer correlation between the teachers' assessments and the National Curriculum test results in English and mathematics.
46. The teachers know their pupils well but tend to carry too much information about their achievements in their heads. This is not reliable and does not give them a sufficiently accurate picture of each pupil's performance over a period of time. Some teachers are developing their own systems for recording what each pupil can do. These could form the basis for a whole school system that is easy to maintain and to interpret so that ongoing assessments are more precise and can be used to raise pupils' achievements. **(This is a key issue for action).**

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The great majority of parents think highly of the school and have few complaints. They particularly appreciate the way their children like school; they feel that the behaviour is good and that the class teachers are easy to approach. Whilst confirming that many pupils are enthusiastic about their time in school, the inspection findings also show that their behaviour is satisfactory overall but cannot be described as consistently good. The parents are generally supportive of the work of the school and appreciate the way their children are being helped to learn. For example, one parent commented favourably in her child's reading diary about the increased level of motivation for reading that the class teacher had been able to generate.

48. Some parents, almost exclusively those with children in Years 3 and 4, have serious concerns about the level of information they are receiving on their children's progress and about the leadership and management of the school. Their concern about the level of information is a valid one, and relates to the need to employ a succession of supply teachers for that class. None has been in place long enough to be able to talk in an informed way about individual children and as a result, the consultation evening in the autumn term was cancelled for parents of children in Years 3 and 4 and only carried out just recently. Concerns about leadership and management relate to this problem and to the frequent changes in the management structure of the school that have taken place during the recent industrial secondment of the headteacher. This took her out of the school for the last full academic year. However, with the headteacher back in place and every prospect of more stable staffing, these concerns are being actively addressed.
49. The school provides a good level of information about what is happening in school, by regular newsletters and letters about specific class events or needs. The annual reports on individual children are clear and give a good picture of what they have learnt and experience over the past year. The class teachers are easy to approach informally regarding any day-to-day concerns and the headteacher is available for more formal interviews during those days when she is not teaching,
50. There is an active "Friends of Beoley School" which organises social event and raises valuable funds for the school. The before and after school clubs, which are much appreciated by many pupils, were started up and run by parents. A number of parents and friends of the school give help on a regular basis, in the library for example, as well as offering their individual expertise on a wide range of educational and administrative matters. All of this helps to enrich school life and make the school very much part of the village community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are now satisfactory. The headteacher is taking a more central role in providing a direction to the educational development of the school. This is an improvement since the last inspection when leadership and management were unsatisfactory. However, there are still some areas that require further improvement.
52. The headteacher returned in September 2001 from a year on secondment to the "Headteachers in Industry" initiative, where she explored management strategies that could help her in school leadership. This has had a beneficial influence upon her vision for the school and her determination to improve its management. She now takes a more active lead in setting the agenda for school improvement and in particular the development of the curriculum. She has a clearer vision than before and is developing of a more robust style of management. For instance she has identified and agreed with the staff, that there is an urgent need to raise still further the pupils' standards in reading, spelling and behaviour.
53. The previous full inspection January 2000 raised many issues relating to the development of the curriculum and management. The action plan was prepared and some issues relating to teaching and curriculum development were met successfully before the headteacher was seconded. In the interim, two acting headteachers dealt with other issues relating to the curriculum and when the headteacher returned, she pursued the remaining management issues.
54. Since the last inspection the improvements in the management and organisation of the curriculum throughout the school have helped to maintain the good standards. The teachers have been given responsibility for the development of various subjects. They have completed a survey of each subject and made the whole school aware of the strengths, weaknesses and subsequent developments

needed in each subject. The headteacher has prioritised the demands so that over a three-year cycle each subject can be developed and maintained effectively. The coordinators for English and science are beginning to monitor the teachers' plans more thoroughly to ensure appropriate coverage of the work for each year group. This is not the case for mathematics due to the teacher's absence. Nevertheless, the three co-ordinators of these core subjects have required the teachers to complete a self-evaluation of some of their lessons.

55. To cover the long-term absence of a teacher, the headteacher has endeavoured to employ a regular supply teacher to cover this period. Unfortunately, this has not been possible, and the gap has been filled by a succession of short-term appointments. This has had adverse effects on the continuity of the teaching and learning in Key Stage 2. Moreover, the headteacher has not monitored rigorously enough the quality of the pupils' work, the quality of the teachers' plans or the results of assessments for each pupil in the Key Stage 2 class during this turbulent time. **(This is a key issue for action).**
56. The management of the provision for the pupils with special educational needs is now good. Each pupil has a detailed individual education plan. These are reviewed frequently and outside agencies are consulted on a regular basis to enlist their help and advice. The governor for special needs is dedicated and gaining knowledge through visits to the classrooms to watch individual tuition and group work.
57. The school improvement plan 2001 was written whilst the headteacher was on secondment. It has too many objectives but in many instances does not take account of the previous plan 2000. Moreover, some targets that were set following the last inspection were not completed. For example, the development of assessment procedures was omitted, but it remains a priority that is recognised by the school staff. Parts of the new school improvement plan are already set in draft form and include reading, spelling and behaviour for special attention. The governors have approved these developments.
58. It is clear that the governors are dedicated to the school and that they give strong support to the headteacher staff and pupils. They rely heavily upon the headteacher for information but also visit the classrooms to watch lessons. They know the staff and pupils well and are aware of the recent strengths and weaknesses in the results of the national tests at the end of Key Stage 1. They report informally back to the full governing body meetings but do not present their reports in writing. This is an area that the chair of governors wishes to develop. Likewise, they do not have a formal timetable to show how and when they will review policies and how they intend to monitor the progress and completion of targets identified in the school improvement plan. **(This is a key issue for action).**
59. The headteacher has made a satisfactory start to the introduction of Performance Management. She works alongside permanent staff in their classrooms, giving guidance where necessary but also gaining knowledge of the pupils' attainment and progress. This aids the monitoring of the performance of the whole school. Already this development has helped to improve the planning procedures, especially for literacy and numeracy.
60. The school budget is used prudently and the governors monitor the expenditure at termly finance committee meetings. The additional and unplanned expenditure on supply teachers is partially covered by an insurance scheme but the governors are aware that a significant proportion of these additional costs will reduce the contingency budget. A large amount of money was carried forward last year and some has been spent on additional classroom support to help the lower attaining pupils especially in literacy and numeracy. This is a good example of the school developing the principles of best value. Similarly, the school has used the new opportunities fund grant to develop the teachers' information and communication technology skills effectively. This has increased the use of computers to support the teaching and learning in other subjects.

