

INSPECTION REPORT

**THE BREDON HANCOCK'S ENDOWED FIRST
SCHOOL**

Bredon

LEA area: Worcestershire

Unique reference number: 116868

Headteacher: Mrs H Wallace

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 27th – 29th January 2003

Inspection number: 247709

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 category:	Endowed (Voluntary Aided)
Age range of pupils:	4-10
Gender of pupils:	Mixed
School address:	Church Street Bredon Tewkesbury
Postcode:	GL20 7LA
Telephone number:	01684 772254
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Appropriate authority:	The governing body
Name of chair of governors:	The Reverend M Baynes
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	English Information and communication technology Physical education Foundation Stage	How high are standards? (The school's results and achievements) How well are pupils taught?
Mr G Humphrey 9163	Lay inspector		How high are standards? (Attitudes, behaviour, personal development, relationships and attendance) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs A Simpson 7420	Team inspector	Science Art and design Design and technology Music Special educational needs Inclusion	How good are the curricular and other opportunities offered to pupils?
Mr J Zealander 32106	Team inspector	Mathematics Geography History	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Bredon Hancock's Endowed First School is situated in the village of Bredon in Worcestershire. It is smaller than the average-sized primary school, with a total of 154 pupils on roll, in six classes. There are two pupils from ethnic minority families and two pupils have English as an additional language. There are 23 pupils on the school's register of special educational needs, with one pupil having a statement of special educational need; these figures are below average. Six pupils are entitled to free school meals; this is below the national average. Children enter school with standards that are average for the local education authority. The headteacher was appointed in June 2002 and classes in Years 2, 3, 4 and 5 are taught by teachers who were not teaching in those year groups previously, including three who joined the school in or since September 2002.

HOW GOOD THE SCHOOL IS

The school provides its pupils with an effective standard of education and has the capacity to improve on that. Teaching is good and has strengths that contribute to pupils' very positive attitudes to school and very good behaviour and relationships. By the age of ten, pupils' standards are above expectations in speaking, listening and reading, and meet expectations in mathematics and science. In writing, standards are below expectations for ten-year-olds. The leadership and management of the headteacher are good, with strengths in identifying areas for improvement. The school provides satisfactory value for money.

What the school does well

- By the age of ten, pupils' standards in speaking, listening, reading, art and design, design and technology, and physical education are good and exceed expectations for ten-year-olds.
- Teaching of, and standards achieved by, children in reception.
- Pupils' attitudes, behaviour, relationships and personal development are very good.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Leadership and management, including the role of the governing body, are good.
- Provision for pupils with special educational needs is very good.

What could be improved

- Standards in writing by the age of ten.
- The use of assessment to support pupils' learning.
- Provision for more-able pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school was previously inspected in November 1997. It has made satisfactory progress in addressing the key issues, particularly in raising standards in art and design. Subject co-ordinators are more effective in leading and managing their subjects, and the quality of school development planning has improved. Problem solving and investigative skills have improved in mathematics and science. Although planning for more-able pupils has improved, the school is not monitoring sufficiently whether that planning is reflected in the work pupils do in lessons. The school has set realistic targets to raise standards further and inspection findings judge that it has the capacity to achieve them.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	E	B	B	C
Writing	E	B	B	C
Mathematics	E	A	B	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Similar schools are those with up to 8 per cent of pupils entitled to free school meals.

By the age of ten, when pupils transfer to middle school, standards in English, mathematics and science meet expectations. Within English, standards in speaking, listening and reading exceed expectations because the teaching of these key skills is good. In writing, standards are below expectations as a result of pupils having insufficient regular opportunities to write for different purposes. In mathematics and science, standards meet expectations, but more-able pupils are not reaching high enough standards. Standards in information and communication technology meet national expectations. Standards in art and design, design and technology, and physical education exceed expectations for ten-year-olds. In geography, history and music, standards meet expectations for pupils of this age.

Current inspection findings judge, that by the end of Year 2, standards in speaking, listening, reading and writing are above average. Standards are good as the result of effective teaching, especially through the implementation of the National Literacy Strategy. By the end of Year 2, standards in mathematics and science are average, although more-able pupils are capable of achieving higher standards. Standards in information and communication technology meet national expectations. Standards in art and design, design and technology, and physical education exceed expectations for seven-year-olds. In geography, history and music, standards meet expectations for pupils of this age.

By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals, in all areas of learning, as the result of very good teaching.

Pupils with special educational needs make good progress in their learning. Learning support assistants make a positive contribution to pupils' progress through the effective support they provide.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show positive attitudes to school and work hard in lessons. They clearly enjoy school and are very happy. Pupils are polite, friendly and welcoming to visitors.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. Personal development is a strength as a result of good teaching in this aspect.
Attendance	Attendance is good, pupils are punctual and lessons start on time.

Significant strengths of the school are the support and encouragement pupils show for each other and the quality of their relationships with adults, including learning support assistants and parent helpers.

TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage is very good; it makes a significant contribution to the good progress children make in their learning, particularly in communication, language, literacy and mathematical development. The teaching of the key skills of speaking, listening, reading, writing and number is a significant strength.

Strengths of teaching in Years 1 to 5 include very good relationships with pupils, which contribute successfully to pupils' positive attitudes to learning. In most lessons, teachers show good subject knowledge and effectively use explanations and demonstrations to support pupils' learning. A strength is the quality of planning for, and the use of, learning support assistants to support pupils with special educational needs.

However, whilst teachers' planning shows the intention to meet the different learning needs of all pupils in the class, expectations of what pupils should achieve within lessons are not always high enough. As a result, more-able pupils do not reach the standards of which they are capable.

The teaching of literacy is satisfactory; the teaching of reading is stronger. Pupils are successfully taught key reading skills, particularly the use of letter sounds (phonics). Key writing skills are taught, but are not reinforced through consistent expectations that pupils should use and apply them, particularly in Years 3 to 5. The teaching of numeracy is satisfactory, with strengths in mental arithmetic.

The teaching of pupils with special educational needs is good. Teachers and learning support assistants have a clear knowledge and understanding of the needs of these pupils. Activities are matched carefully to the pupils' specific needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with strengths in the provision for children in reception, in extra-curricular activities and in equality of opportunity, which makes this an inclusive school. There are good links with the community and partner institutions.
Provision for pupils with special educational needs	Good. Individual education plans contain clear, realistic, detailed and achievable targets. Learning support assistants work very effectively to support pupils.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good and makes a positive contribution to pupils' positive attitudes and very good behaviour and relationships. Teaching, including personal, social and health education lessons (PHSE), makes a strong contribution to pupils' very good personal development.
How well the school cares for its pupils	The school cares for its pupils well, particularly in terms of their day-to-day welfare and their personal development. The use of the results of assessments to tell pupils where to go next in their learning is underdeveloped.

Parents who returned questionnaires were very supportive of the work of the school. In particular, they feel that the quality of teaching is good and that their children are happy at school. There are weaknesses in the use of the results of assessment information to plan pupils' future work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher in her short time at the school has made a significant start to addressing issues within the school. Subject co-ordinators have written good action plans intended to secure improvements in their subjects.
How well the governors fulfil their responsibilities	Very good. All statutory responsibilities are fulfilled. Governors are very supportive and have a thorough and detailed understanding of the school's areas for development and improvement.
The school's evaluation of its performance	Very good. The school is aware of its strengths and weaknesses; it is currently focussing on how to improve standards, particularly in writing.
The strategic use of resources	Very good. Funding for pupils with special educational needs is used most effectively and contributes significantly to the progress pupils make.

The accommodation is satisfactory for the pupils in the school, with the use of the school house bringing additional benefits. Staffing and resources are satisfactory and support pupils' learning. The significant strength of leadership and management is the headteacher's vision for the future of the school. The school successfully applies the principles of best value in its spending decisions.

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 make good progress at school. • They are comfortable in approaching the school with questions or problems. • Their children like school • The school helps their children to become mature and responsible. • Behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The school working more closely with them. • Better information about their children's progress.

Eighteen parents attended the meeting with the registered inspector and 33 questionnaires were returned. Inspection findings support the positive views of parents. In relation to activities outside lessons, the school provides a very good range of extra-curricular activities, together with visits and visitors to support pupils' learning. Findings do not support this nor concerns over the quality of information on pupils' progress, and the school does all it can to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Children start school at the beginning of the school year in which they reach the age of five. With small year groups, there are variations from year to year in standards on entry, but trends show that children enter school with standards that are average for the local education authority. As a result of very good teaching, children make good progress in their learning and, by the end of Reception, exceed the expectations of the Early Learning Goals¹ in all areas of learning.

