

INSPECTION REPORT

Bromesberrow St Marys CE Primary School Ledbury

LEA area: Gloucestershire

Unique Reference Number: 115675

Headteacher: Mrs K Chesney

Reporting inspector: Mr J A Ayerst
3832

Dates of inspection: 1st – 3rd November 1999

Under OFSTED contract number: 707351

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Albright Lane Bromesberrow Ledbury Herefordshire HR8 1RT
Telephone number:	01531 650340
Fax number:	01531 650340
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Rachel Padley
Date of previous inspection:	15 th – 17 th January 1996

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr J Ayerst, Registered Inspector	English, art, music, equal opportunities, under fives.	Attainment and progress; teaching; attitudes, behaviour and personal development; pupils' spiritual, moral, social and cultural development; leadership and management; staffing, accommodation and learning resources; the efficiency of the school.
Ms L Barclay, Lay Inspector		Attendance; support, guidance and pupils' welfare; partnership with parents and the community.
Ms J Cousins	Mathematics, science, design and technology, geography, history, information and communications technology, physical education, special educational needs	Curriculum and assessment.

The inspection contractor was:

QAA Education Consultants
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Tel: 01305 251591

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Paragraph
MAIN FINDINGS	
What the school does well	
Where the school has weaknesses	
How the school has improved since the last inspection	
Whether pupils are making enough progress	
Quality of teaching	
Other aspects of the school	
The parents' views of the school	
KEY ISSUES FOR ACTION	
INTRODUCTION	
Characteristics of the school	1 - 9
Key indicators	
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	10 – 20
Attitudes, behaviour and personal development	21 – 26
Attendance	27 – 28
Quality of education provided	
Teaching	29 – 35
The curriculum and assessment	36 – 42
Pupils' spiritual, moral, social and cultural development	43 – 48
Support, guidance and pupils' welfare	49 – 54
Partnership with parents and the community	55 – 58
The management and efficiency of the school	
Leadership and management	59 – 63
Staffing, accommodation and learning resources	64 – 70
The efficiency of the school	71 – 72
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	73 – 83
English, mathematics and science	84 – 110
Other subjects or courses	111 - 147
PART C: INSPECTION DATA	
Summary of inspection evidence	148 - 151
Data and indicators	
MAIN FINDINGS	

What the school does well

- Most of the teaching is good or very good.
- There are strengths in attainment in science and in information and communications technology at both key stages and in English and mathematics at Key Stage 1.
- Pupils' attitudes, behaviour and their personal relationships are very good.
- The leadership and management of the school are very good.
- Assessment and target setting for all pupils makes a significant contribution to their progress.
- Pupils' attendance is very good.

Where the school has weaknesses

- I. The good quality of teaching is not consistent across all teachers.

The many strengths of the school far outweigh the weaknesses, but the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

All of the weaknesses pointed out in the inspections of 1996 and 1998 have been successfully addressed and the school has improved significantly. The progress of pupils has improved at Key Stage 2 and standards are improving, the requirements of the National Curriculum are met, the quality of teaching is now good and is monitored regularly, the curriculum is managed well, the quality of leadership and management is very good and there is good provision for the development of pupils' spiritual and cultural awareness. In addition, from the 1998 report, the provision for pupils with special educational needs is now good, in most lessons expectations are appropriately high and the pace of learning is satisfactory. The school has good capacity to improve further.

Standards in subjects

This table shows the standards achieved by 11 year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
			<i>very low</i>	<i>E*</i>
English	N/A	N/A		
Mathematics	N/A	N/A		
Science	N/A	N/A		

The number of pupils taking the standard assessment tests in 1998 was too small for the outcomes to be useful indicators when taken over one year. In addition, the different numbers of pupils with special educational needs in each year, makes comparisons unreliable. However, the performance of pupils in English, mathematics and science is close to the national average, for the three subjects taken together over the last three years. All three subjects show an improving trend. The latest tests show a high proportion of pupils achieving the national average. This is unlikely to be sustained for the present Year 6, because a high number of pupils in the class are being supported for their special educational needs. Even so evidence from pupils' work and in lessons indicates that attainment is above national expectations in science, design and technology and in information and communications technology. In English and mathematics attainment is in line with expectations.

