

# INSPECTION REPORT

## **NORTHLEIGH C E PRIMARY SCHOOL**

Malvern

LEA area: Worcester

Unique reference number: 116863

Headteacher: Mrs J Mills

Lead inspector: Mr R Burgess

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> July 2005

Inspection number: 267267

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	295
School address:	St Peter's Road Malvern Worcestershire
Postcode:	WR14 1QS
Telephone number:	01684 574889
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Scholefield
Date of previous inspection:	8 <sup>th</sup> March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Northleigh C E Primary School is situated in Malvern in Worcestershire. It is bigger than most schools, with 295 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. The school admits children in the September and January after their fourth birthday. Pupils' attainment on entry is slightly above average although a wide range of attainment is evident and there have been very wide fluctuations between different year groups over recent years. The majority of pupils are from white ethnic backgrounds. There are no pupils with English as an additional language. Ten per cent of pupils have special educational needs, which is below average. Two children with serious learning difficulties have a Statement of Special Educational Need, which is also below average. The proportion of pupils in receipt of free school meals is well below average. The school received an ECO Award in 2000 and achieved Investor in People status in 1997 which was successfully reviewed in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school. The leadership of the headteacher is very good. Pupils achieve well throughout the school. Pupils with special educational needs achieve well. Teaching is good with some very good features, which, together with the pupils' very good attitudes and behaviour, results in good learning in lessons. The school provides very good value for money.

#### The school's main strengths and weaknesses are:

- Standards are well above average by the end of Year 6.
- Leadership and management are very good and are effective in driving up standards.
- Pupils' attitudes, behaviour and personal development are very good.
- The curriculum is very good and is enriched by a very good range of activities outside of lessons.
- The very good support, care and guidance contribute most effectively to creating a harmonious community based on mutual respect and self-esteem.
- Most of the teaching is good or better; very good use is made of assessment when planning future work.
- Links with parents, the community and other schools are very good.

The school was last inspected in March 1999 and has made a good improvement since then, effectively addressing all the issues raised. Assessment is thorough and used very well to ensure pupils of all abilities are challenged effectively. Provision for children in Reception is very good. The teaching of music is very good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	C	A	B
Mathematics	A	A	A	B
Science	A	C	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** This is the case throughout the school. Standards were above the national average in the results in national tests in 2004 in comparison with those in similar schools. Standards seen during the inspection were better and well above the national average by the end of Year 6. Slight variations in standards from year to year reflect the different cohorts of pupils. Pupils with learning difficulties achieve well because of the good provision. The children currently in the Foundation Stage entered the school with standards slightly above average. They are achieving well because of good teaching and most children are likely to exceed the goals children are expected to reach by the end of Reception in all areas of learning. By Year 2 standards are above average in reading, writing, mathematics, science, information and communication technology (ICT), music and religious education and well above average in art. By Year 6, standards are well above average in English, mathematics, science and art and above average in ICT, music and religious education. The improvement in provision is reflected in the improved standards. When levels of previous attainment are taken into account, the standards attained by pupils throughout the school have improved in recent years and targets have been met well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Attitudes and behaviour are very good. Pupils behave very well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. Most are punctual. Attendance is very high.

## **QUALITY OF EDUCATION**

**The quality of education provided is good.**

**Teaching and learning are good** with several very good features. This is resulting in improved standards throughout the school. There is very good expectation and challenge within most lessons. Pupils feel their teachers listen to their ideas and help them to understand how they can improve their work. Throughout the school, pupils with potential difficulties are identified early and given good levels of support. These pupils make good progress towards their individual targets. The quality and range of the curriculum are very good. There is a very good range of activities to enrich the curriculum and also to help parents learn how they can support their children. Links with parents, the community and other schools are very good and parents are very supportive of the school. They greatly appreciate the efforts the school makes to ensure their children are happy when they start at the school and welcome the support they receive to help their children succeed in their learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher shows very good leadership and is very well supported by the deputy headteacher and other senior staff. There is a shared vision and determination throughout the school to improve standards and the quality of educational provision. Leadership and management in the different subjects are very good. The governance of the school is very good. Governors are a committed team who know and understand the school and give very strong support to the work of the staff as they strive to improve the school. They ensure all statutory requirements are met well. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. The school has very good resources, which are used effectively for the benefit of all its pupils.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Questionnaires and comments received from most parents were positive and supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities and are listened to when sharing their views with staff and, where appropriate, action is taken to meet their views and concerns.

## **IMPROVEMENTS NEEDED**

The school has no significant weaknesses.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve well in the Foundation Stage, in Years 1 and 2 and in Years 3 to 6. The achievement of pupils with learning difficulties is good throughout the school because of the good support they receive. Standards at the end of the Foundation Stage are above average. In the current Year 2 they are above average in reading, writing, mathematics, science, information and communication technology (ICT) and religious education. By the end of Year 6 they are well above average in English, mathematics and science and above average in ICT and religious education.

#### **Main strengths and weaknesses**

- Standards in English, mathematics, science and art and design are well above average by the end of Year 6.
- Pupils make good progress in the Foundation Stage and in Years 1 to 6 because of the good teaching they receive.
- Pupils identified as having special educational needs make good progress.

#### **Commentary**

1. Children enter the school with levels of attainment which are just above the average. They make good progress because of good, and in some areas very good, teaching in the Foundation Stage. Most children exceed the goals expected by the time they move to Year 1, and in the areas of personal, social and emotional, physical and creative development many are well above the expected level.
2. In the National Curriculum tests in 2004, the latest year for which national comparisons are available, pupils in Year 2 achieved standards in reading and mathematics which were similar to those in most schools, but standards in writing were below those achieved in most schools. When compared with the results in schools with a similar proportion of pupils entitled to free school meals, standards in reading and mathematics were below average and writing well below, although the absence of a school meals service in the authority makes this comparison tenuous. However, these results were lower than those achieved in the preceding three years, when standards have usually been above or well above average. The school attributes this fall, with justification, to the higher proportion of boys, who generally achieve less well than girls in reading and writing at this age, in the 2004 year group, as well as the above average proportion of pupils with special educational needs. Provisional results for 2005, as well as the evidence of the inspection, suggest that standards in the current Year 2 are above average in reading, writing and mathematics, as well as in science. Pupils also achieve above the expected standards in ICT, religious education and music, and well above that level in art and design.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	16.3 (16.6)	15.8 (15.7)
Writing	13.8 (15.9)	14.6 (14.6)
Mathematics	16.4 (17.8)	16.2 (16.3)

*There were 43 pupils in the year group. Figures in brackets are for the previous year.*

3. In the National Curriculum tests for pupils in Year 6 in 2004, results in English, mathematics and science were well above the national average when compared with the results in all schools, and above average when compared with those in schools where the pupils'

attainment was similar in Year 2. Results have been above or well above average for the last four years, depending on the composition of the year group. During the inspection the standards achieved in the current Year 6 were well above average in English, mathematics and science. They were well above the expected levels in art and design, and above them in ICT, history, geography and music. They were also above the level expected by the local authority's agreed syllabus in religious education by the end of Year 6.

### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	29.0 (27.4)	26.9 (26.8)
Mathematics	29.2 (29.1)	27.0 (26.8)
Science	30.8 (29.0)	28.6 (28.6)

*There were 44 pupils in the year group. Figures in brackets are for the previous year.*

4. Although some difference has been identified between the performance of boys and girls in the Year 2 tests, this is not a feature of the tests at Year 6, and during the inspection there was no evidence of boys achieving less well than girls. There is also no evidence of any difference in the achievement of pupils from different ethnic groups. Pupils with special educational needs achieve well in relation to the targets they are set.
5. Standards have improved since the last inspection, when by the time pupils left the school they were well above average in English but above average in mathematics, science and ICT, and in line with the expectations of the local authority's religious education syllabus.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **very good** attitudes to learning and behave very well. The school provides very well for their spiritual, moral, social and cultural development and so pupils grow in confidence and their awareness of others' needs and enjoy their involvement in school life. Relationships at all levels are also very good, as is attendance.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes to their school life and are keen to learn.
- Most pupils behave very well and enjoy the very good relationships they have with staff and with their schoolmates.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Attendance is very good.

### **Commentary**

6. Pupils have very positive attitudes to their work and a well-justified pride in their school. They settle down to work quickly and show an enthusiasm for working even when not directly supervised. They are interested and responsive and enjoy their learning. They are particularly well motivated when the lesson is challenging – as in a Year 5/6 art lesson when pupils were designing pop art sculptures and evaluating the manufacturing problems involved. Pupils work well both individually and collaboratively and give willing support to colleagues who find the work more difficult.
7. Behaviour both in lessons and around the school is very good overall, which leads to a calm environment that is conducive to learning. Staff provide very good role models and their high expectations and sensitive approach to managing behaviour contribute much to the freedom from bullying that exists. There have been no exclusions of pupils during the past year. Pupils enjoy very good relationships with staff and with their peers, and this generates a very positive

atmosphere within the school. Older pupils support the younger ones and there is a real spirit of friendship and co-operation throughout.

8. The school makes very good provision for pupils' personal development, including their spiritual, moral, social and cultural development. The school's clear Christian ethos is the cornerstone for the spiritual development of the child. But over and above this, spiritual development is promoted through teaching that challenges and a curriculum that excites and creates a desire to learn. Lessons in personal, social and health education, coupled with assemblies and discussions in class, help pupils to develop a very clear understanding of right and wrong and establish a good framework for life within a community. Pupils are encouraged to take responsibility for themselves and their own learning and to undertake a useful range of duties that help in the smooth running of the school. Pupils have developed a good understanding of the needs of others. They have real concerns for those in difficult circumstances and regularly undertake spontaneous fund-raising, for example for victims of the Asian tsunami. The provision for pupils' cultural development is good. Pupils develop a good understanding about life in a multicultural society as well as learning about their own culture and gaining a good appreciation of cultural activities through art, visits and visitors.
9. Attendance is very good and shows a significant improvement to that at the time of the previous inspection. Unauthorised absence is below the national average. The school actively promotes the importance of regular attendance and monitors it well. Punctuality is good and lessons start on time

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	3.1	School data	0.1
National data	5.1	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Exclusions

There were no exclusions in the last school year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Teaching and learning are good with very good features. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs is good. The breadth and balance of the curriculum are very good and its enrichment is very good. There is very good provision overall for pupils' support, care and guidance. Links with parents and with the community and with other schools are very good.

## Teaching and learning

Teaching and learning are **good**, with several very good features, especially in Years 5 and 6. This is a great strength of the school in helping to raise standards.

## Main strengths and weaknesses

- Well-prepared lessons keep pupils focused on the task so that they learn basic skills and facts at a good rate.
- Very good expectation and challenge for pupils of all abilities have a positive impact on pupils' learning.

- Assessment and recording procedures in the school are very good and used well to help pupils understand how they can improve.

## **Commentary**

10. In Reception, the staff effectively support individual and group activities and make a significant contribution to helping the children to behave well and concentrate on the carefully planned learning tasks. All the adults help the children to feel secure, gain confidence and communicate well with others. Very good arrangements are in place to check what the children know, understand and can do and the information is used to plan the next steps children need to take in their learning.
11. Teaching and learning across the school for pupils in Years 1 to 6 are good in most lessons. The basic skills are taught well. Teachers have a very good understanding of how best to support pupils with special educational needs. They consistently employ good strategies to ensure that all pupils can access the curriculum. A focus on the development of subject-appropriate vocabulary is also in evidence in lessons in most subjects; key vocabulary is shared with pupils, explained to them and reinforced throughout the lesson. Lessons focus on what pupils will learn and the skills they will use to learn effectively. In many numeracy lessons this involves pupils explaining the strategies they have used to reach their answers.
12. Teachers use very effective questioning and are aware when pupils are ready to make progress, raising challenging questions to push forward their thinking. Teachers include a good range of activities to consolidate and extend understanding. Staff work hard together to ensure that lessons are of a consistently high standard, that there is a focus on what pupils will learn, and that the process is thoroughly reviewed in the search for improvement. Lessons begin with teachers sharing their intentions with pupils. Often, as in literacy or numeracy, these aims are clearly displayed as a permanent reminder to pupils. This means that pupils are very clear about what they are going to be doing, and teachers usually explain why and how as well.
13. Teachers have developed very good relationships in the classroom, which lead to better motivation and increased learning. Very good relationships are a very strong feature of the school. Staff use praise well to encourage all pupils. In a Year 5 lesson in mathematics, the teacher quickly established a very good, purposeful working environment by using skilfully prepared questions, which captured pupils' imagination as well as challenging them to think. Progress was rapid as a result.
14. Pupils with learning difficulties, including pupils with behavioural problems, are all well supported and make good progress. Support assistants prepare their strategies very well in conjunction with the teacher and have clearly defined roles. They often sit near pupils who are experiencing problems, and help them during the first or final parts of the lesson. This is especially effective in many English and mathematics lessons. At other times, assistants and teachers focus on helping groups who may be struggling to learn, or who need extra challenges, in order to move them forward.
15. There are clear and useful formal whole-school procedures for monitoring the attainment and progress of all pupils. Class teachers' continuous assessment in literacy and numeracy is very good and used very well. This is well informed by the demands of the levels of attainment of the National Curriculum. Targets for raising pupils' achievement are carefully identified on the basis of their prior attainment and used effectively to inform the grouping of pupils, and for tracking their progress; this information is also communicated to individual pupils to help them understand what they need to do to improve.