Years 1 and 2

2. The results of the 2002 National Curriculum tests for pupils in Year 2 were above average in reading, writing and mathematics. The proportion of pupils achieving the higher Level 3² and above was well above average in reading, and average in writing and mathematics. In the teacher assessments for science, results were average, with the proportion achieving the higher Level 3 above average. In comparison with those in similar schools³ nationally, results were average in reading, writing, mathematics and science. At the higher Level 3, results were above average in reading, below average in writing, and average in mathematics and science.
3. The school's results confirm the strong improvement since 2000, when there was a significant dip in standards. In 2002, girls achieved higher standards than boys in reading, but not in writing or mathematics. However, the year-on-year trend shows no significant difference between standards achieved by boys and girls. Standards have been maintained since the previous inspection, as measured against the findings of the inspection report and the results of National Curriculum assessments.
4. Current inspection findings judge that, by the end of Year 2, standards in reading and writing are above average as a result of the good teaching of key literacy skills. In addition, pupils have good opportunities to use and apply these skills in other subjects. In mathematics and science, standards are average. The dip in standards is accounted for by the nature of the year group and more-able pupils not being sufficiently challenged or extended in their learning in lessons.
5. By the end of Year 2, standards in information and communication technology meet national expectations. In art and design, design and technology, and physical education, standards exceed expectations for seven-year-olds. In geography, history and music, standards meet expectations.

Years 3 to 5

6. By the end of Year 5, when pupils leave the school and transfer to middle school, standards in English meet expectations for ten-year-olds. In speaking, listening and

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² It is the national expectation that pupils should achieve Level 2 and above in the Year 2 National Curriculum assessments. Level 2 is divided into 2c, 2b and 2a, with 2a being the higher level.

³ Schools with up to 8 per cent of pupils entitled to free school meals.

reading, standards are good and a strength of the school. However, standards in writing are below expectations because:

- pupils have insufficient opportunities to write in different styles and for a range of audiences;
- pupils are not consistently expected to use and apply skills taught in literacy lessons;
- there is an overuse of worksheets from a commercially produced scheme, many of which are undated, unmarked and unfinished.

7. Standards in mathematics and science meet expectations for ten-year-olds, although more-able pupils are not achieving high enough standards. Currently, they are not sufficiently challenged in all lessons. Standards in information and communication technology meet expectations. In art and design, design and technology, and physical education, standards are good and exceed expectations. In geography, history and music, standards meet expectations.
8. Across the school, pupils with special educational needs make good progress in their learning and achieve well as measured against the targets in their individual education plans. Work is matched carefully to individual learning needs and pupils receive strong support in lessons from teachers and learning support assistants.
9. Currently, the school is going through a period of transition, with four of the class teachers either new to the year groups they are teaching or new to the school, including two temporary teachers. In addition, the headteacher (who was previously the deputy headteacher) has only been in post since June 2002. These factors have had an impact on the continuity of pupils' learning and progress. However, inspection findings judge that the school has the quality of teaching, leadership and management that will allow it to come through this period of change and make good progress towards the further raising of standards.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school and their work are very good as the result of good teaching. They listen attentively to their teachers, show high levels of interest and make a positive and often enthusiastic contribution to lessons. Parents, who attended the pre-inspection meeting and those who returned questionnaires confirmed that their children are happy at school, behave well and show respect for adults and each other.
11. Children in the reception class have settled well into the routine of school life. They demonstrate good listening skills, follow instructions and have good self-discipline, for example, holding up a hand to gain the attention of a teacher or to answer a question. They play well together, use their imagination and show high levels of interest. Some excellent attitudes were observed; children were really enjoying their learning and co-operating with their teacher and each other.
12. A good example of collaborative learning was observed in a Year 2 physical education lesson, where pupils evaluated each other's work and demonstrated good social skills during teamwork. In a Year 3 history lesson on life in Saxon times, pupils were interested and keen to learn about the people and asked very appropriate questions. As pupils progress through the school, their interest in, and enthusiasm for, their learning continue to develop. In an English lesson, Year 4 pupils enjoyed sharing with their peers the poetry they were writing. In a Year 5 lesson, in personal, social and health education, pupils demonstrated an amazing maturity when discussing the causes of personal stress and methods for dealing with it.
13. Behaviour in lessons and around the school is very good. Pupils are polite and courteous to each other and towards adults. Staff treat pupils with respect and consideration and this

is reflected in the confidence and trust that the pupils, in turn, demonstrate in their relationship with others. Pupils of all ages have the confidence to discuss unacceptable or inappropriate behaviour with a member of staff, in the certain knowledge that it will be dealt with quickly and sensitively. Relationships between all members of the school community are very good. They show consideration and respect for the views and values of others. Pupils have a clear understanding of the impact that their actions can have on their peers.

14. Pupils willingly accept the responsibility they are given. Classroom monitors regularly help with preparation and clearing up before and after lessons and school assemblies. There are school library monitors and older pupils help to care for younger ones, including participating in some paired-reading sessions. On some occasions, opportunities for older pupils to take the initiative and some responsibility for their own learning are not fully developed in lessons.
15. Attendance is good and well above the national average. Pupils are punctual in the mornings and the first lesson starts promptly. Pupils are also quick to settle for lessons after breaks and lunchtimes. Pupils' good learning attitudes and behaviour have been very well maintained since the last inspection. When they leave the school they have well developed moral and social values that will guide them well in their future lives.

HOW WELL ARE PUPILS TAUGHT?

16. The previous inspection judged the quality of teaching to be 'satisfactory or better in 90 per cent of lessons, with 4 per cent very good or better'. Ten per cent was judged to be unsatisfactory. However, there was no direct key issue arising from this. As part of the need to raise standards in art and design, design and technology, information and communication technology, and music, teachers' knowledge and understanding were identified as an area for improvement. In addition, work for 'higher-attaining pupils' was 'not planned sufficiently well'.
17. Current inspection findings show that the quality of teaching in the school is good and that it has a positive impact on those subjects where standards are above average or exceed expectations for seven- and ten-year-olds. In addition, it makes a very strong contribution to the good progress made by pupils with special educational needs. Good teaching contributes significantly to pupils' very good attitudes, behaviour and relationships. Teachers' subject knowledge has improved in the areas identified and planning for more-able pupils has improved. However, within lessons, teachers do not consistently apply their planning and more-able pupils are not sufficiently challenged, with the result that they underachieve. During the inspection the quality of teaching was good or better in 72 per cent of lessons, including 28 per cent that were very good. The remaining 28 per cent of lessons were satisfactory.
18. The teaching of children in the Foundation Stage is very good and is a significant strength of the school. It makes a very positive contribution to the good progress made by children and the standards they achieve. The teacher, who works in very effective partnership with the learning support assistant, has very high expectations. The teaching of the key skills of speaking, listening, reading, writing and number is very good and prepares children exceptionally well for the National Curriculum. Relationships are very good and there is always a buzz of excitement in the classroom and a love of learning amongst the children.
19. Based on all inspection evidence, the teaching of literacy is satisfactory. In Years 1 and 2 it is good and contributes to the above average standards achieved in reading and writing. Key skills are taught effectively, particularly reading skills and the use of phonics (letter sounds). Pupils are expected to use the key skills of spelling and punctuation when they write for a range of purposes, for example when writing postcards. The teaching of reading remains good in Years 3 to 5 and pupils continue to make good progress and

achieve high standards. However, the teaching of writing is inconsistent. There is an over-emphasis on using photocopied worksheets for literacy practice exercises, but pupils have insufficient opportunities to use and apply these skills when writing in English and other subjects.

20. The teaching of numeracy is satisfactory, with good features. The good relationship that has been established between the teacher and the pupils and the positive attitudes and good behaviour within the lesson are features of all lessons. All the teachers have good knowledge of the subject and show enthusiasm for it in their teaching. They are confident and competent in their use of correct mathematical language. They engage pupils' attention easily and create a good working atmosphere in which pupils talk about their work and stay on task for most of the time. However, expectations for some of the more-able pupils are not high enough and too often teachers rely too heavily on the use of worksheets. Pupils spend much of the working time filling the blank spaces on these worksheets and do not have enough opportunity to develop their own methods of recording
21. The teaching of pupils with special educational needs is good and makes a positive contribution to the good progress made. Teachers are well informed about pupils with special educational needs. Teachers and classroom assistants are effective in supporting these children in their daily work and in motivating them towards learning. Good classroom relationships and positive behaviour management create a classroom atmosphere where all pupils are valued and where they work together happily. The specific teaching programmes for pupils are carefully planned and well devised to meet their needs. The quality of individual support is high. Teachers' planning takes account of a range of learning needs within their classes but does not always address the needs of those pupils who would benefit from greater challenge and extension.
22. The teaching of information and communication technology is satisfactory, with strengths in the teaching of lessons in the 'ICT-Suite'. Teachers show good subject knowledge and the ability to amend lesson planning at very short notice, for example, when a power cut 'knocked out' all the computers in the 'ICT-Suite'. Good use is made of learning support assistants to work with half of the class in lessons in the 'ICT-Suite'. This is because the numbers of computers available makes splitting the class in two a better option for teaching and learning. Currently, teachers do not make sufficient use of computers to support pupils' learning in lessons in the classrooms.
23. In the best lessons, teachers show good subject knowledge, which they pass on with interest and enthusiasm to pupils. Lesson objectives are shared with pupils and this immediately involves them in their own learning. In a good literacy lesson in Year 4, the teacher's own knowledge, explanation and demonstration of how an author might draft a poem, gave the pupils confidence and enthusiasm. As a result, they concentrated hard and produced some very imaginative ideas, based on the theme of 'The Moon'. One pupil wrote, 'The moon is like a hot pancake in a sooty black oven'. A significant strength was pupils' willingness to redraft their ideas and respond to the teacher's challenge to use verbs and adjectives to improve their writing.
24. Where teaching is good, lessons are planned to meet the different learning needs of pupils. A strength of many lessons is the use of learning support assistants to act as scribes for pupils with special educational needs or of below average ability. In this way, pupils are encouraged to use their imagination and ideas without being constrained by difficulties with spelling and handwriting. As a result they produce some very good ideas, for example, 'The full moon shines like a giant torch on the earth's floor'.
25. However, teachers do not always make it sufficiently clear what pupils are expected to achieve in the individual or group-work session. There are no targets for pupils in terms of

the amount of work to be done and there is no extension work available. As a result, despite planning which indicates activities for different groups of pupils, there is underachievement, particularly by more-able pupils.