Overall, pupils are making good progress and showing improvement on their prior attainment in English, mathematics, science, design and technology and information and communications technology. In other subjects standards and progress are satisfactory.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Very good	Good
Mathematics	Good	Good	Good
Science		Good	Very good
Information technology	Good	Good	Good
Religious education	N/A	N/A	N/A
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching is good or very good in 54 per cent of lessons and all teaching is at least satisfactory. The good and very good teaching occurs mostly in English, mathematics and science at both key stages. Standards of teaching are not consistent across all teachers. In general, lessons with full time staff are of higher quality.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Consistently very good behaviour.
Attendance	Very good, well above average.
Ethos*	Very good. Pupils have very positive attitudes to their work.
Leadership and management	The headteacher and governors provide very good leadership and management, and they set a clear direction and vision for the school. The work of the school is very well monitored and evaluated.
Curriculum	The pupils benefit from a broad, balanced and relevant curriculum. Planning and assessment are used well to raise standards.
Special educational needs	Pupils are well supported and helped to make good progress towards the targets set for them.
Spiritual, moral, social & cultural development	Mostly good, but the provision for pupils' moral development is very good.
Staffing, resources and accommodation	Very good staffing provision but lack of accommodation, particularly the lack of a hall and insufficient library space, constrains progress in some aspects of the curriculum.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

II. With very few exceptions parents were positive about all aspects of the school.

What some parents are not happy about

III. A number of parents would like more

IV. A few parents expressed concern about the costs

The inspection team agrees that the school needs to find a mechanism to inform parents about the homework

tasks set, in addition to the homework timetable.

Teachers at the school share parents' concern about costs of visits but are reluctant to reduce opportunities for pupils to make the visits because of the undoubted value to pupils' progress and breadth of experience. They will, however, keep the costs under review.

KEY ISSUES FOR ACTION

To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:

- a) Disseminate the good teaching practices so that the quality of teaching is consistent in all lessons, particularly in planning for the needs and progress of all pupils in the class. *(This weakness is mainly discussed in paragraphs 30 and 31)*

In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the action plan.

- i) Introduce an overall policy for the pupils' personal, social and health education. *(This weakness is mainly discussed in paragraph 37)*
- ii) Improve arrangements for the monitoring of pupils' personal development and the recording of their achievements. *(This weakness is mainly discussed in paragraph 49)*
- iii) Where it is appropriate, improve arrangements for informing parents about the homework set. *(This weakness is mainly discussed in paragraph 55)*
- iv) Introduce a policy for child protection and raise awareness among all adults in the school. *(This weakness is mainly discussed in paragraph 53)*
- v) Seek to improve the accommodation for physical education and for the library. *(This weakness is mainly discussed in paragraphs 66, 93 and 147)*
- vi) Ensure that the school's prospectus meets statutory requirements by including the rates of authorised and unauthorised absence. *(This weakness is mainly discussed in paragraph 56)*

INTRODUCTION

vi) Characteristics of the school

1. Bromesberrow St Marys CE Primary School is a small school serving the village of Bromsberrow Heath and the surrounding area. Some pupils come from the catchment area and others from further afield, including a travellers' site and from the nearest town of Ledbury. Overall, the school's intake is from a generally average socio-economic spread. Only 1.9 per cent of pupils are eligible for free school meals, but percentages can be misleading with such small numbers. There are no pupils for whom English is a second language.
2. The headteacher has been at the school for four years. In that time there has been a modest increase in numbers to the present 55. There are two classes but they frequently divide into smaller groups to meet curricular needs. Children start at the school in the year before they are five. There is one intake of under fives each year. At present, there are eight pupils under five years of age. Average class sizes are 28, but the largest class has 34 on roll. Most teachers have been at the school for some time and are well established.
3. While the gender mix varies from year to year there are equal numbers overall in the school. There are eleven pupils on the special needs register, all on Stages 1 and 2. Nine of the pupils with special

educational needs are in the present Key Stage 2 class. The school's assessments of pupils on entry indicate that attainment on entry is below that normally expected for their age and observations during the inspection agree with that finding. Frequently, a number of pupils transfer to the school during Key Stage 2, often these pupils are placed on the register for pupils with special educational needs.