## ***Summary of teaching observed during the inspection in 28 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	11	14	2	0	0	0

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

## The curriculum

Curriculum provision is **very good**. Opportunities to enrich and enhance the curriculum during and outside the normal school day are **very good**. The accommodation and resources are **very good**.

## Main strengths and weaknesses

- The very good curriculum is enriched by a very wide range of activities during and outside the normal school day.
- Provision for the pupils' personal, social, health and citizenship education is very good.
- Pupils with special educational needs are effectively included in all that the school has to offer.
- There is good use of ICT to support learning across the curriculum.
- The accommodation and resources are very good.

## Commentary

16. The breadth of curricular opportunities is very good. National and local guidance is used well to support curricular planning and to meet the school's needs. Good emphasis is placed on the teaching of literacy and numeracy skills in English and mathematics lessons. These skills are applied well to other subjects. ICT is used well to support pupils' learning across the curriculum. There are very good links between subjects, as seen at the time of the previous inspection. The school has successfully addressed the imbalance of time allocations to some subjects that was seen at the time of the previous inspection.
17. Curricular opportunities in the Reception classes are very good. The children experience a wide range of learning experiences and are successfully encouraged to make choices and decisions. Since the previous inspection, there has been a good improvement in the provision for outdoor play, using large apparatus.
18. Pupils with special educational needs are fully included in all that the school has to offer. Individual education plans are used well to meet pupils' needs and the pupils achieve well because of the good support they receive.
19. The provision for pupils' personal social, health and citizenship education is very good. There are very good opportunities for pupils to collaborate and to express their views. For example, in most lessons, they confidently discuss their work in small groups or with partners. Pupils have many opportunities to enhance their personal development, both during and outside the normal school day. For example, there is a wealth of clubs, including dance, drama, athletics, young engineers and music. Residential visits for Year 2 and Year 6 pupils give pupils good opportunities to work as a team and to develop their social skills. A very good range of visits and visitors to the school enriches the curriculum, making a positive contribution to the pupils' personal development and to their overall progress and achievement. All pupils are prepared well for the next stage of their education.
20. ICT is used well to support learning across subjects. It is an integral part of the curriculum and pupils are adept in using ICT in all subjects. Some good examples were seen in Year 6 pupils' word-processed accounts of their residential visit and, across the school, in pupils' stories, graphs, charts and tables in mathematics and science.

21. The accommodation is very good and is enhanced by the attractive displays of pupils' work that celebrate their achievements in a range of subjects. There are very good resources that are used effectively for teaching and learning. The library provides a good range of books to support learning and is organised well.

### **Care, guidance and support**

Overall, the school cares for the pupils very well. The pastoral support provided is very good and pupils are happy and thrive well in a safe and secure environment.

### **Main strengths and weaknesses**

- Staff look after the pupils very well and provide very good support as they grow in confidence and experience.
- Child protection and health and safety procedures are all securely in place.
- Children are well supported as they start school and when they prepare to move on to secondary school.
- Pupils' views are sought and taken into account.

### **Commentary**

22. The pastoral support provided by the staff is very good. The school is a warm and friendly place in which pupils are happy and secure and can enjoy their school life. Staff provide a high level of support and the very good relationships that exist make it easy for pupils to share their troubles with the staff, knowing they will get a sympathetic hearing. Such relationships significantly boost pupils' confidence and self-esteem. Personal development of the pupils is well promoted through the curriculum, assemblies, responsibilities and the high expectations that teachers have. All pupils, including those with special educational needs, get very good academic support, enabling them to achieve well.
23. The physical well-being of pupils has a high priority. Child protection procedures are securely in place and are good. The headteacher and deputy head both have designated responsibility and have had appropriate training. Staff receive training updates and are briefed as necessary on individual cases. Class teachers are aware of pupils' needs and any concerns are flagged up so that early support can be given.
24. There is a good policy for health and safety and the day-to-day management of this is very good. Twice-yearly safety inspections are carried out. Formal risk assessments are carried out by all teachers and are updated annually. Fire drills take place every half term and the fire alarm is regularly tested. Testing of portable electrical appliances is up to date. First aid procedures are good. Accidents are properly logged and parents are notified in writing in the event of a bump to the head or more serious accident.
25. Children starting in the Reception class enjoy a smooth and confident start to their school life because of the close links with the local nursery and the good support given by the staff. Good support is also given to pupils who start at times other than the usual, both by staff and classmates, enabling them to settle in and get used to school routines very quickly. Pupils in Year 6, who are due to move on to secondary education, get a good introduction to their new school through a taster day, enabling them to familiarise themselves with the school before starting full time.
26. The school involves pupils extensively and seeks their views through a questionnaire and through the school council. Pupils' views have helped to improve playground arrangements and have led to the nominating of a specific adult to support each child. Older pupils are

involved in setting their own targets. Pupils' views are fully taken into account in deciding how fund-raising receipts are spent and the pupils themselves have requested and organised assemblies in support of environmental activities and charities such as Christmas Shoebox gifts for Romania.

### **Partnership with parents, other schools and the community**

The school has a **very good** partnership with parents and very good links with the community and other schools.

### **Main strengths and weaknesses**

- Parents express an extremely high level of confidence in the school.
- Parents receive very good information about their children's progress and general school matters.
- Parents contribute very well to their children's learning at home and at school.
- There are very good links with the local community and with other schools.

### **Commentary**

27. Parents' views, as expressed at the pre-inspection meeting and in the school's questionnaire, are extremely supportive of the school and parents are very happy with the education their children get. The high percentage of children from outside the catchment area confirms this opinion. Parents find the school particularly easy to approach and appreciate the friendly welcome that they receive. They see the school as well led, with good teaching that enables their children to make good progress. They know that their children are happy in school, are treated sensitively and fairly by all staff and are enabled to gain in confidence and maturity. The inspection findings wholly endorse these positive views. Virtually no negative views were expressed by the parents either before or during the inspection.
28. The school provides parents with very good information about their child's progress and about matters of general interest. The prospectus and the governors' annual report are both extremely informative and meet statutory requirements. There are regular newsletters, including diary dates and parents receive termly details of what is being taught in class. Pupils' annual reports are of a good standard, providing details of attainment and progress, together with targets for improvement. There are consultation evenings each term and the school organises regular workshops to assist parents in helping their children with their work.
29. The support of their children's work at home provided by parents is very good. Pupils are provided with a good range of homework and parents appreciate the good learning habits that this engenders. A number of parents help in the classroom on a regular basis, with many more helping occasionally and all provide valuable support that the school itself could not provide. The school seeks parents' views via questionnaires and these help to influence its own plans for improvement. The Friends' Association is very active and raises significant funds from their programme of events that have been used to provide resources and activities that benefit the pupils – such as interactive whiteboards, library resources and theatre trips.
30. The school has very good links with the local community. There are close links with local churches, with the vicars taking assemblies. Regular visits are made to the churches for services and festivals and in support of the curriculum. The school is used regularly by clubs and organisations for meetings and activities. Local artists support art week and a local motor manufacturer sponsors a design and technology challenge. Pupils recently took part in designing a permanent garden for the Malvern Spring Garden Show. Pupils go out into the local area, for example to visit a supermarket. Particularly close links exist with the local nursery school. Teachers and support staff make regular visits to enable children in the nursery to get to know them, which eases their start in full time education. The school also has very good links with other local schools through the Partnership in Malvern Schools (PIMS),