61. The school has an adequate number of appropriately qualified and experienced teachers. The classes are smaller than average especially in the reception and Years 1 and 2. All teachers are responsible for at least two subjects or other aspects of school life.
62. The accommodation of the school is well maintained and the governing body has drawn up a very good ten-year maintenance programme to redecorate and improve the building. However, the library area is cramped and does not allow the school to display the books in an attractive way to further stimulate reading. The hall is too small and the need to store chairs and other furniture there restricts the space even further. Consequently, the large Year 3 and 4 class of 27 pupils cannot use the hall for physical education because there is insufficient room. The governing body has drawn up plans to build a new hall. They have enlisted an architect and a fund-raiser and now await approval to commence the project.
63. The out door facilities are good and provide an interesting environment. There are several garden areas, a conservation wildlife area, large climbing apparatus and very imaginative mathematical markings on the two hard surfaced playgrounds. The pupils throughout the school use these facilities regularly and effectively.
64. Even though the cost per pupil is above the national average, the improvements in the quality of education and standards at the end of Year 2 means the school offers satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve further the quality of education provided by the school the headteacher, staff and governors should now
 - (1) raise the quality of the pupils' work
 - (i) In art in Key Stages 1 and 2.
 - (ii) In information and communication technology in Years 3 and 4.
(Paragraphs 8, 9, 29, 33, 103, 113)
 - (2) Monitor more rigorously the quality of education, especially
 - (i) the quality of planning;
 - (ii) the teaching;
 - (iii) the pupils' work and
 - (iv) the recording of ongoing assessments to ensure that the work in each year group, especially in Years 3 and 4, matches the pupils' wide range of ability, and builds on what they have previously learned.
(Paragraphs 29, 33, 103, 113)
 - (3) develop a common format for the recording of ongoing assessments so that each pupil's progress is simple to record and easy to interpret when planning what they are to be taught next. (Paragraphs 46, 55, 95)
 - (4) Develop an effective timetable to show how and when the governing body will
 - (i) review policies;
 - (ii) monitor and track the progress the school has made towards the successful completion of the targets identified in the school's improvement plan.
(Paragraphs 58, 120)

There are minor issues that have been referred to the governing body.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	15	6	0	0	0
Percentage	0	19	58	23	0	0	0

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)

79

Number of full-time pupils known to be eligible for free school meals

1

FTE means full-time equivalent.

Special educational needs

YR – Y2

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

18

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

11

Pupils who left the school other than at the usual time of leaving

6

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	9	10	10
Percentage of pupils at NC Level 2 or above	School	82 (100)	91 (95)	91 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	9	9	11
Percentage of pupils at NC Level 2 or above	School	82 (95)	82 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

The number of boys and girls is below ten in each case and so no figures are presented.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	60
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	15.8
Average class size	19.8

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	73

Financial information

Financial year	2001/2002
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	£
Total income	228605
Total expenditure	233688
Expenditure per pupil	2958
Balance brought forward from previous year	11350
Balance carried forward to next year	6268

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	79
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	0	0
My child is making good progress in school.	41	52	0	4	4
Behaviour in the school is good.	37	63	0	0	0
My child gets the right amount of work to do at home.	37	59	4	0	0
The teaching is good.	44	44	4	0	7
I am kept well informed about how my child is getting on.	37	37	22	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	37	11	0	0
The school expects my child to work hard and achieve his or her best.	30	59	7	0	4
The school works closely with parents.	33	52	4	7	4
The school is well led and managed.	22	44	22	7	4
The school is helping my child become mature and responsible.	37	59	0	0	4
The school provides an interesting range of activities outside lessons.	56	33	7	0	4

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

66. There are currently eighteen children in the Foundation Stage. They begin school in the year in which they are five years old. Most have either attended the local nursery or received some other form of pre-schooling. They have a wide spread of ability on entry but many children have above average attainment. This is particularly the case in relation to their speaking skills and early mathematical development. Many also have well-developed personal and social skills but a significant minority require a high level of sensitive support to help them sustain attention and sit quietly when required. Their end of year profiles show that their attainment improves markedly during the reception year. The majority of the children are on course to meet the early learning goals identified for them at the end of the Foundation Stage. Some children will exceed these goals especially in literacy and mathematical development.
67. The good, and often very good standard of teaching seen at the last inspection has continued. This is because a very careful account is being taken of the recommendations in recently produced national guidelines. The planning by the teacher and teaching assistants increasingly reflects the stages that the children have reached. The staff team is becoming more skilful at structuring activities to ensure that the children progress smoothly through the different stages which culminate in their meeting the early learning goals. They understand how to ensure that elements of the literacy and numeracy hours are introduced. As plans are reviewed, provision for creative development is likely to improve. More effective systems for assessing and recording what the children know, understand and can do are also having a beneficial effect on the way work is planned.