26. Marking across the school is inconsistent and does not guide pupils forward in their learning. Too many photocopied worksheets are unmarked and important errors are missed; for example, a more-able Year 5 pupil who wrote 'solid's' and 'liquid's' in her science work was not corrected on this. In addition, teachers are not reinforcing expectations of good presentation, including handwriting. Although handwriting is taught and there is evidence of practice exercises, pupils are not consistently expected to use and apply these skills in their day-to-day writing. Pupils' work done in exercise books is of a higher quality and better marked than that done on photocopied worksheets.
27. Relationships are very good and teachers know their pupils well. Behaviour management is good, with the result that pupils work hard in most lessons. Teachers make good use of resources to support pupils' learning, including learning support assistants and volunteer parent helpers. Pupils respond well when, for example, reading to parents. Teachers use homework effectively to support pupils' learning and pupils particularly enjoy reading at home.

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

28. The quality and range of the learning opportunities offered to the children are good, with some clear strengths. The school provides the pupils with a wide range of experiences, which enrich their learning. The curriculum meets the requirements of the National Curriculum and its breadth and depth have improved since the last inspection, particularly in the provision for art and design, and design and technology. Curriculum provision for children in the Foundation Stage is good and has improved since the last inspection, although the opportunities for learning through outside play and the use of large apparatus are still limited.
29. The school follows the National Literacy and Numeracy Strategies closely and they are now well embedded within the teaching. This has had a good impact on learning and has given structure and coherence to the planning of English and mathematics. There is satisfactory teaching of literacy and numeracy within the other subjects of the curriculum. In science, results are recorded in graphs and tables; there are opportunities to count and calculate in design and in geography. Reading and information retrieval skills are encouraged in a number of areas, but expectations of standards of writing are not consistently high enough in subjects, such as history and science.
30. Pupils who have special educational needs are well served at this school. Their needs are identified early on and appropriate support and intervention are arranged for them. These may be within the classroom or in withdrawal sessions away from their classroom, and they are of good quality and effective in supporting these pupils, who make good progress. All staff are aware of pupils' individual needs and the writing of their individual education plans has improved greatly since the last inspection. Clear targets are set for progress and reviews are held on a regular basis. Parents are kept fully informed and involved. They appreciate this support.
31. The curriculum is enriched by a very good range of extra-curricular activities. The school is particularly good at making use of the local environment and the resources of the local community, both within lessons and outside the school day. There is a wide programme of clubs, including music, art, gardening, chess and sport. These are well attended, mostly by pupils from Years 3 to 5. Visits to places of interest and visitors to the school enrich the experiences of pupils and have a positive impact on the quality of their learning and their

attitudes to school. There are good opportunities to take part in residential, outdoor pursuits visits and these enhance physical and social education. Some highly effective and high quality learning has taken place through the organisation of themed weeks concentrating on the arts, and through design challenges. These have provided excellent opportunities for learning and have had a very good effect on standards. Links with other local schools through a partner relationship are very good and provide a model of how learning can be improved, and made more continuous, when local schools work together for the good of all.

32. Satisfactory policies are in place to promote awareness of good health and the dangers of drug misuse. Statutory requirements are met in respect of sex education. This is appropriate for the age and stage of the pupils.
33. Through the curriculum, assemblies and the religious education syllabus, the school makes good provision for pupils' spiritual development. Within lessons there are numerous opportunities for them to explore values and beliefs, and understand the feelings and emotions of others. Teachers value and encourage pupils' questions and ideas. Pupils learn to respect the fact that everyone is different and have a developing understanding of injustice, self-interest and discrimination as well as an appreciation of intangibles, such as beauty and goodness.
34. The school gives pupils clear guidance on what is right and wrong, and is a moral community. Staff provide good role models for pupils and all disputes are dealt with firmly and sensitively. Pupils are encouraged to recognise that everyone is important and to work harmoniously together. This is particularly evident in the way that they are all included in all aspects of school life. The school ethos promotes care for others and personal responsibility. These secure relationships contribute greatly to pupils' understanding of the value of justice for all, regardless of cultural heritage, background or ability.
35. Social relationships in the school are good. In lessons, pupils are encouraged to co-operate with each other, share, be fair, observe the school rules and be polite. Many of the school activities are based on pupils working together in a spirit of co-operation, such as assemblies, active learning opportunities, after-school clubs and team games. Pupils respond well to this approach. They conduct themselves sensibly as they move around the school and engage confidently and charmingly in conversation with each other and with adults. When inappropriate behaviour does occur, staff are quick to respond.
36. The provision made for pupils' cultural development is good. They are given a very strong feeling for the cultural tradition of their own community, particularly through English, music, art, and religious education. Their knowledge and understanding of their own culture develops when they participate in local village activities, special events and visits to the parish church. The school syllabus for religious education includes studies of other religions. In the past, visitors to the school have included an African dance group and a Caribbean group who ran a workshop in the school. Many aspects of the work undertaken by the school to promote the spiritual, moral, social and cultural development of pupils make a good contribution towards preparing them for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The care and welfare provided for pupils are good. Teachers and support staff know the pupils well and care for their personal needs in a supportive and sensitive way. The procedures for monitoring and recording pupils' personal development are good. Parents who attended the pre-inspection meeting and those who returned questionnaires confirmed that they are happy with the way in which the school cares for their children and helps them to develop good social and moral values. Equality of opportunity is positively promoted to ensure that all pupils, irrespective of gender, ability or learning difficulty, are fully included in all opportunities provided by the school.
38. Health and safety policies and procedures are well documented and implementation is well managed. The provision for first aid is satisfactory. The governing body executes its health and safety responsibilities through the buildings and maintenance committee. Risk assessments are conducted on a regular basis. A potential health and safety issue was drawn to the attention of the school during the inspection, which concerned the positioning of computers, computer cables and a washbasin in the classroom housing the 'ICT-Suite'. Fire and electrical equipment is checked annually.
39. The headteacher is the designated child protection officer and established procedures are effective. All members of staff are alert to the needs of pupils and aware of the guidelines for dealing with sensitive issues. The school maintains good links with social services and other relevant outside agencies. Personal, social and health education is provided through the curriculum and dedicated weekly timetabled lessons. Healthy living, drug and alcohol abuse, sex education and the development of social skills are incorporated to provide a balanced programme as pupils progress through the school.
40. The policies and procedures for promoting and monitoring behaviour are good. The management of behaviour is consistent throughout the school. Good learning attitudes and behaviour are encouraged and celebrated, and this results in pupils wanting to do their best. All incidents of unacceptable behaviour, or showing a lack of consideration towards others, are dealt with effectively and sensitively. The procedures for promoting and monitoring attendance are good. Good standards of behaviour and above average attendance have been maintained since the last inspection and make a positive contribution to pupils' attainment.
41. The procedures for monitoring and assessing pupils' progress are satisfactory. There are effective systems for assessing children's basic awareness and potential learning skills when they first enter the reception class. Every year tests are conducted to review the progress of each pupil and the results are used to project expected attainment at the end of Years 2 and 5. Systems for setting individual targets for writing and group targets for reading have recently been introduced to help raise standards of attainment in these curriculum areas.
42. The use of monitoring and assessment to guide curriculum and lesson planning, and to help pupils with their future learning, is inconsistent. Whilst there are good examples in physical education and information and communication technology, teachers do not regularly ensure that when pupils leave a lesson they know how well they have done in relation to the stated learning objectives for that lesson, or to inform them of what they need to know and do to raise their levels of attainment in the future.
43. The marking of pupils' work is widely inconsistent and does not follow the recommended and effective procedures promoted by the school's approved marking policy. The most helpful and informative marking was seen in the exercise books of pupils in Year 3. There is inconsistent understanding by teachers of the assessment information that is being provided or of other information that can be gathered and recorded. Insufficient guidance is given to pupils so that their academic development can be more effective and help them