with the headteacher playing a key role. This partnership enables the schools to share good practice and develop a consistency in dealing with issues – for example, in their policies for child protection. There are very good links with the secondary schools that pupils transfer to at age eleven. Pupils get a taster day to prepare them for the move to secondary education and, additionally, there are regular visits during the year for activities such as mathematics and science days.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The governance of the school is **very good**. The leadership of the headteacher is very good. She has been instrumental in creating a structure for strategic planning in which monitoring and self-evaluation are the key factors in school improvement. Management is very good because it reflects the shared vision of senior staff and the governing body. There is a powerful sense of teamwork in this school and all members of staff contribute to the ethos.

### Main strengths and weaknesses

- The leadership of the headteacher is very good.
- The senior management team and subject leaders strongly support the headteacher in creating a culture for improvement.
- Strategic planning ensures that the whole community shares a vision for the direction of the school.
- Management is very good and systems at all levels are focused on improvement and linked through the school's strategy plan.
- Governors are highly effective in their roles, providing challenge and support for staff.
- Relationships provide very good role models of both professional conduct and pastoral care.

### Commentary

31. The headteacher has a passion for this school and education in general that inspires staff and pupils alike. It means that the school is actively involved with the local cluster of schools. The contribution of the high schools to the transition programme and more broadly to the curriculum and staff training has a positive impact on standards.
32. The school's strategy plan is now well established as the framework for the management of the school. Every member of staff, all governors, parents and children are involved in the annual audit that evaluates progress in the previous year's targets and identifies areas for development. The outcomes of monitoring and performance management are a key part of this self-evaluation. The resulting yearly action plan informs the agenda for every governors' meeting and governors ensure that any response to national initiatives is in the context of the school's priorities and directly contributes to improvement. The strategy plan is a highly effective working document for the senior management team and subject leaders because it helps them to make plans for the appropriate deployment of staff and training opportunities. It enables the headteacher to promote her vision in all areas of school life because it is the benchmark for all decisions.
33. Management of the school is very good because it reflects the strategic planning. All management systems are consistent and sharply focused on improvement. Office systems are under constant review. Governors and staff access information for monitoring and parents clearly understand the ethos of the school.
34. The governing body shares the headteacher's passion and vision for the school. Most governors are very experienced in their roles and alongside the staff show a real determination to continually improve. Regular visits ensure they understand exactly how progress has been made. Their reports indicate the impact of changes on the daily life of the school. All statutory duties are efficiently fulfilled.
35. The very good standard of subject leadership demonstrates how the strategy plan is successful in raising standards. Monitoring of weekly planning is shared and feedback is provided on areas identified for improvement. Senior staff have high expectations that the time allocated for monitoring will have a visible impact on standards. Where co-ordinators have a good understanding of what makes effective teaching there is also accurate assessment of

pupils' learning. Success is measurable and both staff and pupils feel a sense of achievement when progress is evaluated.

36. The deputy headteacher and senior staff provide very good support to the headteacher. They provide very good role models in professional conduct and also the pastoral care of adults and children. They draw on their knowledge and experience of the school and its community to anticipate the impact of change. In addition they have taken the opportunity to offer professional development to existing staff and this has extended the expertise of the staff as a whole and maintained the drive for improvement.
37. Financial management of the school reflects the very good management systems. Priorities arising from the strategy plan are effectively administered by the finance officer who provides information for governors to monitor spending. Close liaison with staff ensures that governors can assess the impact of spending decisions. Financial constraints, although frustrating to governors with such a dynamic vision, are minimised by effective strategic planning.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	670599	Balance from previous year	57210
Total expenditure	692279	Balance carried forward to the next	35530
Expenditure per pupil	2170		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The provision in the Foundation Stage is very good and there have been good improvements in the accommodation and resources since the previous inspection. There are two Reception classes, one for the youngest entrants and the other for those who have attended school since September 2004. The children often work together, such as in physical and creative activities and when visitors come to tell them about their work. Most children in the present Reception Year start with slightly above average attainment in most areas of learning, though the school has identified a lower than average capability in children's early mark-making skills and their personal and social skills. By the end of the Reception Year children exceed the early goals expected for their age in all six areas of learning.

Curriculum planning is very good. Children experience a wide range of practical activities planned for all six areas of learning and their progress is monitored and recorded very well. Work is planned very well and meets the needs of all children, impacting very effectively on their overall achievement. The outdoor play area, which has been improved since the previous inspection, is used effectively as a teaching and learning resource and enhances the children's development in all areas of learning.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Personal, social and emotional development is promoted very well in all areas of learning.
- Children have very good attitudes to school and to learning.
- The children work and play amicably together and behave very well.
- Relationships are very good between staff and children.

#### **Commentary**

38. Children are likely to exceed the expected standard by the end of Reception Year. There is a strong focus on children's personal, social and emotional development. This permeates all areas of learning and the children achieve well. They are happy to come to school and they quickly follow established class and school routines. They work and play well together, form very good relationships and behave very well. The children develop good personal skills and independence. For example, they put on their coats and aprons with minimum support, take turns, handle equipment and resources with care and help to tidy up. Adults are consistent in their encouragement, enabling children to make choices, reason and discuss matters of interest and take part in all activities. Teaching is very good and support staff provide valuable assistance. The children respond very well, showing very good attitudes to learning. They listen attentively and following instructions carefully. The staff know all the children very well, are sensitive to their individual needs and use praise generously to boost children's confidence.

#### **Communication, language and literacy**

Provision in communication, language and literacy is **very good**.

#### **Main strengths and weaknesses**

- Children make good progress in all aspects of this area of learning.
- The accommodation and resources for learning are very good

- Assessment procedures are very good, ensuring that tasks meet all children's needs.