Personal, social and emotional development

68. The school is very committed to helping the children to develop appropriate personal skills that will underpin their approach to learning. Most of the children respond very well to the staff's requirements that they come into the classroom in a quiet, orderly way and settle quickly to browse through books. The adults are very consistent in their insistence that children listen to each other and do not call out during whole class sessions. A few children find this difficult, but the staff's firm, friendly approach is increasingly effective. During a discussion about how the arrival of new babies is celebrated, the children listened courteously to what each had to say and raised their hands when they wished to speak. During a lesson on physical development, however, a few children slowed down the progress of the lesson by not listening to instructions and making an inappropriate amount of noise.
69. The children are given good opportunities to engage in a variety of activities during the school day. There is a good balance between those the children choose themselves and when they are directed, at least to the initial activity. They are showing increasing confidence as they move from one activity to the other. However, a few children are still very dependent on the adults to help them put on aprons or to find equipment such as rubbers. On the other hand, a few children are sufficiently mature to help others fasten their aprons, or during clearing up time. Most children play harmoniously together during outdoor activities. They are also able to share activities when using construction kits or completing large floor jigsaw puzzles. The staff team is vigilant and when intervention is needed, it is done sensitively and positively so that no child loses face.

Communication, language and literacy

70. Many children join the reception class with above average speaking skills. A few are shy speakers but are now developing greater confidence because the teaching team ensures that each child has a daily opportunity to speak to the class. This is evident, for example, when they are sharing a “big book”, talking about how rising dough feels, engaging in whole class role play or describing what they have been doing during a particular activity. The able speakers are very confident in initiating conversation because the adults encourage them to do so. A child playing in the water tray which contained green spaghetti spontaneously informed the inspector “It’s alien pasta and it’s got slugs and worms in it!”
71. In the reception class, the children have frequent and regular opportunities to read. They are encouraged to browse, there are shared and guided reading activities and opportunities to read individually to adults. The use of the “big books” is very effective and ensures that all the children join in and learn that print reads from left to right and that printed words have meaning. The higher attaining pupils are beginning to read simple sentences from familiar books. Many others recognise initial and final sounds and use this knowledge to make plausible guesses. All the children recognise the title and author of a book and can retell stories often pointing to the appropriate illustrations. The children’s reading diaries show that many parents are very supportive in hearing their children read and have high expectations of the school to provide appropriate reading material.
72. Most of the children hold pencils and crayons in a comfortable grip that enables them to make good progress in forming letters. The higher attaining pupils can write a few basic words or else can record the appropriate letters to match simple sounds such as “t” or “s”. The recently arrived teacher has recognised that children need more opportunities to write independently and this is having a positive impact on the children’s confidence, for example, to write simple captions or labels. A few children still need ample opportunities to write their own marks on paper and to talk to the adults about what they represent. These children are not ready to copy write sentences as they are still struggling to form individual letter shapes or to orientate their letters appropriately. The children’s progress in writing is good overall in relation to their early ability. This is because the well-balanced range of literacy activities such as discussion, role-play, sharing books and opportunities to “write” provides a good foundation for the development of conventional writing. Most are well on course to achieve the early learning goals by the time they complete the Foundation Stage.

Mathematical development

73. The staff team is skilled at seizing opportunities to develop the children’s numeracy skills. An example was seen when the class, being rewarded for good behaviour in assembly, added a glass nugget to a jar containing ten already. Many children promptly chorused, “There are eleven there now and the next one will be twelve!”. They continue to chant number rhymes such as “One, Two, Three, Four, Five” and “Five Little Ducks”. A few children enjoy demonstrating their prowess in counting on from larger numbers such as 85 or back from 20. Most can count sets of objects although a few children can only do so with small groups of objects. Some children using multi-link to make patterns, spontaneously and accurately counted the number of cubes they had used. While the children engage in their mathematical activities, the teacher’s questioning moves the learning on purposefully. This is especially effective when the work is linked to practical activities, for example, printing. While printing a pattern of squares, rectangles and triangles the children were asked to predict two shapes along. The higher attaining children are generally appropriately challenged by the adults’ questioning but could still be pushed along further, for example, while devising their own more complex shape sequences.
74. The activities are mostly practical. This is appropriate as it develops the pupils’ understanding and mathematical language. The children become proficient at matching spoken numbers to quantities of objects, can talk about a variety of basic two-dimensional shapes and use the language of position

such as “next to”, “after”, “in front of”. A few children can write some basic numerals and are progressing confidently towards using them to record their work. Most of the children are securely on course to meeting the early learning goals by the time they leave the reception class.

Knowledge and understanding of the world

75. Recent planning initiatives are ensuring that there is an appropriate balance of activities. This ensures that the experiences in the Foundation Stage match the stage the children have reached as opposed to being driven by the requirements of Key Stage 1. The children are given interesting opportunities to carry out first hand observations and to use their senses to interpret them. A very good example was seen in the outcomes of a recent visit to Weston Super Mare. Photographic evidence recorded the children's excitement upon observing wave patterns and tracks in the sand and being able to mark out their names in large letters. They were able to observe differences between the seaside environment and their own inland village. The class computer is constantly available and in this case was used to create wave patterns. The children are eager to "have a go" and confidently use programs where they learn to drop and drag items to create patterns from various shapes and colours. The school is strongly committed to environmental education. These young children are acquiring an awareness of the special features of their school and local environment and developing an understanding of the place of animals alongside human beings. There are regular opportunities for construction activities that are planned by pairs of children in collaboration. Many involve kits of material that are highly popular. Throughout these activities the adults are alert to opportunities for language development. One child, on feeling risen dough during a science activity remarked "it is as squishy as a cloud". Most of the children are securely on course to meeting the early learning goals by the time they leave the reception class.

Physical development

76. The majority of the children are well co-ordinated and agile. During outdoor play, they can control their running, turn and dodge skilfully. These skills were also in evidence during a warm up activity in the hall. However, here, a few children made less progress than they could have done because they did not consistently listen to instructions. Many are able to make a variety of stretched and curled shapes and show that they aim for good quality performance. The children's fine motor skills are well developed through using crayons, pencils and scissors but a few have not yet learned either to hold or use paint brushes appropriately.
77. The teacher has planned a wide variety of activities that are appropriate for developing the children's physical control and co-ordination. This is likely to result in the vast majority achieving the targets set for the end of the reception year.