realise their full potential. Assessment procedures and the use of the available information have not improved significantly since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The vast majority of parents have positive views about the school. They consider that their children make good progress and that their relationship with the school makes it easy to ask questions and resolve problems. They appreciate the high expectations promoted by the school, the quality of behaviour and the way in which the school helps their children mature. The quality of teaching and the leadership and management of the school are considered to be good. The inspectors agree with these positive views.
45. Through the returned pre-inspection questionnaires, some parents indicated that they would like a wider range of additional activities during and after the school day, a closer working partnership between parents and the school and better information about the progress that their children are making. A number also felt that there should be a more consistent use of homework to support learning. In response, the inspectors judge the range of additional activities provided during and after the school day to be very good. They also consider that the school works hard to promote a close working partnership with parents and that the information provided, particularly about pupils' progress, is good. The use of homework to support learning is also judged to be good.
46. The school is very welcoming towards parents and endeavours to involve them as much as possible in the education of their children. The home-school agreement clearly defines the mutual expectation of the school, parents and pupils. There is a regular flow of information about school activities, community events and curriculum topics. The school has also organised literacy and numeracy workshops for parents.
47. Annual progress reports meet statutory requirements and provide a brief subject-by-subject comment on progress together with an effort grade and the National Curriculum attainment levels for English, mathematics and science. The style of reporting is succinct but does not include a summary of curriculum coverage, self-assessment by pupils or suggested targets for improvement to guide parents who wish to support their children's learning. The home-school reading diaries are used well to track pupils' reading progress. Parents are provided with regular opportunities for formal and informal consultation with teachers and this compensates in part for the brevity of the written reports.
48. There is an active 'Friends of Bredon Hancock's School' association that organises successful social and fundraising events for parents, often involving the wider community. Through their fundraising, parents have provided audio-visual, science, music and computer equipment and new curtains for the school hall. Parents organise and run the football and netball teams and the gardening club, and support school productions. A significant number of parent volunteers hear readers and provide support for practical activities during the school day.
49. The impact of parents' involvement in the work of the school is very good, as is their contribution to their children's learning both in school and at home. The close partnership between the school and its parents has been very well maintained since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good. The headteacher, staff and governors have established the school as a welcoming place where pupils are valued and given a caring and secure place to learn. The headteacher has been in post since June 2002 but was the deputy headteacher before that. However, she has already begun to identify priorities for improvement and is addressing some of these. She is determined to develop the potential of all the staff in the school both individually and corporately.
51. A significant number of teachers are also new to the school, some of whom hold temporary posts. This means that, although there are sufficient teachers for all classes, the headteacher has not been able to distribute responsibility for curriculum areas in the way she would like. The headteacher monitors the work of the teachers in the school and has started to release them to monitor their subjects, for example, in religious education. The leadership has also been affected by the absence through sickness of one of its senior teachers. Many subject leaders have only recently taken on responsibility for areas of the curriculum and have had insufficient time to develop them. However, all subjects are in place and the time allocated to them is satisfactory.
52. There is a full complement of governors and the governing body is very effective at fulfilling its statutory duties. The annual report to parents is thorough and meets all the legal requirements. The committee structure enables the governing body to manage effectively and efficiently. The finance committee is particularly effective and has already begun to plan for the future, conscious of a fall in the number of pupils enrolling for the school. The governing body acts as a critical friend to the school and this ensures that the school is held accountable. It is a mark of its effectiveness that the governing body is also self-critical and regularly seeks ways to improve its own performance. The headteacher and governing body have a shared vision for the future of the school and are working together to achieve it. Members of the governing body visit the school regularly during the school day to support the work of the teachers and to gain more understanding. They monitor lessons and this information is used to inform their meetings and help them with their knowledge of standards.
53. The school's previous written development plan was unwieldy in its current format and the headteacher has been charged with revising it. As a result, she has written a supplement with much clearer priorities. The previous report commented on the lack of a sufficiently clear direction for curriculum development and its limited projection beyond the current year. The school has addressed these issues, but now needs to ensure that it develops a strategic plan that outlines possible developments in future years and a development plan that gives details of those that are being undertaken in the year of the plan. The governing body and the headteacher feel that there needs to be a greater ownership of the plan by all staff and governors. This will enable them to feel that their contributions are valued.
54. The leadership and management of special educational needs are good. A well-qualified and experienced senior member of staff takes responsibility for the achievement and progress of pupils with special educational needs. This is well managed. She ensures that staff are appropriately trained and guided. Records are well maintained and specific grants are spent wisely to give the pupils support in their learning. The time available from classroom assistants is carefully and clearly allocated and pupils are well supported in accordance with the Code of Practice⁴ and with the aims and values of the school.
55. The school uses effectively the resources at its disposal. Grants are accessed and used appropriately and effectively. The school's delegated budget is spent wisely. Budget

⁴ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 2001 Education Act.

reports are produced each month and these show that the planned expenditure is on target. The governing body applies the principles of best value rigorously to ensure that it gets good value in terms of costs and quality of service. Financial procedures and administration are very good. The school makes effective use of computer technology to manage all funds efficiently. There is only one administrator and she carries out the tasks associated with her job very effectively.

56. The school has a good mission statement that is reflected in the leadership and management of the school. Its aim is to foster a caring Christian environment and this is reflected in the way it manages inclusion effectively and ensures that there is equality of opportunity for all.
57. The accommodation is used well. The recent acquisition of the school house is already enabling the school to provide some specialist teaching space for special educational needs, food technology and music, and further development is planned. All the classrooms are large enough for the number of pupils and the computer suite has been developed in the library to meet the demands of the curriculum. The school hall is large enough for assemblies, dining and some gymnastic activities but is not large enough for many games. The playground is also cramped when all the pupils are enjoying recreational play, although the school hopes to develop further space around the field for this. All subjects on the curriculum have adequate resources. Stocks of books are in good order and the resources for learning are stored so that they are accessible and well maintained.
58. There are no induction procedures for staff new to the school or newly in post. The headteacher is currently revising the staff handbook so that all staff are aware of the policies and procedures of the school. The school welcomes a small number of students on initial teacher training placements. Performance management systems and routines are well established in the school. The learning support staff are well trained, very committed and knowledgeable, and they make a valuable contribution to the pupils' learning. The school benefits from a committed group of people who perform a number of tasks in the school, such as supervision at midday and cleaning in the evenings. They take pride in their work and the school benefits from this. In addition, a number of parents support the clubs in the school; the gardening club in particular ensures that the site around the school is attractive.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards and improve the quality of education, the headteacher staff and governors should:
- (1) raise standards in writing by the age of ten through:
 - providing pupils with more opportunities to write for different purposes and audiences;
 - reducing the use of commercially produced worksheets;
 - ensuring that when pupils use worksheets or write on paper that work is dated, marked and finished;
 - ensuring that pupils use and apply previously taught handwriting skills when writing in English and other subjects;
 - more rigorous monitoring of pupils' work; (paragraphs 6, 19, 26, 29, 43, 68, 70, 74-75, 77)
 - (2) improve the use of assessment to plan pupils' learning with a stronger emphasis on telling them how well they have done and what they need to do to improve their work; (paragraphs 25, 42-43, 90, 95, 98)
 - (3) improve the provision for more-able pupils by:
 - raising the level of challenge in lessons, including planned extension activities;
 - more rigorous monitoring of what they achieve in lessons. (paragraphs 4, 7, 17, 20, 25, 80, 95)

In addition, the governing body may wish to include the following for inclusion in its action plan:

- seek ways to improve the outdoor play area for children in reception; (paragraph 65)
- seek a long-term solution to making the computer network in the 'ICT-Suite' more effective. (paragraph 118)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	11	17	11	0	0	0
Percentage	0	28	44	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	154
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year ⁵	Year	Boys	Girls	Total
	2002			21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	19	20	20
Percentage of pupils at NC Level 2 or above	School	90 (84)	95 (87)	95 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	20	20	19
Percentage of pupils at NC Level 2 or above	School	95 (84)	95 (84)	90 (90)
	National	85 (85)	89 (89)	89 (89)

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

⁵ The existing guidance from OFSTED is that test and examination data should be excluded from inspection reports if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	150	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR – Y5

Total number of education support staff	3
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	360,491
Total expenditure	355,404
Expenditure per pupil	2,307
Balance brought forward from previous year	19,155
Balance carried forward to next year	24,242

Results of the survey of parents and carers

Questionnaire return rate 21.4%

Number of questionnaires sent out	154
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	3	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	45	52	3	0	0
My child gets the right amount of work to do at home.	26	49	16	3	6
The teaching is good.	39	55	6	0	0
I am kept well informed about how my child is getting on.	16	52	32	0	0
I would feel comfortable about approaching the school with questions or a problem.	55	45	0	0	0
The school expects my child to work hard and achieve his or her best.	52	39	3	0	6
The school works closely with parents.	19	49	26	3	3
The school is well led and managed.	42	52	0	0	6
The school is helping my child become mature and responsible.	35	62	0	0	3
The school provides an interesting range of activities outside lessons.	19	42	26	3	10

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

Personal, social and emotional development

60. As the result of very good teaching, children make good progress in this area of learning and exceed the expectations of the Early Learning Goals by the time they start Year 1. Children enjoy school and come into the classroom each morning happy and confident. They know the classroom routines, for example the importance of sitting quietly on the carpet for registration. In whole-class discussions, they listen attentively to the teacher and to each other. Relationships between children and between children and the teacher and learning support assistant are very good. In group work and activities which they chose for themselves, children play happily together, including boys and girls. When asked, they help tidy up the classroom and know where everything belongs. Children show good independence in changing for physical development activities in the main school hall. They understand the importance of walking quietly when they go into the main school building, so as not to disturb other classes.