### Commentary

39. Children's speaking and listening skills are very good. Children are likely to exceed the expected standard by the end of Reception Year. Most children use a good range of vocabulary and enjoy talking to adults and their friends about their personal experiences and their work. They listen attentively during lessons, follow instructions carefully and show interest and enjoyment. Early reading and writing skills are good. The classrooms are very well organised and resourced to promote communication skills. They provide a wide range of stimulating experiences. For example, an 'optician's shop' provides a very good source for discussion about eyes, appearance and people who help us. Labels and captions in the writing area invite children to record recent visits by people such as an ambulance driver. The 'railway station' outdoors illustrates the cost of tickets, while the stationmaster records travellers' names. The teacher's storytelling is expressive and children quickly recall the main events and details. Most read and write simple sentences and use their good knowledge of letters to help them read unfamiliar words.
40. The accommodation has been enhanced since the previous inspection, providing very good facilities for teaching and learning. The creation of a second, smaller, class ensures there is now ample space for children to move between different activities. Outdoors, the Friends of the school group have generously provided a large play house that is currently designated as the railway station. Adjacent to this are very attractive resources for play and exploration, including a large 'train, engineering tools', wooden blocks and tracks. All of these provide stimulating materials for children to develop role-play and dialogue.
41. Teaching is always good and is very good in promoting children's speaking and listening skills. Activities are planned very well and successfully motivate children. Great care is taken to encourage less confident children to take part in all activities. Support staff contribute very well to the provision and are fully involved with the teachers in planning and assessment. Individual assessment records are continuously updated during the school day and all staff make effective use of their knowledge of children's progress to plan the next steps.

### Mathematical development

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- There is a wide range of practical activities to promote mathematical understanding.
- Planning and assessment are very good.

### Commentary

42. Children are likely to exceed the expected standard by the end of Reception Year. The children join in number rhymes enthusiastically, show good attitudes to their work and behave very well. A varied range of practical activities such as the sorting and counting of objects, the sequencing of patterns, practical measuring and shape work all contribute appropriately to the children's mathematical understanding. For example, in an activity about addition, children first counted items shown on the whiteboard. Many subsequently succeeded in adding two sets of items together, without counting on from each separate number. The additional activities in this lesson reinforced children's counting skills well. For example, they counted passengers on the train and the tickets sold. Others using sand and water counted the number of cars and ambulances needed to rescue people from an accident. Children count confidently to 20 and beyond. They know many two and three-dimensional shapes and use mathematical language confidently.

43. Teaching is very good. Tasks are planned very well to meet all children's needs. They are linked very well to topics and always provide ample opportunities for children to explore, investigate and reason, both individually and collaboratively. As with other areas of learning, children's achievements are regularly recorded and the information is used effectively to plan future work.

### **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- There is a good range of stimulating, investigative activities in class and outdoors.
- Good use is made of a range of visitors and visits to widen children's experiences.

### **Commentary**

44. Teaching is very good. Children are likely to exceed the expected standard by the end of Reception Year. There is a good range of practical activities to stimulate the children's curiosity and enable them to achieve well. For example, children learn to observe one another and recognise differences and similarities in their appearances. They discover the routes they take to school, observe the main features around them and record these on simple plans. Many learn to make labelled diagrams. Baking, gardening and exploring wildlife around the school gardens all contribute to children's learning about life and living creatures.
45. The children use computers confidently and understand control. More able children recognise and use the print function, for example to print portraits drawn with the *Paint* program. The children use a good range of vocabulary to describe their work. For example, they discussed the 'breakdown' of the train on the 'tracks' and the need for 'repairs' in the 'engineering yard'.
46. Many visitors contribute to children's learning. During the inspection, children's knowledge and understanding of people who help them was enhanced by a visit from a paramedic who explained his role and the ambulance's facilities well. The children recognised the 'stretcher's' importance and subsequently made them for small teddy bears. This activity ensured children considered size, strength and the best methods for constructing stretchers. Very good opportunities were provided for prediction, investigation and evaluation and staff successfully encouraged the children to make reasoned choices.

### **Physical development**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- A varied range of activities is provided to develop children's manipulative skills.
- The outdoor play area is used very well to develop children's physical skills.

### **Commentary**

47. Children are likely to exceed the expected standard by the end of Reception Year. Teaching is very good. The children develop their manipulative skills very well through their regular access to a range of tools such as pencils, crayons, paintbrushes, scissors, play dough and glue sticks. For example, children roll out and cut cakes shapes. They fold and cut paper and card, mould clay and successfully join different materials with tape and glue. Their achievement is very good. A small minority of younger children have yet to develop control of writing tools.

48. In the hall, children participated very well, when repeating movements demonstrated by the teacher. They followed musical rhythms and songs very well during a dance lesson that encouraged many different movements. Outdoors, children used hockey sticks skilfully to hit and pass a ball to their partners. They controlled a large ball well when dribbling it around obstacles. The outdoor play area is used very well to support children's physical development. Children have full access to this area on a daily basis and show very good agility when using large equipment and wheeled toys.

### **Creative development**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Children have many varied experiences to develop creativity. These are very well linked to other areas of learning.
- There is very good interaction between adults and children during role-play activities.

### **Commentary**

49. Teaching is very good and children achieve well. Children are likely to exceed the expected standard by the end of Reception Year. The children enjoy the varied opportunities such as drawing, painting and modelling, using a wide range of materials. They are successfully encouraged to observe closely and also to use their imagination to create pictures, collages, models and designs. Stories, visits and visitors are used well as a focus for creative activities. Children choose resources confidently and work with minimal support. They work together well. For example, following the visit by a paramedic and his ambulance, groups of children built a large-scale ambulance from card. In music, the teachers provide very good investigative experiences. For example, there are suspended pots and pans and wooden beaters in the outdoor area, where children successfully explore sound and rhythm.
50. Role-play is undertaken very well in a wide range of activities. Children demonstrate very good imagination when creating various scenarios and they are encouraged very well by adults to develop these. For example, when using the small play construction materials, two boys decided the figures were in jail. The ensuing dialogue continued for a considerable time and illustrated the children's strong imaginative skills. Similarly, when the 'train' broke down outside, the boys developed a detailed conversation about the length of time required to repair various parts and the consequent disruption to the timetable. The classroom assistant sensitively encouraged them to learn and use specific vocabulary.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision for English is **very good**.

### **Main strengths and weaknesses**

- Pupils in Year 6 achieve standards which are well above average in reading and writing.
- The school develops pupils' listening and speaking skills very well.
- Teaching and learning are good throughout the school.
- The subject is led and managed very well.
- Good use is made of opportunities to develop writing in other subjects, as well as in English.