Creative development

78. The provision is satisfactory but some of the classroom areas designed to promote this aspect of the curriculum need updating to provide a more stimulating setting, for example, for role-play activities. A very good example of a whole class role-play activity based on the story of the "Little Red Hen" ensured that the children were able to enter successfully into the skin of the various animal characters. This could well have been followed up by small groups of children working in a specially pre-prepared setting. The children's work in art is often linked to other subjects such as mathematics but little evidence was seen, either on display or in the planning, of a wide range of exciting and imaginative art activities that would include modelling. The children sing and play percussion instruments but it is not possible to judge standards in the latter as no evidence was seen. It is clear from photographic evidence that the children have enjoyed opportunities to dance where they have been able to use their imagination. As the curriculum planning is being adjusted there is every opportunity now for the children to succeed as expected in this area of learning.

ENGLISH

79. The Year 2 national test results of the past few years show that standards in reading and writing have fluctuated. Last year standards in reading dropped considerably but this can be attributed to the very small number in the Year 2 cohort and the fact that in relation to the size of the cohort, the proportion of pupils with special educational needs was comparatively high. In contrast, standards in writing rose to well above average last year because the school has focussed heavily upon the development of this aspect of the curriculum. Reading is now an area where concerted and successful efforts are being made to raise attainment by the time the pupils reach the age of seven.
80. The pupils in Years 3 and 4 have made less progress than expected. The frequent changes of staff since September 2001 have adversely affected the continuity of teaching and learning. The picture seen during the inspection, however, is more promising. The raised expectations placed upon the pupils are resulting in standards of work more appropriate to these generally above average pupils. Very clear learning objectives are set for each lesson and are communicated to the pupils. However, there is still considerable room for refining these objectives to ensure that, in particular, all the pupils in Year 3 are appropriately catered for. Improvements are showing in the pupils' spelling and also in the pride the pupils are encouraged to take in all aspects of the presentation of their work. From the volume of work seen recently, it is clear that the pace of work is now brisker and there is more emphasis on regular reading and better structured writing. The pupils are now being consistently encouraged to plan, edit and refine their work. The pupils with special education needs are receiving more appropriate help with the result that their progress is now accelerating.
81. An appropriate balance of speaking and listening, reading and writing activities in Years 1 and 2 is resulting in above average standards. The pupils' speaking skills are well above average as they have a wide vocabulary and can structure their responses. This was evident when the pupils in Year 2 were encouraged to give their opinions about nonsense poems on the topic of food. Quite often, the pupils are motivated to respond to each other's ideas, sometimes elaborating upon them, at other times giving reasons why they disagree. The very good relationships in the classes in Key Stage 1 underpin the pupils' willingness to listen with respect to each other and the teachers. Many in Years 3 and 4 are articulate and eager to talk. For example, in history and religious education, they are very willing to express their views on a range of topics. In the well-structured discussion on Tudor buildings, for instance, all the pupils had an opportunity to speak.
82. The pupils' reading is improving because the teachers have identified more effective ways of teaching reading. In particular, direct teaching of ways to make sense of print is very beneficial. The regular guided reading sessions where a group of pupils and the teacher read and discuss books are giving confidence to those pupils who need more individual help. All the pupils enjoy sharing the class "big book" and improve by having to predict words in the text and by having selected words pointed out to them as they read. From talking to the pupils and scrutinising their reading diaries, it is clear that there is a shared involvement by home and school to develop the pupils' reading. This is not uniform across the classes but where there is a reasonably consistent dialogue through the home-school reading diaries, it has a beneficial effect on attainment. Very many of the pupils in the current Year 4 are fluent readers. However, there is a small minority who are more hesitant. The higher attaining readers choose to read demanding texts, often more usual for pupils in Year 6 than in Year 4. Opportunities for reading in class are now very regular and the pupils are benefiting from using non-fiction books to develop the skills of skimming and synthesising what they read. They have decided opinions about authors and the characters they create. Although they make errors in reading some of the more challenging words, most pupils are able to self-correct. Many in Year 3 need systematic support to develop their reading skills that were below average at the time of the Year 2 national tests. They have positive attitudes to books but still need help to develop a wider range of skills for deciphering words and reading expressively. The school recognises this and teachers are introducing ways of tracking the pupils' progress in reading with greater accuracy.

83. The pupils are making good progress in their writing skills and reaching an above average standard by the age of seven. Some are developing a high level of writing skills because the teachers encourage them to be critical of their own work. When they were writing about a haunted house, for example, it was clear that adjectives had been discussed when one pupil in Year 2 wrote that it was “a spooky, haunted house” with “a creaky, creaky door, a dusty stairs and scary corridor”. The influence of reading upon the pupils’ writing was evident when one pupil wrote, **“I AM COMING TO GET YOU”** thereby indicating that she had noticed how characters in books were represented as speaking very loudly. Letter shape and how to join letters are consistently taught but the presentation and layout of work could still be improved. The teachers in Years 1 and 2 very conscientiously write helpful comments when they mark work. This provides the pupils with information about what they have done well and what they need to do to improve. For example, this term, some of the lower attainers are writing on a straighter line and are spacing words more appropriately as a result of comments recorded at the end of their writing.
84. Up until this term, the development of writing in Years 3 and 4 has been patchy because of frequent changes of staff. The work produced during the inspection more closely matched the pupils’ capabilities. They are very imaginative but their ability to organise their writing is not as good as it should be. For instance, their paragraphing skills are weak and the presentation of the work done during last term was often unsatisfactory. Some able pupils showed that they were capable of joined handwriting, but did not consistently do so. There was little evidence that the needs of lower attaining pupils transferring from Year 2 into a mixed age Year 3/4 class has been adequately addressed. Spelling was not developed consistently enough with the result that even some of the abler writers made common spelling errors. The pupils with special educational needs require more systematic, structured phonic guidance in order to develop their spelling skills. The picture seen during the inspection was much more promising. Discussion and demonstration of writing are improving the quality and presentation of the pupils’ work. It is also clear that they are giving greater consideration to the planning and crafting of their writing. The range of writing now matches the recommendations of the national literacy guidance. The marking of their recent work was very focussed and helped the pupils to be more aware of the quality of their writing. The pace of lessons was brisk and expectations of behaviour were appropriate so that most pupils completed a satisfactory volume of work.
85. The new literacy co-ordinator has recognised the need to improve provision for the pupils in Key Stage 2. This includes careful monitoring of teaching in the older class as well as regular scrutiny of the standards of work produced by the pupils. Some useful procedures for assessment are being devised and are to be consistently used for both reading and writing. The more regular testing of spelling and tracking of the strengths and weaknesses of individual pupils is beginning to provide a useful basis for an approach that meets individual needs.