Communication, language and literacy

61. Progress in this area is good and children exceed the expectations of the Early Learning Goals by the end of reception. Teaching is very good and there is a significant strength in the teaching of key reading skills. For example in teaching letter sounds (phonics), the teacher uses real 'props', such as leaves, lollies and a ladybird to teach the letter 'l'. As a result, children know their letter sounds and use these in their reading and, by the time they start Year 1, most are established on the school's reading scheme. Children enjoy looking at books in the 'book corner' and know that books are read from left to right.
62. Children make good progress in speaking and listening. In 'snack time', they link speaking and listening to their social development when milk is given out. Children ask, 'May I have my milk please?' and, 'May I have my straw please?' In lessons, children are confident in asking and answering questions. Children make good progress in writing. They know how to write and form their letters and most write their own names without help. By the end of reception, most write simple sentences unaided. They write for a range of purposes, including invitations, such as, 'Dear Teddy, can you come to school on Monday?'

Mathematical development

63. Children make good progress in this area because teaching is very good. As a result, children exceed the expectations of the Early Learning Goals by the time they start Year 1. Children read, write and order numbers to 10, with most confident well beyond this number. Through counting 'towers of bricks', children are confident in adding together two single-digit numbers, such as '3+3=6'. In a good lesson observed, children were challenged by questions, such as 'There are five teddies on this side and two on the other side, how many more are there on this side?' A good number knew that the answer was three. They were then asked, 'How do you know?' It is through such challenges that children make good progress in using and understanding key mathematical vocabulary. Children are confident in comparing objects, such as 'taller than' and 'shorter than' and make good progress in estimation skills, for example, in guessing whether their teddies will go under the bridge or not.

Knowledge and understanding of the world

64. Progress in this area of learning is good and children exceed the expectations of the Early Learning Goals by the end of reception. Teaching is very good. Children's knowledge of the World is developed successfully in lessons. For example, when looking at lemons as an 'l' word, the teacher discussed with pupils where lemons grow and how they grow in hot countries. Children are very confident in the use of the computer. For example, they know how to 'click' and 'drag' on different articles of clothing when dressing a teddy bear in different outfits. In science, children understand about the forces of pushing and pulling, and this was reinforced in a very enjoyable lesson when they took part in a tug of war. The teacher used the lesson effectively to introduce the idea of a 'fair test' in science by making one team of larger children and the other of smaller children and asking, 'Is this fair?' One response came, 'No! It's not fair. You are much bigger. You could pull her over and she could hurt her head!' Children make good progress in early design and technology skills, for example in making biscuits and in making teddy bears with moving joints. In one lesson seen, they made good progress in their teams in designing and making a shelter for their teddy bears, who were 'trapped on a mountain in the snow'.

Physical development

65. Children make good progress in this area of learning, although they have insufficient opportunities for regular outdoor play. However, good use is made of the school hall to compensate. By the end of reception, children exceed the expectations of the Early Learning Goals. Teaching is very good, particularly of lessons in the hall. The teacher, learning support assistant and children dress appropriately for lessons. Children show a good awareness of space and are exceptionally confident in working on the apparatus. They hold a balance well and plan their own high quality sequences using the floor and apparatus. Children are safe, sensible and very co-operative in helping to put the apparatus away at the end of the lesson. In the classroom, children use scissors carefully and show good skills in cutting and pasting, for example, when making shelters for their teddies.

Creative development

66. As the result of very good teaching, progress in this area is good and children exceed the Early Learning Goals by the end of reception. Children enjoy singing familiar songs and rhymes. For example, they enjoy performing the accompanying actions to the 'Rainbow Song' and 'Five Little Speckled Frogs'. Children enjoy listening to music, for example, from Africa and respond well when the teacher asks them to describe their reflections and thoughts. This makes a good contribution to their spiritual development. Children enjoy playing instruments and concentrate well when following the teacher when she 'conducts' them. Children show good skills in painting, for example, of their teddy bears in bed under their coloured and patterned duvets. Pencil skills are used well, for example when children draw 'imaginary pictures' by using straight, curved, wavy and hatched lines.

ENGLISH

67. By the end of Year 2, standards in speaking and listening, reading and writing are above average as the result of effective teaching of the key skills of literacy. Pupils make good progress in their learning. There is strong support from teachers and learning support assistants and pupils with special educational needs make good progress in their learning.
68. By the end of Year 5, standards in speaking and listening and reading exceed expectations for ten-year-olds. Pupils build successfully on the good standards achieved at seven and progress is good, including for pupils with special educational needs. However, standards in writing are below expectations because pupils have too few opportunities to write both in English and in other subjects.
69. The key factors contributing to good standards in speaking and listening and reading are that:
- pupils are encouraged to ask and answer questions and are given time to explain their thoughts and ideas;
 - pupils are encouraged in final or plenary sessions to read their work to the rest of the class;
 - good teaching of the key reading skills, including phonics (letter sounds);
 - very effective links with parents using the home-school reading link.
70. The key factors contributing to standards in writing which are below expectations at the end of Year 5 are:
- pupils having insufficient opportunities to write for a range of purpose and different audiences;
 - an overuse of a commercially produced scheme of work;
 - photocopied worksheets which are undated, unfinished and unmarked;
 - marking which does not pick up on key errors, for example the spelling of 'solid's' and liquid's' in a piece of science work from a more-able pupil in Year 5.
71. Standards in speaking and listening are good. Throughout the school, pupils readily engage in conversation with adults, including visitors, and are happy to talk about their work. Inspectors were impressed with the enthusiasm with which pupils talked about the books they read. One group of Year 4 pupils, who showed an inspector their redrafted poems, insisted on reading them and did so with good expression and clarity. In lessons, pupils are given time in question and answer sessions to articulate their thoughts and ideas. Other pupils, as the audience, listen attentively and politely and clearly value the opinions of others, for example, when they evaluate each other's performance during physical education lessons.
72. By the end of Year 2, standards in reading are good. Pupils show good knowledge and understanding of the use of letter sounds (phonics) and picture clues to help them read new and unfamiliar words. They read confidently, fluently and with developing good expression. Pupils know and explain the terms 'author', 'illustrator' and 'publisher' and understand the difference between 'fiction' and 'non-fiction'. They know and explain how the 'contents' and 'index' are used in reference books. By Year 5, pupils build successfully on these key skills and standards are good. Pupils read fluently and with good expression. They talk confidently about the story so far and show a good recall of characters and the plot and they predict what might happen next in a story. Pupils give preferences for their favourite books and authors, for example, 'I like Jacqueline Wilson, she does really adventurous and funny stories. It's cool.' Pupils benefit from very good support at home with their reading and frequent opportunities to read to an adult in school.
73. By the end of Year 2, standards in writing are above average. Pupils show good skills in the use of spelling and punctuation, with the correct use of full stops and capital letters

being a strength. More-able pupils use speech marks accurately. Pupils write for a good range of purposes, including poems, instructions (how to make an orange ice cube), postcards and stories. They enjoy writing their own fairy stories and show a good understanding of how to start a story. For example, *'One day there was a prince who was looking for a real princess. His father said, 'You must find your princess quickly'. 'But father I can't find one.' 'Well you'd better hurry up!'* In a lesson seen, good progress was made in writing postcards because the teacher gave pupils time to discuss their ideas and she 'modelled' a postcard from their ideas on the whiteboard. As a result, pupils came up with good ideas, including, *'Dear Ben, I am in a far away land where people help you. There is a waterfall and every day the sun shines with a beautiful rainbow'*.

74. By the end of Year 5, standards in writing are below expectations and pupils do not build successfully on earlier key skills. The factors mentioned in paragraph 70 have a significant impact on standards not being high enough. However, there is evidence that when given the opportunity, pupils can write with imagination and creativity. In a good lesson in Year 4, because of the teacher's good explanation as to how an author drafts and redrafts a poem, pupils made very good progress in writing their own poems. For example, a first draft of:
*'The full moon is like
an eye
a button
a jawbreaker'* became as a final draft:
*'The full moon is like
an everlasting grey eye hanging,
a metallic, glowing button reflecting,
a patched white jawbreaker flying'*.
75. Standards in handwriting are inconsistent and contribute to weaknesses in the quality of pupils' presentation of work. Although pupils are taught key handwriting skills, teachers do not reinforce expectations that pupils should use and apply these when writing in English and other subjects. As a result, writing is often printed or a combination of printing and a joined-up style. The quality of handwriting and presentation in Year 3 in their exercise books is of far superior quality to that produced on photocopied worksheets.
76. Pupils use their reading skills effectively when carrying out research, for example, in geography and history. They make good use of the school library and know how to locate specific information within a reference book, for example Indian elephants. They use the Internet with enthusiasm to carry out research to answer their own questions, for example, on life in modern day India. When given the opportunity, pupils apply their literacy skills successfully when they word-process stories and poems. In Year 4, pupils show imaginative use of different fonts and borders to present their acrostic poems on the theme of 'Winter'.
77. Teaching is satisfactory. However, the teaching of speaking and listening and reading is good, and a strength. In lessons, pupils are encouraged to ask and answer questions and take part in paired discussions. Teachers respond well to pupils' enthusiasm in wanting to read their work aloud to the rest of the class. Key reading skills are taught successfully, with the result that standards are good. The portfolio of English work from previous years shows that if given the opportunity, pupils in Year 5 can produce high quality work. It is the lack of such opportunities now that is the key weakness in the teaching of writing.
78. The subject is effectively led and managed by the co-ordinator and this contributes to the good standards in speaking and listening and writing. She is aware that writing is an issue for the school. At present, she has no time to monitor teaching and learning in other classes and this has an impact on weaknesses in writing not being identified. Resources are good, including the library, and are used effectively to support pupils' learning.