### **Commentary**

51. In the National Curriculum tests in Year 6 in 2004, pupils achieved results which were well above the national average for all schools. In the tests in Year 2 in 2004, pupils achieved average standards in reading and below average standards in writing. However, this year group had a higher proportion of boys, who achieve less well than girls at this age, and also an above average proportion of pupils with learning difficulties. The evidence of the inspection indicated that pupils in the current Year 2 are achieving above average standards in reading and writing, and well above average standards have been maintained in Year 6.
52. Standards of speaking and listening are very good throughout the school. In Year 2, for instance, pupils spoke very clearly when they described their reactions to the story 'The Sand Horse', or predicted its contents when looking at the cover. Teachers give pupils many opportunities to speak in pairs to each other, as well as to the teacher or the whole class. In a history lesson in Years 5 and 6 pupils presented their arguments for and against particular events in the 1980s, such as the sinking of the *Belgrano* or the miners' strike, with cogency and clarity.
53. Standards of reading are good in Year 2. Pupils read both fiction and non-fiction with good understanding. Standards are very good in Year 6. Pupils read a wide range of fiction with great interest. They also know how to use the library and locate information in reference books. The well-organised library, in which senior pupils help with the administration, helps to encourage good reading habits among the pupils.
54. Standards of writing are above average in Year 2. Pupils understand how to plan a story, taking account of the setting and the characters involved. They write in a range of forms, for instance compiling instructions on how to change a baby's nappy, or composing a book review using a framework provided by the teacher. Pupils in Year 6 write extensively about books they have read, such as 'Carrie's War'. They write very good play-scripts, letters of complaint or reports of an accident. They write very effective poetry, often using the computer to help draft their writing. The standard of their writing is well above average.
55. Teaching and learning are good overall, and there are examples of very good teaching, particularly in Years 5 and 6. Teachers have high expectations of pupils and plan their lessons well to match the individual needs of pupils. Teachers set pupils clear targets to help them improve their writing, and pupils know what they need to do to achieve the next level. In a lesson with a set of pupils predominantly from Year 5 the teacher used questions very well to enable pupils to develop their response to the book 'Voices in the Park', insisting they back up their views with evidence from the text. In a Year 6 lesson looking at the contrast between the two main characters in 'Kensuke's Kingdom', the clear sharing of the objectives and very good planning by the teacher ensured that the lesson proceeded at a very good pace. This was assisted by the skilful use of the interactive whiteboard, which enabled the teacher to focus pupils' attention quickly and clearly at each stage of the lesson.
56. The subject is led and managed very well. The co-ordinator has taken over responsibility for the subject relatively recently, but she has a very clear view of the priorities. With the support of the headteacher and other members of the senior management team she has quickly identified the areas for development, such as writing in Years 1 and 2, and effective action has been taken. The high standards achieved by pupils and the good quality of teaching and learning have been maintained since the last inspection. Improvement has been good.

### **Language and literacy across the curriculum**

Pupils have good opportunities to develop their writing skills in other subjects. Pupils in Year 2 have written an extensive description, for instance, of a history visit to the Black Country museum, describing what it would have been like to be a Victorian housemaid. They have written good accounts of the meaning of Palm Sunday in religious education. Older pupils have written extensively about their investigations into 19th century Malvern, or empathetically as a child evacuated during the Second World War. Pupils on the Eco committee have produced an 'Energy Magazine' to encourage their peers to save energy in a variety of ways.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils achieve well.
- Good teaching enables pupils with special educational needs or who are still learning English to achieve very well.
- There are good opportunities for developing mathematics in other subjects of the curriculum.
- Very good leadership and management are continuously having a strong influence on standards.

### **Commentary**

57. Attainment at the age of seven is above average. Attainment at the age of eleven is well above average. Standards of attainment are higher than at the previous inspection, reflecting an improvement in provision. At the age of seven, pupils' standards in the 2004 national tests were average. However, the early indications are that results for 2005 indicate above average attainment. At the age of eleven, pupils' performance in the 2004 national tests was well above average. The early indications for results in 2005 indicate that these standards have been improved upon with a greater proportion of pupils attaining the higher level 5. At both ages, a significant proportion of the more able pupils perform at the higher levels. All pupils achieve well when their attainment on entry to the school is taken into account. In both year groups there are no significant differences between boys and girls or between pupils from different ethnic backgrounds.
58. The quality of teaching is good. In classes for five to seven year olds, lessons are good. In classes for seven to eleven year olds, they are good overall with some very good teaching. Teachers plan lively and well-structured lessons with good attention to pupils' different learning needs. Consequently, pupils have very positive attitudes. Introductions include all pupils, often by targeting questions. For example, in a very good Year 4 lesson, both the teacher and the learning support assistant encouraged pupils with special educational needs so that they learnt to answer questions confidently in front of the whole class. Furthermore, the work in the lesson was carefully planned to build on pupils' previous learning so that all pupils achieved well. Teachers provide good resources, although they make too little use of structural apparatus to develop understanding, such as of fractions, and of computers to extend learning. Teachers deliberately plan activities which promote collaborative discussion and activities. For example, in a good Year 6 lesson, the teacher challenged pupils to work together, before using their speaking skills to explain their reasoning. The regular setting of targets helps pupils understand how they can improve their work.
59. Leadership and management of the subject are very good. The co-ordinator thoroughly monitors teaching and learning, and works with colleagues to carry out systems of assessment which lead to very well focused planning to meet pupils' needs.

### **Mathematics across the curriculum**

The use of mathematics in other subjects is very good. The curriculum places a good emphasis on using and applying number in different contexts and there are very good opportunities for developing mathematical skills across different subjects of the curriculum. It is most evident in science, ICT and geography. In science, data from investigations is represented in tables and graphs, often by using computer programs. ICT is also used to set up data bases which pupils interrogate to find answers to questions.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- A good range of practical activities effectively develops pupils' investigative skills.
- Pupils' very good attitudes and behaviour have a positive effect on their learning.
- There are good opportunities for pupils to apply their literacy, numeracy and ICT skills.
- Teachers' marking is good overall but there is some inconsistency where it does not always help pupils to improve their work.
- Leadership and management of the subject are very good.