MATHEMATICS

86. Currently the standards in mathematics are above the expected levels for the pupils aged seven years and for the end of Year 4. The school has maintained these standards since the last full inspection as a direct result of overall good teaching and high expectations. The pupils in Year 4 have made progress and achieve reasonable standards despite the recent staffing disruptions.
87. In the national tests 2001, every pupil in Year 2 reached the expected Level 2C and this matches the results seen at the time of the last inspection. A high proportion of pupils, nearly two thirds, reached Level 3. This is the best result achieved by the school and places its overall performance in the top five per cent of all schools, both nationally and of similar type.

88. The long-term trend shows that since 1998, the school has performed well above the national average at the end of Key Stage 1. This rate of improvement in standards since 1998 has out performed the progress made nationally.
89. The quality of teaching in Key Stage 1 is good and as a direct result the pupils make good progress. The teachers have secure knowledge of this subject, plan their work thoroughly and use the national numeracy strategy effectively. They employ a wide-variety of teaching methods to good effect, ranging from whole class mental calculation sessions to group and individual work. The computers are used reasonably productively to enhance the pupils' numeracy skills and understanding. For example, the pupils in Year 2 use a stimulating and colourful program to partition numbers between 13 and 19 into tens, and units. This was a productive use of information and communication technology and the pupils were selected appropriately to reinforce their understanding. In contrast, the use of information and communication technology in mathematics in Years 3 and 4 is not effective.
90. The teachers know their pupils very well and organise them appropriately for group work. They also ask relevant questions in whole class mental calculation sessions to match the prior learning of all pupils. For example, in Year 1 the pupils were given pairs of numbers to add. The lower attaining pupils were given single digit numbers while those who had already mastered these skills were given two figure numbers. The teachers stimulate the pupils' interests by devising activities that relate to other subjects. For example, the school is developing an awareness of the benefit of recycling bottles and the teacher used a "bottle bank" to demonstrate the method of subtraction. This was a good approach, but the process of removing 17 bottles was too long. The following day the teacher devised a short burst rapid answer session that proved more effective.
91. In Year 1, good teaching ensures that nearly all pupils have a firm knowledge of the numbers 1 to 10 and can write numbers to 20 accurately. They are eager to offer suggestions and willingly describe methods they use to work out their answers. Most can count up to 100. The pupils know that 10 is the first two digit number and many of the higher attaining pupils understand that it is made up of one 10 and no units. They can use non-standards measurements such as their foot and span to measure. The lower attaining pupils are given good support and are beginning to work out simple subtraction problems with the aid of counters.
92. The pupils in Year 2 are also taught well and this has raised their enthusiasm for mathematics. They have a positive attitude. Most can sequence add and subtract numbers correctly up to 100. They have a secure understanding of tens and units in their calculations and can split up larger numbers so that their addition is reliable and accurate. For example, $43 + 57$ becomes $40 + 50 + 7 + 3$. The lower attaining pupils use a 100 square to help with this type of calculation. Most of the pupils can name simple two and three-dimensional shapes and many can list the number of sides and corners. They confidently use centimetres in their measuring with confidence. The higher attaining pupils are already exceeding the expected level for their age. They can explain clearly their methods of calculating problems. They know the values of numbers up to 1000 and understand that there is nearly always more than one method to solve number problems.
93. In the Year 3 and 4 class, the standards are reasonable considering the disruptions the pupils have experienced since September 2001. In Year 3 the pupils have built successfully upon their achievement in Year 2 when standards were very high. Their progress has been good with the majority working comfortably above the expected level for their age. This is because the planning set up for the class and being followed by the supply teacher is very detailed and precise. The pupils can add three and four digits mentally and many can split numbers into tens and units when calculating. They use columns to add and subtract whole numbers to 1000. They are beginning to measure perimeters and areas and can plot a course across a grid using compass points and co-ordinates.