MATHEMATICS

79. Inspection evidence shows that by the end of Year 2, standards achieved in mathematics are average. By the end of Year 5, standards meet expectations for ten-year-olds. There is no significant variation in the performance of boys or girls. At the previous inspection, standards in mathematics were judged to be a 'little above average' at the end of Year 2 and 'average' at the end of Year 5.
80. There are a number of factors that prevent higher standards being achieved. These include:
- an over-reliance on the use of worksheets for pupils;
 - the need to provide work with more challenge for the more-able pupils;
 - insufficient use of the assessment of prior learning and achievement to inform teaching;
 - the need to ensure the consistent application of standards of presentation.
81. The school has identified pupils with particular needs who require more support in mathematics and teachers use the help available from support staff very effectively. For example, in one lesson the more-able pupils in Year 1 were able to work with a learning support assistant on an activity that was appropriate to their ability thus enabling the teacher to focus on the needs of the rest of the class. Pupils with special educational needs sometimes receive similar help and make good progress as a result.
82. The planning for mathematics is secure in all classes in the school. The teachers base their planning on the National Numeracy Strategy. Where the teaching of mathematics is good, it is characterised by:
- the effective use of pace in lessons;
 - high expectations of what pupils can achieve;
 - ensuring that the assessment of prior learning informs the teaching and learning;
 - pupils talking about their learning and explaining the processes they have undertaken to find the answers;
 - an expectation by teachers of careful work that is well presented.
83. Evidence from the analysis of work and displays around the school showed that pupils cover all aspects of the curriculum. There was a particularly attractive display of mathematical activities that showed investigations undertaken by pupils in every class. Children in reception had investigated relationships in pairs of socks, whilst in Year 2; this was taken further by working out how many combinations of outfits it is possible to make from a given number of shirts, shorts and socks. Pupils in Year 4 had investigated the relative sizes of pupils' body dimensions and whether there is a relationship between them. Year 5 had investigated relationships between area and circumferences. The display was enlivened by the use of questions relating to the outcomes of the investigations. Pupils use information and communication technology appropriately to process some of the data they have collected in mathematics. They make good use of computers to draw graphs and charts from tallies they have collected.
84. Most of the pupils in Year 2 count, read and write whole numbers to 100 and describe and extend simple number sequences. They have secure knowledge of number bonds to 20 and money to one pound by making differing amounts with coins. They understand the notion of 'greater than' and 'less than' and use it accurately. They are confident in the use of doubling and halving and are developing their awareness of correct mathematical language to describe two- and three-dimensional shapes and some of their properties. Most pupils use and apply simple fractions in mathematical form and use bar charts and pictograms accurately to record data they have collected.

85. By the age of ten, most pupils have a secure working knowledge of the number system and accurately represent six-digit numbers on an abacus. They put five-digit numbers in value order and multiply numbers by 10 and 100 with accuracy. They use a variety of methods to multiply numbers and discuss the relative advantages and disadvantages of each. For example, pupils showed competence and accuracy in using both approximations and rounding as well as applying the grid method of decomposing numbers in long multiplication. However, too few pupils recall number bonds in the multiplication tables quickly and accurately so the impact of the advantages of the methods is lessened. Pupils know the relationship between percentages, decimals and fractions and apply this knowledge to everyday situations. They understand probability and apply it in real contexts. They have some experience of two-dimensional geometry, but there is no evidence that they have developed their prior learning on three-dimensional shapes. Evidence in pupils' files shows that work with time is not secure. Most pupils understand area and measures and the relationship between area and perimeter. The more-able pupils are given some opportunity to develop their learning. For example, they know the factors of large numbers and the relationship between them.
86. Teachers set homework for older pupils based on a commercial scheme, using mathematics home-school diaries designed to involve parents in supporting their children's learning. However, there are no clear guidelines for teachers about setting homework and the work done in the diaries is not assessed and has little impact on learning.
87. The overall standard of teaching is satisfactory and a significant proportion is good. No unsatisfactory lessons were observed during the inspection. A feature of all lessons is the good relationship that has been established between the teacher and the pupils and the positive attitudes and good behaviour within the lesson.
88. The quality of the oral or mental work that begins each lesson varies, but is mostly good. All pupils sit on the carpet around the teachers for this part of the lesson. Most teachers encourage pupils to write responses on the portable whiteboards and this is effective as teachers can easily check answers. However, on occasions the pace is not as quick as it should be and not all the pupils are challenged sufficiently. For example, too often the teachers use the same activity for all the class without asking more of the more able. In these situations there is little to interest or extend pupils who have mastered the concepts.
89. The main part of the lesson is usually well taught. All the teachers have a good knowledge of the subject and show enthusiasm for it in their teaching. They are confident and competent in their use of correct mathematical language. They engage pupils' attention easily and create a good working atmosphere in which pupils talk about their work but stay on task for most of the time. However, expectations for some of the more-able pupils are not as high as they could be and too often teachers rely too heavily on the use of worksheets. Pupils spend much of the working time filling the blank spaces on these worksheets and do not have enough opportunity to develop their own methods of recording. However, in one lesson in Year 2 the teacher used the space in the playground to good effect. As part of a lesson on making totals of money using coins, she gave each pupil a large card with a coin on it. They had to solve oral problems that required mental strategies and had to make the answers by forming groups of pupils holding the correct coins for the total amount required. The pupils clearly enjoyed this and were able to work with accuracy and with responsibility. However, there is also too little opportunity for pupils to work collaboratively on tasks or problems and discuss the ways they have chosen to solve them and record their work.
90. The final session is often the weakest part of the lesson. Occasionally, the teachers do not give it enough time or do not use it to ensure that the pupils have achieved the learning objectives for the lesson. Where it was used well, the teacher was able to revisit the learning objectives and clarify a misunderstanding regarding approximations that had

arisen. Too often, pupils finish the lesson not knowing how well they have done and what they need to do to improve.

91. Work that is displayed is presented well. However, much of the work that pupils do during lessons is not presented in the same way. The school has chosen to use sheets of paper in preference to exercise books and these are not stored sequentially or tidily. This means that it is difficult to track improvements in pupils' work over time and for pupils to see their own development. In addition, pupils' work is not marked regularly and teachers do not give enough evaluative comments on the work that is marked. There is no evidence that teachers are setting targets for improvement that are readily accessible to the pupils. Assessment records of mathematics are based upon the objectives in the National Numeracy Strategy. Teachers use a series of colour codes, one for each year group to show when they assessed each pupil to have achieved the objective, and they make satisfactory use of tests and assessments during the year.
92. The subject leader for mathematics is an experienced teacher, but her teaching commitment gives her little time to develop the subject or her role as co-ordinator. There have been significant changes of staff since the end of last year and she has not had the opportunity to support staff new to the school, nor to check that they are following the policy for mathematics. She has ensured that there are good resources in the school to support the teaching of all aspects of mathematics as well as plenty of equipment to help pupils with their learning. These are stored centrally in an orderly and accessible way. The school has set in place some monitoring of the subject as well as staff meeting time for moderation of work. The school has made use of the training opportunities that have been on offer to staff with attendance on courses and visits to see leading mathematics teachers at work. The numeracy governor is actively involved in supporting the work of the school in mathematics.

SCIENCE

93. By the end of Year 2, standards are average. Pupils make satisfactory progress through from Year 1 and continue to make satisfactory progress through Years 3, 4 and 5. By the end of Year 5, standards meet expectations for ten-year-olds. This demonstrates a similar picture to that of the previous inspection except that progress in scientific enquiry is now keeping pace with progress in knowledge and understanding. This is a better balance and the school has worked hard to achieve this.
94. Teaching and learning is satisfactory and sometimes good. Teachers plan carefully and in a structured way. They make good efforts to make science a lively subject that is related to real life. They use a range of resources to enliven their lessons and gain the pupils' interest. In Year 1, the teacher brought in a reflective jacket for pupils to try on as part of a lesson on materials and their properties. They then set about making reflective badges to wear for safety, using torches and the sunlight to test them out. This provided good opportunities for discussion on which materials were shiny, reflective, or dull and which would be fit for the purpose. In Year 5, pupils went outdoors with stop watches to test out their resting pulse rate and then their pulse rate after different exercises in order to understand how physical exercise helps to keep you healthy. These practical and lively experiences made an impact on the quality of learning.
95. Lessons are planned to involve all pupils and activities are often provided at different levels to meet pupils' needs. However, for those pupils who are capable of high standards, there is often insufficient challenge to extend their understanding or give them greater responsibility for their own learning. Teachers do not always ask the searching questions, or demand the pace of work that would result in higher standards. Pupils do not often design their own experiments or justify their conclusions rigorously.