4. The school expresses its aims in the School Prospectus. Among a number of aims, the school strives to help children to reach their potential and to assist them to work according to their ability; encourage children to become competent, caring and independent members of the modern society in a secure and happy Christian environment; offer a wide range of activities in pursuit of excellence and understanding, and to cater for the needs of each individual child.
5. In its development plan the school identifies its priorities as working together to further develop the strategies for literacy and numeracy that have recently been established.
6. As a result of the last OFSTED inspection, in January 1996, the school was declared in need of special measures. The key issues arising from that inspection were:
 - Comply fully with National Curriculum requirements and provide for the needs and abilities of all pupils.
 - Raise standards at Key Stage 2.
 - Improve quality of teaching and learning at Key Stage 2 and raise expectations of all teachers to ensure that work is set at an appropriate level for all pupils in all subjects.
 - Improve curriculum management in the school as a whole so that planning, implementation and monitoring procedures are clear, effective and systematically applied.
 - Improve the school's leadership and management to ensure that all resources available to the school are efficiently and effectively deployed in order to raise standards and improve the quality of education provided.
 - Comply with legislation in respect of registration.
 - Promote more effectively the spiritual and cultural development of pupils.
1. In July 1997 the school was inspected by HMI and taken out of the Special Measures category. From that inspection further key issues were identified:
 - Develop procedures for monitoring and evaluating the effectiveness of teaching, curriculum planning and resource allocations.
 - Review the organisation and provision for pupils with special educational needs so that time is used effectively.
 - Ensure that expectations, particularly of the older and more able pupils, are appropriately high.
 - Quicken the pace of learning.
1. There were also some further areas for improvement outlined in the main findings of this report. Namely that:
 - Time allowed for some sessions is too long and learning objectives are achieved well before the end of the period.
 - The purpose of free choice activities in Key Stage 1 is not clear and the use of this time is not planned thoroughly.
 - Progress for high attainers and special educational needs pupils could be accelerated in some areas.
 - Timing of 'specific group tuition' is too long and needs review.
 - School needs, and is planning to, review the methods of monitoring and evaluating the effectiveness of planning and teaching.
1. The school has addressed these issues with determination and has taken effective action to resolve them. Very good progress has been made since the last inspection. Strategies for planning the school's further development are good and the school is in a good position to move forward. The school made

clear strategic plans to raise standards of literacy and numeracy and has been successful in achieving them.

9. **Key indicators**
Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	6	5	11

9. **National Curriculum Test/Task Results**

		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage at NC Level 2 or above	School	90	90	90
	National	80	81	84

9. **Teacher Assessments**

		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage at NC Level 2 or above	School	90	90	90
	National	81	85	86

Attainment at Key Stage 2

The numbers taking the tests in 1998 are too few to give reliable information.

9. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:		%
	Authorised absence	School 4.5 National comparative data 5.7
	Unauthorised absence	School 0.0 National comparative data 0.5

9.

9. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	14.3

Satisfactory or better	100
Less than satisfactory	0

9. **PART A: ASPECTS OF THE SCHOOL**

9. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

9. **Attainment and progress**

2. The small number of pupils in each year, and the high proportion of pupils with special educational needs in some years, makes judgements about test results in any one year unreliable. The test results vary considerably from year to year. Over the last three years, however, the performance of pupils in national tests for the end of Key Stage 2 in English, mathematics and science is close to the national average taking the three subjects together, and all three subjects show an improving trend. The latest tests show a high proportion of pupils achieving the national average and in mathematics all pupils in 1999 achieved Level 4. At Key Stage 1, over the last three years, the proportion of pupils achieving the national expectation is well above average in reading, above average in writing and average in mathematics. Again, however, there is considerable variation from year to year.
3. Evidence from pupils' work and in lessons indicates that their attainment is above national expectations for the end of Key Stages 1 and 2, in science, and in information and communications technology. In English and mathematics, attainment is above the national expectation for the end of Key Stage 1, and in line with expectations for the end of Key Stage 2. Overall, pupils make good progress and show improvement on their prior attainment in English, mathematics, science, information and communications technology, and design and technology, and some are achieving above national expectations at the end of both key stages. Standards in other subjects are broadly in line with expectations and progress is satisfactory.
4. In general, pupils' attainments on entry to the reception class are below average. During the year, they make good progress in all the six areas of learning and attainment is broadly in line with the expectations of the Desirable Learning Outcomes by the time they reach five years of age. The reception class provides a good foundation for work across the curriculum at the start of Key Stage 1.
5. After a tentative start, pupils make good progress in English at both key stages. They develop their speaking and listening skills well and, by the time they leave school, most pupils are reasonably competent speakers and listeners. Although many pupils come to the school with below average levels of reading, by the age of eleven, most pupils read with appropriate fluency and accuracy. They have good understanding of what they read and can discuss their reading confidently. Handwriting and spelling skills are consistently developed and pupils produce good examples of writing in narrative, description and poetry. At Key Stage 2, there are some good examples of extended writing. Overall, at the end of Key Stage 2, pupils attainments in speaking & listening, reading & writing are in line with national expectations. Standards of literacy are at least satisfactory and facilitate learning across the school. The literacy hour is firmly established and makes a positive contribution to the progress and attainment of all pupils.
6. Pupils make good progress in both key stages in mathematics. A strength of pupils' work at Key Stage 1, is in sequencing, when they order two figure numbers between 11 and 96. At Key Stage 2, number skills are well developed and problem-solving skills are extended, for example when ratio is explored. Pupils demonstrated some good work on data handling, where interesting questions were answered about bar graphs.
7. The school has made a good start with the numeracy strategy and it has begun to enhance standards in mental mathematics. Teachers take every opportunity to encourage pupils to apply their mental skills. For example, at morning registration they calculate together the proportion of pupils requiring lunch or sandwiches. As a result, number skills support well the pupils' work in other subjects.
8. In Year 2 science lessons, good investigative skills are evident and pupils write well about their research. By the end of Key Stage 2, pupils have good levels of knowledge and understanding of materials. Investigative skills are well developed and pupils write interesting facts about, for example, the bones, muscles and the skeleton. Work on forces, however, is satisfactory but progress is slower

than in other aspects of the subject. Overall, progress is good for pupils at both key stages in science.