94. The Year 4 pupils have also made reasonable progress this year despite the continual change of teacher. However, it is clear that the disruptions have caused these above average attaining pupils to be insufficiently challenged. However, during the week of inspection good teaching brought about standards that built successfully upon the pupils' prior learning successfully. Consequently, the pupils responded positively and made good progress.
95. The co-ordinator is now on long-term absence, but has previously managed the developments in mathematics effectively in the past. The teachers have evaluated the strengths and weaknesses in their lessons. This was a good initiative and provided a stimulus for all teachers to polish their skills. The assessment records in each class at the end of each year are good and provide the next teacher with a reliable picture of each pupil's attainment. Individual methods of recording the pupils' attainment and progress are being developed in each class, but there is no common format. Several models being used could form the basis of a whole school system that would be easy to maintain and easy to interpret when planning the next step for each pupil. **(This is a key issue for action).**

SCIENCE

96. The current standards in Year 2 in science are above the expected level for their age. At this stage of the year, they have already completed a substantial amount of work and their scientific knowledge, skills and understanding are good. In the teacher assessments last year, all pupils achieved Level 2, and just over one third, a high proportion, reached Level 3. This performance paints a picture of very high standards compared with the national average and with schools of a similar type. This is an improvement since the last inspection when the standards were broadly in line with the expected levels for their age. The school has raised the standards in science since the last full inspection and the teachers are now very familiar with the recommended curriculum. Throughout the school, the medium-term planning and lesson planning are good and now includes the strand relating to the teaching of the physical processes.
97. There was no science lesson time-tabled for Year 3 and 4 pupils during the inspection period so it is not possible to judge the quality of the teaching. However, the planning of science for this class is good and thorough. It is clear that this has benefited the pupils' learning, as the supply teachers have followed many of the previously prepared lesson plans. During a discussion, these pupils were keen to explain what they know and understand. They described their investigation about mini-beasts that happened during the summer term but was still a highlight in their science work. They can name and describe where the heart, lungs and other major organs are placed and explain their functions. Furthermore, a few pupils could describe in detail what happens to muscles when the arm bends. It is clear that the knowledge and understanding of these pupils is in line with expected standards for their ages. The work in the pupils' books does not truly reflect the extent of their attainment. Although there are some accounts of experiments in their books, there is a general lack of investigative work and consequently the pupils have not had opportunities to record their own conclusions. This is an obvious repercussion of the recent teaching disruptions and insufficient monitoring of what supply teachers are teaching.
98. In Key Stage 1, the quality of teaching is good. These teachers have a secure knowledge of the science curriculum and they plan well-structured investigative tasks that inspire the pupils. In both classes, the pupils use resources effectively. The teachers also use resources well to prompt discussions and the pupils are willing to make suggestions. The planning is firmly based in the nationally recommended guidelines, and makes clear links to other subjects such as music and art.
99. The pupils in Year 1 classified the way in which sounds can be made. They grouped percussion instruments together to show those that can be hit, blown or shaken. The teaching in this lesson was

good and the activities developed very well to ensure a good level of understanding. The pupils listened attentively to older pupils playing instruments such as the clarinet and flute and also to a grand parent who played a concertino. The pupils later classified the instruments with drawings, writing and labelling.

100. The Year 2, the pupils understand that all human beings are different and that they change as they grow up. Almost all recognise that they can do things for themselves now that they could not do when they were babies. They also know that living things grow and breathe. In this context, the teacher explored the changes the pupils had undergone since they were babies. She used photographs of children as well as staff in the school. The pupils appreciated the need to be sensitive when talking about friends in their class.
101. The co-ordinator took up the responsibility for science only recently. In the short time to date, she has already developed a good insight into the needs of the subject. For instance, the foundation stage and the Year 1 pupils are now taught separately. This is a right and proper move to make in order to raise standards in both year groups. She has monitored the teachers' plans and is now certain that the current work builds upon the pupils' prior learning very well.
102. Some teachers make notes to record which pupils have succeeded in gaining a new understanding or scientific skill. This is not a common practice and the school has no standards format to help the teachers. The co-ordinator is aware of this and is working with a colleague to trial a system that is reliable and easy to maintain. The long-term assessment records provide reliable information about each pupil at the end of the year.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

103. The quality and quantity of art displayed around the school are below what might be expected for the age group. **(This is a key issue for action)**. This reflects a general fall in standards since the last inspection. However, in Key Stage 1 there was evidence of a small amount of good quality, recent work using watercolours. The use of computer programs such as "Dazzle" to recreate work in the style of Jackson Pollock was also effective. Some other work using paint did not reach the expected standard. There were no portfolios of work extant from Years 3 and 4 and no sketchbooks to show how skills were being developed.
104. The evidence of work in design and technology is also slender. The recorded accounts made by the Years 3 and 4 pupils it is clear how they planned and evaluated their designs. From the range of work, it is evident that most pupils are reaching the expected standards. This was confirmed during a lesson in which the quality of work was similar to that seen at the last inspection. Most of the pupils satisfactorily designed, drew and cut out a net from which to construct a box. Many showed that they had acquired good skills when they were using scissors and measuring equipment. A few, however, needed help to cut out their net. In Years 1 and 2 the pupils were able to recall what they had learned about the benefits of eating fruit and vegetables. Their accounts of planning sandwich fillings and evaluating them against various criteria were detailed and showed a satisfactory level of understanding of how to evaluate a product and suggest improvements.
105. There was a small amount of photographic evidence of the younger pupils' self-portraits that were done some time in the past. Most of the work was done in paint and showed no sign that the pupils had studied and been influenced by the work of well-known artists. This contrasts with a recent experience in Key Stage 1 where a lithograph by Lowry of the artist on a beach had provided ideas for watercolour paintings. This activity was also enhanced by a visit to the coast, leading to follow up work in which they mixed colour appropriately and showed that they had really enjoyed the task.

However, very little of the children's work was displayed. There was no work available from which to evaluate standards in art in Years 3 and 4.

106. Although the available outcomes of the work available in design and technology were not great in volume, the pupils in Year 2 could accurately record how they had set about making a variety of structures that had moving parts such as puppets and replicas of Victorian toys. The pupils' skills developed from making finger puppets in Year 1 to more complex puppets in Year 2. Appropriate links were made between these activities and the work in history.
107. The teachers' planning is now more closely based on national guidance so that appropriate activities are planned for each stage. The school recognises that the learning now needs to be underpinned by a clear programme for the teaching of various skills through each unit of work at each stage. Some useful work has begun on assessing the pupils' achievements against a variety of clearly defined and graded learning objectives.