### Commentary

60. Standards by the end of Year 2 and Year 6 are well above those expected for pupils' ages. All pupils, including those with special educational needs, achieve very well because of the good teaching they receive.
61. Teachers plan a range of practical activities that stimulate pupils' curiosity and develop their enquiry skills well. The good use of resources and the local environment positively enhance pupils' scientific learning. Pupils have secure knowledge, use a range of technical vocabulary and develop very good skills in making predictions and carrying out a fair test. Teachers explain clearly what they expect pupils to find out. Lessons are prepared well and encourage pupils to consider fair testing. For example, in Years 5 and 6 when pupils tested pulse rates they showed very good understanding of variable factors that might influence the validity of the experiment. The good teaching ensures that all pupils ask questions and approach investigations confidently. Methods of recording experiments are taught very well.
62. Most pupils enjoy science and have very good attitudes to their work. They work very well collaboratively and share resources sensibly. They discuss ideas and consider the opinions of others. Pupils' written work supports and reinforces their understanding of the topics covered. Pupils research scientific information well and have good opportunities to apply and extend their literacy, numeracy and ICT skills in science.
63. Leadership and management are very good. The subject leader has a clear overview of the strengths and weaknesses in the subject. The quality of teaching and learning is regularly monitored. There are good assessment procedures, which include regular tests of each aspect of the science curriculum. The subject leader has a clear overview of the standards achieved, the quality of teaching and learning and future developments. Most teachers' marking is good, providing constructive guidance for pupils to improve their work. However, some is inconsistent and gives pupils little information about how well they have achieved or what they need to do to improve their work and its presentation.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for information and communication technology (ICT) is **good**.

### Main strengths and weaknesses

- Pupils achieve standards above those expected for their age.
- ICT is used very well in other subjects.
- Teaching and learning are good.
- The subject is led and managed well.

## Commentary

64. The standards achieved by pupils in Years 2 and 6 are above those expected for their age. Pupils in Years 1 and 2 have used computers effectively to undertake research in a collaborative project on windmills. They have used an art program to produce interesting images of, for instance, a giraffe, then developed their literacy skills by thinking of appropriate adjectives to describe it. They have used word-processing to develop their writing skills. They have also successfully devised instructions for a programmable toy, and seen it carry out those instructions.
65. During the inspection pupils in Years 5 and 6 used spreadsheets to budget for a VE Day party, linked to their work in history on the 1940s. They were able to carry out the necessary calculations to keep within their budget and adjust their expenditure as necessary. They have prepared multi-media presentations, for instance on 19th century Malvern; members of the computer club have produced a presentation on the school. Pupils have also used a control program to produce a range of shapes or write their own name. Opportunities to use ICT to monitor, for instance, changes in temperature, have been more limited. Pupils show a good awareness of the advantages of using computers and also of their limitations. They have used the Internet well for research into geography and history. They have also used e-mail to send work to their teacher and to communicate with other classes.
66. The quality of teaching and learning is good throughout the school. Teachers have a good understanding of the subject. The school has a trolley of laptop computers, so that pupils can work in their own classroom, and these are used well in class lessons. There are also other computers in the classroom which pupils can use for individual work, for instance on spelling programs. It was possible to observe only two ICT lessons during the inspection. In a lesson with a joint Years 3 and 4 class the teacher used a well-chosen text to teach pupils how to use the spell check facility, at the same time making them aware of its limitations. In a lesson with Years 5 and 6 pupils the good planning and good support provided by the teacher enabled the pupils to make good progress in their understanding of spreadsheets in the limited time available in the lesson. Pupils were also observed using computers in other lessons, for instance to draft their writing in an English lesson in Year 1.
67. The subject is led and managed well. The co-ordinator has taken over responsibility for the subject only in the last year, and has not yet had regular opportunity to monitor teaching and learning directly. She has ensured that all the programmes of study for the subject are covered. The school makes good use of technical support from the local high school. Above average standards have been maintained since the last inspection. Improvement has been good.

## Information and communication technology across the curriculum

Pupils make very good use of ICT across the curriculum. It is used well in English for pupils to draft their work or improve its presentation, for instance by changing the font or background. Older pupils have used ICT in mathematics to produce problems for other classes to solve. Pupils sometimes use word-processing to present their work in science, or the Internet, for example to carry out work on endangered species. Pupils in Years 5 and 6 produce extended projects in history using ICT for research and for presenting their work, both by word-processing and in multi-media presentations. Art programs are used very well with younger pupils, and older pupils have used computers to present pop art images.

## HUMANITIES

It was possible to observe only one **history** and two **geography** lessons during the inspection. Portfolios of pupils' work were examined, as well as their current books. However, it is not possible to make an overall judgement on provision in these subjects.

From the evidence of pupils' work and the one lesson observed, pupils in Year 6 achieve standards in **history** above those which are expected for their age. They have written extensively about some of the topics they have studied, such as Victorian Malvern or the 1940s, using the Internet as well as books well to find the information they need, which they often present attractively with the aid of the computer. These exercises have also contributed well to the development of pupils' literacy skills. For instance, pupils have produced some very good empathetic writing from the viewpoint of an evacuee during the Second World War. In the lesson seen during the inspection, pupils used the evidence from contemporary news footage well to prepare their arguments for and against some of the events of the 1980s. This provided pupils with good opportunities for speaking and listening to each other. Pupils in Year 2 have successfully compared objects and activities from the Victorian period with those of the present day. They have also benefited from visits and themed days, for instance on Victorian school life.

It was not possible to make a judgement on the standards achieved by pupils in **geography**. During the inspection pupils in Years 1 and 2 were working on plans of a village. They understood the concept of a plan, and most were able to use the information they were given to complete a satisfactory drawing. Their previous work shows that they are able to make comparisons between school life in England and a Kenyan village. In a lesson seen with Years 3 and 4 pupils, the pupils demonstrated a good understanding of ways in which their local environment could be improved, because of skilful questioning by the teacher which led to mature discussion by the pupils. In both the lessons seen teachers used the interactive whiteboard well to relate pupils' learning to actual or imaginary examples. Previous work from pupils in Years 5 and 6 showed that they understood some of the effects of the environment on people through their study of the rainforest in Ecuador. The teaching of geography is enriched by theme days, such as an Indian Day for pupils in Years 3 and 4, and a residential visit to Wales for pupils in Year 6.

## **RELIGIOUS EDUCATION**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Pupils respect the values and beliefs of others.
- Opportunities for links with other curricular areas are not always planned.
- Pupils' work is marked but comments to let pupils know what they can do to improve are limited.

### **Commentary**

68. In religious education pupils achieve standards above the levels expected in the locally agreed syllabus by the time they reach Year 6. These standards show an improvement since the previous inspection. Pupils achieve well. The very good relationships with adults and other pupils give pupils the security to discuss the values of other faiths and religions.
69. The quality of teaching and learning is good with some very good teaching. Teachers help pupils to apply their understanding of religious education beyond the subject. In personal, social and health education pupils consider important issues such as truth and honesty. They give careful consideration to the problems that occur when different religious beliefs come into conflict. There are good links with external religious groups. The subject makes a very positive contribution to pupils' personal development and extends their moral and cultural understanding. Opportunities to link work in religious education with that in other subjects are not clearly identified in planning and as a consequence some opportunities are missed.
70. Pupils show respect for the values and beliefs of others. This is reflected in the displays around the school and in the ways that pupils positively value the contributions of others. Teachers use the expertise of visitors to introduce pupils to different faiths, and pupils respond well. Pupils show good skills in research and benefit from practical activities such as

interrogating websites to find key words to help them develop their ideas. Teachers use the interest of pupils with particular knowledge of different faiths in whole-class discussions. Pupils also visit the local parish church and hold regular services there.