96. Across the school, pupils have a sound understanding of the scientific principles taught. They use the correct scientific vocabulary and know the concept of a fair test. Their written work is satisfactory, but is often brief and written to a formula that does not allow for sharp scientific thought. In some classes, worksheets are not constructed well enough to challenge pupils to explain their ideas. This limits the progress of more-able pupils. Graphs, charts and diagrams are well used to record findings.
97. Throughout the school, pupils bring a positive attitude to their learning. They show interest in a range of topics and have knowledge to contribute from outside school. They listen very well and are respectful of each other's ideas. They are lively and enthusiastic when working on experiments and problems and their behaviour and attitudes towards equipment is very good. They maintain concentration for long periods and even the youngest children remain focused and on-task throughout their lessons.
98. Leadership and management of the subject are satisfactory and have been maintained even though a new co-ordinator is not in place. There is a clear view of improvements made and of what the school needs to do next to improve further. For example, there is a planned programme of classroom monitoring and there is analysis of pupils' work. Detailed planning, using a national scheme, ensures that the curriculum is well covered and that knowledge and skills are consistently built upon. Assessment is largely ineffective in raising standards and marking could be more focused to provide a greater challenge to pupils in improving their work.

ART AND DESIGN

99. Standards are good and exceed expectations for seven- and ten-year-olds; there are examples of outstanding work. It was not possible to see many art lessons during the inspection but a wide range of work was provided for analysis. Display, photographs and discussions provided good evidence for judgements. The school has worked very hard and with enthusiasm to improve this area of the curriculum since the last inspection, and has succeeded to the extent that art is now a strength of the school. All pupils, including those with special educational needs, have the opportunity to be creative and to produce good work. They are given the chance to succeed as individuals and in groups. The range of opportunities provided to stimulate art and design is very wide. Teachers and pupils make very good use of the environment around the school to observe closely, to sketch and sometimes to use as inspiration for work in collage and sculpture.
100. Following a visit to the village church with the rector, Year 2 made a repeat visit to look closely at the artefacts and decoration in this historic building. They used their sketch-books to make pencil drawings and they talked about what they saw. This produced some carefully observed and executed work and deepened their understanding of their environment and their community. In the summer time, classes sketch outdoors in the school grounds and in the village. With a visiting artist they used stones, feathers and plants to create sculptural patterns. Teachers are not afraid to organise work on a large scale and one of the governors contributes her expertise on large projects, which enriches the experience for the pupils. An 'Arts Week' each year is an excellent focus for creativity and stimulation of pupils' artistic skills.
101. The analysis of work shows that when teachers set challenging tasks with stimulating materials, many pupils are capable of achieving high results. A banner for the hall and an altar cloth in frequent use show that skills in working with fabric have both a decorative and a functional purpose. Work with clay in an after-school club provides a satisfying tactile experience and the opportunity to experiment with another medium. Large paintings on an Aboriginal theme demonstrate an opportunity to explore the creativity of diverse cultures.

102. Teaching is satisfactory overall and the leadership and enthusiasm provided by the headteacher has helped to develop the subject and raise its profile in the school. There is more to do in providing pupils with opportunities to study the work of famous artists and craftspeople and in working more frequently in three dimensions, but the approach to building up skills through drawing and painting has been successful and the school is now well placed to move forward.

DESIGN AND TECHNOLOGY

103. At the time of the previous report, design and technology was judged as being 'just adequate'. Standards now exceed expectations for seven- and ten-year-olds and show that much improvement has been made. Pupils, including those with special educational needs, make good progress. By the age of seven, pupils use simple hand tools safely, with accuracy and care. They know how to plan a design and modify it as they go along. They make simple evaluations of their work. In Years 3 to 5, pupils evaluate a range of bread, examine ingredients and relate them to a healthy lifestyle. They will go on to make bread for themselves. In another class, pupils involve themselves in the task of making pop-up cards. They clearly demonstrate that they understand the principle of levers. They use their tools with care and, by the end of the lesson seen, produced some good working models.
104. Teaching has improved with the introduction of a structured scheme of work as a basis for planning and with training for teachers on the possibilities and opportunities of the subject. Teaching is now good. A wide range of extended opportunities is made available to the pupils to give them practical experiences and to relate design and technology to real life. The 'Eggstream' challenge involved pupils from different year groups in solving the problems of transporting an egg safely across a stream. This was planned in liaison with partner schools and provided an exciting and stimulating learning opportunity for all involved. The outcomes were also profitably used as part of an induction day at the local middle school. Through activities like this, teachers extend pupils' knowledge and develop their skills. Teachers and classroom assistants give practical support, ask questions to extend pupils thinking and provide good resources. Management of behaviour during practical activities is very good and sufficient attention is paid to health and safety issues.
105. Pupils bring enthusiasm and imagination to their lessons. They become absorbed in their tasks and make sensible observations, often with insight. They evaluate conscientiously and record what they are doing with care. All pupils, including those with special educational needs, are involved in the learning and support from other adults in the classroom is effective in enabling some pupils to use tools safely or to persevere with the recording of a design. Pupils work well in groups. Boys and girls work willingly with one another, sharing ideas and equipment pleasantly.
106. The leadership and management of the subject have recently changed hands. There is a clear view of further development that needs to take place, particularly in the monitoring of teaching and the development of appropriate assessment techniques.

GEOGRAPHY

107. Only one lesson was observed during the inspection so it is not possible to make a secure judgement about standards of teaching. However, evidence gained from discussion with teachers and pupils, analysis of pupils' work and a review of planning confirm that all pupils, including those with special educational needs, make satisfactory progress. Standards meet national expectations at the end of Year 2 and Year 5.
108. At the age of seven, most pupils are beginning to develop effective use of geographical vocabulary and develop skills of enquiry. They begin to demonstrate awareness beyond their own locality and have some useful skills in reading maps and marking features on outline maps. Pupils take great care with presentation of their work. There is some use of worksheets but pupils also have the opportunity to record information in their own style. There are clear links to skills acquired in other subjects, such as art and design, with pupils given the opportunity to sketch some geographical features of the locality and develop their enquiry skills. Teachers use the travels of 'Barnaby Bear' to enable them to teach in a stimulating way that enables the pupils to recognise and describe differences in places.
109. In Year 4, pupils study the village of Chembakolli as a contrast to the UK. Pupils are aware of the significant factors in the lives of the people there and articulate differences between the life styles of these villagers with their own. They use a variety of sources of information for their work. Their study of water means that they are able to relate the use of water in their locality with the differences in Chembakolli. The work on water includes a consideration of the water around the school. Pupils are challenged to think about the factors that cause puddles to form and stay for some time. They are aware that drainage is important and explain how streams and rivers are important in the removal of excess water from land and how this forms part of the larger water cycle.
110. The geography work in the school is enriched by the visits that pupils make to places out of school. These include a visit in Year 2 to Worcester and its Cathedral to contrast with their small village of Bredon, and to Weston-super-Mare and Tewkesbury in Year 5. The school has a good range of resources to teach geography and to support the pupils' learning. Pupils are encouraged to use the Internet for research to enrich their work and are successful in this.
111. The geography co-ordinator left at the end of the Autumn Term 2002, but has left the school with secure planning and an appropriate programme of study for pupils. Responsibility has now passed to another member of staff, who has yet to take it on fully as she has a number of areas of responsibility. However, she feels that she wants to develop the geographical skills in all pupils, giving them the necessary facts whilst encouraging interest and curiosity in the subject.

HISTORY

112. Standards in history meet expectations for seven- and ten-year-olds. Three lessons were seen during the inspection and the quality of teaching was good in two of them and satisfactory in the other one. Evidence from these, together with the analysis of pupils' work, review of planning and discussions with pupils and teachers, confirms that all pupils, including those with special educational needs, make sound progress in their historical knowledge and skills. Pupils' achievement matches national expectations. Their attitudes to the subject are good. Teachers are confident in their own subject knowledge and this is reflected in the planning of work for pupils. The school ensures that the subject is taught to the requirements of the National Curriculum.