GEOGRAPHY AND HISTORY

108. It was not possible to observe lessons in geography during the inspection. However, from the evidence of recorded work, standards in geography and history are in line with those expected and similar to those seen at the previous inspection. Lessons in history were observed during the inspection and further evidence of earlier work in both subjects was gathered through discussion with the pupils. From an analysis of the teachers' planning it was clear that appropriate blocks of time are allocated to both subjects.
109. The teachers are increasingly using the national guidelines to plan work in these subjects. They are also alert to the cross-curricular links between them. Work on the local area, for example, provides satisfactory opportunities for the pupils to discover historical aspects of their village and also to focus on its environment and the amenities. Community links have been used well, for example, in Key Stage 1 to organise a walk around the locality. The school's own Eco project, for which they won an award, has raised the pupils' awareness of how environments may be enhanced if people cooperate with each other. Some pupils live in villages other than Beoley and in discussing how the pupils travel to school, they are becoming aware of the usefulness of a variety of maps and plans. The pupils with special educational needs are satisfactorily catered for as practical observation enables them to participate fully in the ensuing discussions.
110. Some very good teaching was seen in Key Stage 1 when the teachers in the reception, Years 1 and 2 classes presented a collaborative role play to their classes by dressing up as ladies going to the beach at three different times during the last century. Not only was it greatly enjoyed by the children but it illustrated well changes over time.
111. The work in history, especially in Key Stage 2, has some good links with that in geography. For instance, the pupils have used their local observations to gather information about Tudor building structures. They have been able to extend their enquiries to other areas of the county and have thus gained an awareness of different locations. In one lesson seen, where the pupils recalled what they had already learned about houses and living conditions in the time of Henry VIII, the high level of interest was very much in evidence. The pupils listened well to each other, in sharp contrast to their response at other times. In discussion, the oldest pupils spoke articulately about their earlier work on Chembakolli. They understand how to search for locations on a globe and know where India lies in relation to the United Kingdom. They have satisfactory knowledge of some of the major features which influence the way people live, for example, climate and land use.

112. It is not possible to judge how effectively a range of resources were used to promote the pupils' ability to gather evidence in either history or geography but there is sufficient evidence to show that the pupils' level of interest is at least satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The quality of the pupils' work in Year 2 is above average for their age. However, many pupils have skills far in advance of the expected level for their age but have learned most from home. However, the pupils in Years 3 and 4 have had few opportunities to use computers because of the succession of teachers since September. Consequently, the standards are now below the expected level for their age. **(This is a key issue for action)**. Since the last inspection there has been a fall in the quality of the pupils' work when standards were judged to be well above average.
114. The pupils in Years 1 and 2 are given many good opportunities to use information and communication technology to further their learning. The teachers provide good programs and in Year 1 the pupils were observed using the Internet to extend their knowledge and understanding of sound. They accessed the site effectively and carried out virtual experiments by changing the patterns of waves lengths. They discovered that the shorter the wave the higher the note. The higher attaining pupils followed instructions that increased their knowledge about sound patterns. They immediately related their discovery to the music lesson when they used bottles filled with different amounts of water to investigate pitch.
115. The pupils in Year 2 use word processing efficiently and have created poems and lists. Using the 'Dazzle' program as they created paintings in the style of Jackson Pollock and Mondrian as part of their work in art. This was very effective and raised their interest levels not only in the artists but also in the uses of computers to produce graphics.
116. The teachers' preparation to teach information and communication technology is thorough and the uses of computers inspire the pupils. The class assistants play an important role in the development of the pupils' skills. They assist them in the use of the mouse and keystrokes that are necessary to complete a task. In this key stage the planning for the inclusion of each pupils is good and checklists are used to ensure that maintain their progress in gaining skills and knowledge.
117. The teaching in Key Stage 2 class is less consistent and depends upon the supply teachers' abilities to pursue the use of information and communication technology. Some of these pupils have reasonable skills in the uses of computers and can show how to access programs such as for graphing and word-processing, but have had few opportunities to use these skills. They do not have sufficient skills across the broad spectrum of the curriculum. For example, most can neither access and use data on spreadsheets nor can they draw graphs from their data. They cannot use graphics to draw and paint at a level expected for their ages and work is often immature. There is little use of the Internet to access large databases and other information. This is a consequence of the staffing disruptions in the class.
118. The school's procedures for monitoring what goes on in this class are inadequate, and consequently computers are often left unused. Although many pupils can find their way around the computer menus, the equipment is underused not only for specific information and communication technology lessons but also across the curriculum to support the other subjects.
119. Most teachers have attended training courses to improve their use of the computers and information and communication technology to support teaching and learning in other subjects. This is effective in the lower age group as they follow painting and word-processing programs to support their art,

writing and reading. The pupils in Years 1 and 2 also use the Internet to support their learning in science and music.

120. Whilst the headteacher was on secondment the school made an error in their application form for a grant under the National Grid for e-learning project. This would have enabled the school to buy additional equipment. An application has now been made, but time has been lost when new computers could have been in use. The governors need to be aware of these initiatives so that the school can benefit fully from any additional grants that are made available. **(This is a key issue for action).**
121. The teachers use a record sheet at the end of the year to record what each pupil has achieved and this is passed onto the next class teacher. However, there is no checklist to show each teacher what skills are to be taught to the pupils in their classes. Consequently, the work covered does not always match the level of skills that are expected for the pupils in each class.