71. Pupils' work is marked but comments to let pupils know what they can do to improve are limited. There are not enough opportunities for pupils to examine and explore artefacts from different religions.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART AND DESIGN**

Provision in art and design is **very good**.

#### **Main strengths and weaknesses**

- Standards in art and design are well above national expectations by the end of Years 2 and 6.
- The curriculum is very good and provides pupils with a wide range of experiences.
- Teaching is good and enables pupils to achieve well.

#### **Commentary**

72. From the earliest stages in the school pupils develop a very good understanding of different techniques, colour and appreciation of various artists' styles. They work with a wide range of resources and media. At the time of the previous inspection three-dimensional work was seen to be underdeveloped, but this is now no longer the case.
73. Pupils observe closely and reproduce many examples of work in the styles of different artists. For example, Year 1 and 2 pupils studied the features of Mark Rothko's work and used this knowledge to produce similar colour blocks of their own choice. Monet's *Garden* was used well as a basis for Year 3 and 4 pupils' poems, while van Gogh's *Sunflowers* provided the inspiration for sunflower collages using seeds and card.
74. Teaching is good and the subject is led and managed well. Pupils concentrate very well and take pride in their achievements. They work well with many materials including clay, as seen in the thumb pots and ornamental owls that have been decorated very well using various sculpture tools. Large-scale masks framed by willow and made from tissue paper by Years 3 and 4 pupils demonstrate pupils' keen awareness of colour and form. Similarly decorative tribal masks show pupils' sustained attention to detail.
75. Art and design is used well in different subjects and contributes well to pupils' understanding of other cultures. For example, Years 5 and 6 pupils have produced geometric patterns and have made designs for ties worn in the 1960s. In Years 3 and 4 pupils have used the computer program to generate repeat patterns. Indian and African batik provided a very good stimulus for pupils to produce their own printed fabrics.
76. The curriculum is supported very well by visits from local artists and craftspeople, whose skills provide very effective guidance and challenge for pupils. Pupils benefit from displaying their work at local events such as the Performing Arts Week and in the school's own arts week as well as at the Malvern library.

### **DESIGN AND TECHNOLOGY**

No **design and technology** lessons were seen during the inspection and a relatively small amount of pupils' work was available for scrutiny. Therefore it is not possible to make secure judgements on the quality of teaching and learning or standards of work in the subject. Pupils' work seen indicates

there is an appropriate range of experiences and tasks made available by the school. The pupils also have opportunities to make their own choices and evaluate their own work and that of others.

## **PHYSICAL EDUCATION**

No **physical education** lessons were seen to support judgements on the quality of teaching and learning. It is clear, however, that pupils are very enthusiastic about physical education. They appreciate the range of sports offered both within lessons and as extra-curricular clubs. They also appreciate the opportunities the school provides to play with children from other year groups.

The co-ordinator has a clear vision for physical education to be an integral part of school life, contributing to the all-round development of children. The school maintains a good balance between the development of specific skills and the role it plays in the social and cultural curriculum of the school. There are links with lessons in personal, social and health education as well as the dance traditions of different cultures. There are effective links with the high school and local clubs. Their involvement provides children with very good role models and helps to raise standards in teaching through training opportunities for staff.

There has been significant development since the last inspection and the time allocated to physical education has increased to raise both standards and the profile of the subject. Training has increased the confidence of staff and many now lead clubs.

## **MUSIC**

Provision in music is **very good**.

### **Main strengths and weaknesses**

- Music is taught creatively and enhanced through a range of activities within, and in addition to, lessons.
- There is no whole-school assessment procedure for music.

### **Commentary**

77. Standards at the end of Years 2 and 6 are above expectations, as is pupils' achievement. This is an improvement since the last inspection.
78. Teaching is very good. The very good planning and enthusiastic teaching contributed to pupils' very good achievement in understanding rhythm and singing tunefully in a Year 3 lesson that built well on skills developed in previous lessons. Pupils with special educational needs are supported very well by the classroom support staff. Pupils have regular opportunities to develop singing outside of formal lessons, for example, in literacy and numeracy lessons. Pupils talk enthusiastically about singing and spontaneously sing songs they have enjoyed.
79. Good use is made of pupils' knowledge of musical instruments, when they give performances. Good opportunities are given for performance and participation in dance and drama, with music at Christmas and through the local arts festivals.
80. The leadership and management of the subject are very good. Work in the school portfolio is accurately assessed against standards expected for pupils' ages. The co-ordinator gives very good support and advice to colleagues.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social, health, and citizenship education (PSHCE) is **very good**.

### **Main strengths and weaknesses**

- There are very good relationships between teachers and pupils, which promote pupils' confidence to share opinions and ideas.
- There are very good opportunities for promoting pupils' personal development.

### **Commentary**

81. Pupils develop from an early age a very good understanding of citizenship, healthy and safe lifestyles, personal growth and relationships. Learning in this subject is promoted very well in different subjects of the curriculum and during assemblies. For example, time is set aside each week for pupils to reflect on their achievements in different subjects. Assemblies are often devised and led by the pupils themselves. PSHCE lessons and circle time activities provide pupils with good opportunities to discuss, take turns and resolve matters of importance or concern to them. Teachers use good questioning methods in lessons, which encourage deep thought and reflection. Pupils are successfully encouraged to take responsibility and care for others, such as in using the 'Buddy Bench' in the playground. This provides a location for those pupils who may have a personal problem to talk to an older pupil and help resolve the matter.
82. Pupils' views and opinions are actively sought through the school council. For example, these meetings of the council have included decisions about play equipment and improvements to the school environment. These effectively contribute to the pupils' sense of citizenship by giving them a voice in the life of the school. Pupils' learning and personal development are further enhanced by the good range of additional activities provided, through visits and visitors to the school. For example, many local artists provide their expertise to support the pupils' learning of different art and design techniques. Pupils contribute to local events such as the Three Counties Show and the Malvern Spring Garden Show. Annual residential visits for pupils in Year 2 and Year 6 successfully promote teamwork and decision making. The scheme of work ensures that all pupils have very good opportunities to learn about effective relationships, consideration of others' views and a firm understanding of human rights. The very good emphasis placed on promoting pupils' personal development and the very good relationships ensure that pupils become confident, caring and responsible young people who are well prepared for the next stage of their education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*