113. By the end of Year 2, pupils have a sound understanding of chronology and change. Their learning is supported by the effective use of artefacts and discussions about them. For example, in Year 1 pupils looked at a variety of old houses around the school. They identify and describe old and new building materials and talk about the differences. They make simple hypotheses about the reasons for the use of different materials in old and modern buildings. They sort pictures of houses of different centuries into a time line and explain their reasoning with accuracy. The holiday diaries they keep show a developing sense of time and place.
114. Pupils in Year 3 study the Saxons, using the local environment to augment their learning. They know that some of the villages and towns nearby have names of Saxon derivation. In the lesson observed, they focused on Saxon language and listened attentively to a passage from Beowulf. Many were able to identify modern English words in the Saxon. They understood runes and could explain how writing was done in Saxon times. The portfolio of work contained evidence to show that pupils were developing their sense of chronology by comparing the changes to the design, performance and price of tractors over a 50-year period. This work showed a sense of understanding that changes can be for the better. The work was carefully designed and the freehand drawings were of good quality. Work on the life of Boudicca gave the pupils opportunity to research aspects of her life and record their findings in a number of ways, such as letters, charts and sequences of events.
115. In Year 5, pupils make good progress in learning about the Second World War. The teacher has made an effective link between the advantages of different sorts of shelters during air raids with pupils making paper shelters using a variety of designs and the means to reinforce them. Pupils in Year 5 recall some of the historical facts that they have learned about the periods of history studied. For example, they know about Henry VIII and his wives, but could not recall any other significant event from the Tudor period.
116. Pupils show a positive attitude to the subject and their enthusiasm is especially evident when they have the opportunity to study history and artefacts at first hand. Pupils benefit from a series of visits, for example to Chedworth Roman Villa and London, that involve the study of history through first-hand evidence. Visitors to the school include 'Prof. McGinty' who provides pupils with the opportunity to dress up in historical costume and study artefacts from the same period. It is clear from the photographic evidence that the pupils gain a lot of enjoyment from this and that it makes history come alive to them.
117. Resources for history are satisfactory. These are stored centrally and are easily available for teachers. The library has an adequate range of books for pupils to use. The history co-ordinator left at the end of the Autumn Term 2002 but has left the school with secure planning and a detailed scheme of work for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. By the age of seven and ten, standards meet national expectations. Pupils, including those with special educational needs, make satisfactory progress in their learning. They benefit from the provision of an 'ICT-Suite', although the network is not as effective as it could be.
119. Pupils use computers successfully to support their learning in other subjects, including literacy and numeracy. In literacy, pupils present poems in interesting and imaginative ways. In numeracy, work on handling data is reinforced when pupils make their own databases. Pupils make good use of the Internet, including using it at home, to carry out geographical and historical research.

120. By the end of Year 2, pupils are confident in the key skills of loading, saving and printing their work. Mouse skills, particularly 'click and drag', are good, with keyboard skills satisfactory. In Year 1, pupils show good skills in combining text and pictures when they write about their favourite toys. They use the computer successfully to draw graphs showing 'Year 1's Favourite Toys'. In Year 2, pupils make successful use of a graphics program to create patterns in which they use the 'fill', 'fill colour' and 'change colour' tools.
121. By the end of Year 5, pupils continue to make satisfactory progress in building on key skills, knowledge and understanding. In Year 4, pupils combine drama, art and the use of the digital camera to produce very good displays showing the performances of their 'Dream Stories'. Pupils show good skills in creating 'front pages' of 'newspapers' for a village in India, with successful application of literacy skills. In Year 4, there is good evidence of pupils having posed their own questions and then carried out research on the Internet in order to answer those questions on life in India. In Year 5, pupils show good skills in creating their own questionnaires, for example on frogs, in preparation for creating a computer database. They understand how much quicker it is to search electronically than manually. When collecting data, pupils show good application of numeracy skills, for example in knowing that 50 per cent can be expressed as a half or 0.5.
122. The quality of teaching is satisfactory, with strengths in teaching of lessons in the 'ICT-Suite'. Teachers show good subject knowledge and an ability to amend lessons at very short notice, for example when the 'ICT-Suite' was out of action because of a power cut. Teachers make good use of learning support assistants to work with half the class because the number of computers available makes it more effective to work that way. Whilst half the class are using the computers, the rest are engaged on an activity, for example in writing their own questions for information to go into a database. However, in lessons in classrooms, there is inconsistent use of computers to support pupils' learning, with the result that they have insufficient opportunities to use and apply their skills.
123. The subject is effectively led and managed. The co-ordinator has a clear action plan in which the need to further develop pupils' use of computers to support work in literacy is a key feature. After each lesson, pupils' learning is assessed, with notes added to planning sheets. In addition, there are useful and regular end-of-unit assessments, which assist teachers in identifying progress made by pupils. Resources are satisfactory, if unreliable. There are some health and safety concerns in the 'ICT-Suite' in relation to the positioning of computers adjacent to a sink and cables which trail across the back of the sink. The inspection team drew this concern to the attention of the headteacher and governors as a matter to be addressed urgently.

MUSIC

124. Standards of music, as seen in lessons and based on other evidence available in the school, meet national expectations by the end of Year 2 and Year 5. This represents a slight improvement since the last inspection. Pupils make appropriate progress in their learning through the school. The younger children sing simple melodies with confidence and in tune. Older pupils sing confidently in ensembles, such as choir performances and assemblies. Little singing was observed during the inspection, but the planning records show that there are ample opportunities to develop this skill. Year 2 pupils use a range of pitched and unpitched percussion instruments to create sound patterns in groups. They handle the instruments sensibly, understand the importance of watching the conductor and of listening to each other. Older pupils are beginning to record their compositions in forms of notation and to record them on tape in order to evaluate and improve them. In a Year 4 lesson, pupils matched sounds creatively to descriptive words in order to explore emotion and mood. There are good opportunities to listen to music from a range of cultures and to compare and contrast their effect.

125. Teaching in lessons is enhanced by opportunities for pupils to perform both in school, during assembly or productions, and outside school in festivals and concerts within the county. Pupils benefit greatly from these and talk about them with enthusiasm. A recorder club and a choir give regular chances for pupils in Years 3, 4 and 5 to develop their skills and techniques. For a small number of pupils, there is the possibility of paying for group instrumental tuition provided by peripatetic teachers. This tuition has no link with the main curriculum and the skills of these pupils are not used sufficiently to enrich the provision there.
126. Boys and girls, including those with special educational needs, are keen to make music together. Their listening skills are good. They show insight and creative imagination and use instruments with real enthusiasm and enjoyment while demonstrating high standards of behaviour.
127. Teaching is satisfactory and the very good resource of a dedicated music room in the school house is used well and is having a positive impact on standards. Pupils have the space to make music freely and the instruments can be readily available. Teachers plan well and most are confident in leading active and participative lessons. Assessment is used to identify pupils with particular talents but gives insufficient constructive feedback to pupils so that they can improve.
128. The management of music is sound and well organised, but there is not a sufficiently clear vision for the future of this subject, as part of the school's promotion of the arts, so that individual talent and quality ensemble playing can be enhanced.

PHYSICAL EDUCATION

129. By the age of seven and ten, standards exceed expectations. Pupils, including those with special educational needs, make good progress in their learning because of good quality teaching and benefit from a wide range of learning opportunities, including swimming. By the end of Year 3, all pupils meet the national expectation (for 11-year-olds) of being able to swim 25 metres unaided.
130. By the end of Year 2, pupils know the importance of regular exercise to keep their bodies fit and healthy. They understand the importance of having a warm-up and cool-down at the start and end of lessons. In gymnastics, they show a good awareness of space when moving around the hall, including a change of direction. Pupils are confident and working at different levels and show good stretched shapes and very tight curled shapes. Skills in holding a balance within sequences are of particularly good quality and they include this successfully in sequences where they change the speed of movement. Pupils make good use of their speaking and listening skills when they evaluate the performance of each other, for example 'She kept her body very straight when she did her roll'. Pupils are safe, careful and competent in getting the apparatus out and putting it away. They show good skills in transferring sequences performed on the floor to the apparatus.
131. By the end of Year 4, pupils continue to make good progress and build successfully on gymnastics skills. A significant strength is the quality of teamwork, which contributes to pupils' social development. Pupils plan, perform and refine good sequences involving a spin, jump and a roll and in 'mirroring' each other's work. They are keen to improve the quality of their performance and respond well to the teachers' challenge of, 'Are you holding that balance?' and 'Are those toes pointed straight?'
132. Teaching is good and contributes to the high standards achieved. Teachers dress correctly for lessons and this is reflected in the immaculate turn out of pupils in lessons. Pupils respond to the high expectations that in lessons they should 'Be Special', 'Be Smart' and 'Be Strong'. Teachers move round the hall encouraging pupils to improve their

sequences, for example 'I like the way you are moving, can you change the speed at which you are travelling?' Effective use of 'apparatus cards' and 'sequence cards' develops pupils' independence and teamwork, with 'apparatus cards' showing which items of apparatus are needed and where they are to be placed. Subject knowledge is good and the emphasis to pupils that, 'Your work should be special' is reflected in high quality performance.

133. The co-ordinator was absent on long-term sick leave during the inspection, but evidence indicates that the subject is successfully led and managed and this contributes to the standards achieved. There is an up-to-date policy and the scheme of work is used effectively to ensure pupils make good progress in all aspects of the subject. Resources are good and used well to support pupils' learning. Pupils benefit from a good range of extra-curricular activities, including opportunities to compete in football and netball against local schools. Pupils and parents enjoy the annual sports day.