MUSIC

122. Since the last inspection, the school has raised the quality of the work in music in all classes. It is now broadly in line with the expected levels for the pupils' ages. The adoption of the national guidelines and a published scheme has given the teachers good support and structure to their lessons. Consequently, the range of the pupils' work is wider than seen at the last inspection.
123. In assemblies, the teachers introduce recorded music from around the world. The pupils listen attentively to this music and to other pieces of music played in lessons.
124. The quality of the teaching in Year 2 is good and in Year 3 and 4 satisfactory. Where the teaching was good, the teachers involved the pupils in an active way. They tapped out the beat to "Air on a G String" by Bach and then copied a pupil's composition based upon a clapped rhythm. This developed each pupil's skills in listening effectively and in preparing their own composition. In both lessons, the teachers planned the activities well and created interest. The lesson in the older class made use of a few pupils who are learning the violin, clarinet and flute to show how these instruments are played. The pupils then listened to "Peter and the Wolf" and compared the sounds heard on the recording with those they had heard in the classroom. They sustained their concentration well and responded positively to the music. The "Sound" theme in the Year 1 science was well supported in a music lesson. The pupils explored the various sounds that they could tap out of bottles containing water at different levels. This activity not only developed the pupils' listening and playing skills effectively, but also linked very well with the science lesson that followed.
125. The quality of the pupils' singing in assemblies is enthusiastic and mainly in tune. Some pupils accompany the singing with percussion instruments. They maintain a beat and are sensitive of the need to control the volume, tempo and rhythm of their playing. Performances given by the school, such as the Christmas Concert and the Carol Service, form an important element of the school's music making. These performances were highly praised at the parents' meeting. Many pupils also join with neighbouring schools to sing and play together.
126. Two teachers share the co-ordination of music satisfactorily. Although there is no system to record what each pupil has achieved, the records passed on at the end of the year reflect what has been covered. This ensures that the lessons steadily build upon what they have been taught previously. The co-ordinators maintain a subject file that plots the developments that have been made since the last inspection. The school improvement plan for 2001 –2002 lists developments to be achieved in music but as yet these targets have not been fully completed. The resources in the school are of a good quality and quantity. There is a wide range of percussion instruments. There is a good policy

for total inclusion of all pupils throughout the music lessons. For example, all pupils are given opportunities to learn to play a musical instrument and some have taken up the clarinet, flute and violin whilst others learn to play the recorder. All of these pupils make good progress and occasionally perform for the other pupils and also at school concerts.

PHYSICAL EDUCATION

127. It is not possible to judge the quality of the pupils' work in physical education because only one lesson was seen during the inspection. The standards at the time of the past inspection were in line with the expected levels for the pupils' ages.
128. In the one physical education lesson observed, the Year 2 pupils made good progress in developing their skills of travelling and balancing. They achieved standards that are in line with expected level for their age. The accommodation is very narrow and chairs and other furniture further limit the space available. The teachers are aware of these constraints and clear the room as much as possible before a lesson begins. Even so, there is insufficient space for the pupils in Years 3 and 4 to have opportunities to enjoy an indoor gymnastics lesson. They take most of their lessons out doors when the weather is suitable.
129. The teaching in the lesson seen was good. It was planned well and the activities began swiftly with a strenuous warming up session. The teacher's knowledge of the subject is good and the overall the long-term plans are detailed. Consequently, the tasks she presents build appropriately upon the pupil's previously acquired skills. In turn, the pupils respond positively to these challenges and take part enthusiastically in balancing and travelling movements. The teacher questions and prompts the pupils effectively in order to raise self- awareness and extend their knowledge of their own movements. They are encouraged to evaluate the movements and sequences of other pupils and show an appreciation of what they do. This is the first step towards the development of their evaluative skills. The pace of the lesson was brisk; good teaching enabled the pupils to make progress and achieve standards that are broadly in line with the expected levels for their age.
130. The school places a high emphasis upon swimming and every pupil attends the local pool once a week and the standards achieved are very high. The older pupils enjoy outdoor games sessions; a visiting coach from a local rugby team has improved the boys' and girls' skills and they recently won a local schools competition. Last summer term, the school was awarded a 'Sportsmark Award' which has further improved the pupils' attitudes towards sport.
131. The co-ordinator shows great enthusiasm for physical education and consequently the pupils respond in a very positive manner. The resources for outdoor games and physical education are satisfactory.

RELIGIOUS EDUCATION

132. The school bases the teaching upon the locally agreed syllabus and has recently begun to make increasing use of other national guidance. From the lessons observed and the recorded work seen, standards have been maintained since the last inspection and are in line with what is expected. However, they show signs of rising in Key Stage 1 because a good variety of work is covered and often recorded. From this it is clear that teaching approaches are becoming more varied and interesting.
133. No lessons were observed at Key Stage 1, but in the one lesson seen in Years 3/4 the teaching was of good quality and in discussion the tasks challenged the pupils effectively. However, a significant minority of the pupils was too noisy and talkative and took too long to begin their written work. Generally, however, the pupils showed an appropriate level of interest in the story of Mary Jones and

willingly offered their views about her predicament in trying to obtain a Bible. The writing that was completed as homework provided evidence of what the pupils are able to do when high expectations are placed upon them. Much of their recording of earlier work was inadequate and poorly presented. Many of the older pupils are able to list Bible stories they know and are aware of the Old and New Testaments.

134. The younger pupils are progressing well because the teaching is interesting. The resources are imaginatively used to stimulate observation, participation and discussion. Some younger pupils show a lively interest in rites of passage, such as baptism and birthdays because artefacts are used effectively to illustrate teaching points. This is also the case when the younger pupils learn about other faiths, such as Judaism and Hinduism. They are acquiring a satisfactory level of knowledge about how different faith communities celebrate important festivals, such as harvest. For instance, their learning about the Jewish harvest has been enhanced through constructing their own Sukkoth. The local church is also well used as a resource to enable the pupils to appreciate various aspects of Christianity. Through their visits they have learned to recognise the symbolism of items such as the wafer, the cross and the candles.
135. The school recognises the extent to which the teaching can be made more interesting through the use of a variety of resources including videos, photographic material, books and artefacts. There is room to develop this further in Key Stage 2. Visits by the local clergy enhance the teaching of religious education. Consistent approaches to assessing the pupils' learning would further raise standards.