9. Pupils make good progress in information and communications technology and attainment is above average. Computers are used successfully, for word processing, data handling and to record a sequence of instructions in a common format. Skills in information and communications technology are used well across the curriculum. A strong feature of the work is the use of the Internet, through which pupils research scientific facts, and then copy and paste them into a desktop publishing program.
10. From the evidence of pupils' work, standards are above average and progress is good in design and technology. Where pupils evaluate their work, think about how to improve their making skills and then identify the strengths and weaknesses in their products.
11. Pupils with special educational needs make similar progress to their peers. In English, mathematics, and science they make good progress towards the targets set for them. This is often the result of teaching that is designed to meet their particular needs, and the good support provided, often by willing parents. It is also closely related to the value that the school places on its pupils with special educational needs.
12. Numbers of pupils are too small to compare the performance of boys and girls. All pupils are set realistic, individual targets, mostly relating to literacy and numeracy, and the targets are met well. Standards of attainment and pupils' progress have improved considerably since the last inspection. The shortcomings noted at Key Stage 2 in previous inspection reports have been addressed.
20. **Attitudes, behaviour and personal development**
13. Pupils' attitudes and behaviour are very good in lessons and about the school. They listen attentively to their teachers and to each other, they are interested in their work and apply themselves with enthusiasm. Pupils grow in maturity as they move through the school and older pupils, including those with special educational needs, show mature, responsible attitudes.
14. Pupils show very good attitudes towards their learning. They arrive in lessons prepared to work, settle quickly and apply themselves well to the task in hand. They concentrate very well and, when given the opportunity, work effectively without direct teacher supervision. Examples of this were seen in English, mathematics and science lessons at both key stages. They are often keen to share their ideas with others and take a pride in their achievements. The response of pupils who are under five is frequently very good. They have positive attitudes towards school, behave well and work well within the classroom routines.
15. The pupils' behaviour in lessons, in the playground and around the school is very good, contributing to an orderly and secure environment, which is conducive to learning and personal development. No pupils have been excluded from the school since records have been kept. Pupils are familiar with the school rules, and its system of rewards and sanctions, and they respond to them positively. When individuals were receiving awards in an assembly, all pupils were pleased for them and applauded enthusiastically. They are very courteous towards adults and each other. They show respect for property and handle equipment, such as computers, with great care. There is no evidence of graffiti or bullying. Parents, teachers and pupils report that incidents of bullying are rare.
16. Relationships at the school are very good. Pupils show care and concern for one another and share equipment well, when working in pairs or groups. In an art lesson at Key Stage 1, pupils were working together and drawing their partners' portrait with very good, co-operative support. The pupils' relationships with both teaching and non-teaching staff are also very good. Of particular significance is the positive way in which pupils relate to each other regardless of attainment or background. Travelling children are very well integrated into the life of the school.
17. Overall, the pupils' personal development is good. When opportunities arise, they show initiative in lessons. Pupils in all years are given small responsibilities, for example, for looking after notice

boards or helping to prepare the dining room for lunch. They also support charities and are involved in a wide range of community activities, particularly the links with the church where the children enter into the Christian festivals with enthusiasm. While the school is promoting personal development well, there is no policy for personal and social development or systematic opportunities for pupils to contribute to the development of their school.

18. In general, the pupils' attitudes, behaviour and personal development are improved since the last report.

26. **Attendance**

19. Attendance, at just below 97 per cent, is very good. It is well above the national average for primary schools. The school sets out very clearly its expectations for attendance and keeps parents informed of the legal requirements, which are respected. There were very few unauthorised absences in the year prior to the inspection and no truancy.

20. As in the last inspection, pupils arrive punctually and keep to time well throughout the day.

28. **QUALITY OF EDUCATION PROVIDED**

28.

Teaching

21. The quality of teaching is mostly good and sometimes very good at both key stages, and for the under-fives. It is significantly improved since the last inspection, particularly at Key Stage 2. The teaching was satisfactory or better in all lessons seen during the current inspection, there were no unsatisfactory lessons, and it was good or very good in over a half. The good and very good teaching occurs mostly in English, mathematics and science at both key stages. Standards of teaching are not consistent across all teachers. In general, lessons with full-time staff are of higher quality.

22. In good and very good lessons, planning is thorough and tasks are matched to pupils' attainments. Assessment is used well to inform and support planning. Learning aims are usually identified for different groups within the class and work prepared accordingly. In a Key Stage 1 English lesson, for example, a variety of different tasks were prepared. Reception children were forming letters in sand, Year 1 pupils were using prepared work cards for matching writing and Year 2 pupils were identifying rhyming pairs. A classroom assistant was used well to support the Reception children. Strategies match the content of the lessons and the presentation of material is imaginative and engaging. Teachers use time well and lessons move at a good pace.

23. Lessons that are satisfactory have similar features, but lack the rigour of good lessons. Expectations of pupils' work are not so sharply focused. At times, the pace is pedestrian and teachers' expositions are too long. Assessment is used less effectively to plan the next stage of learning, particularly in subjects other than English, mathematics and science.

24. In all lessons, staff are caring and considerate of their pupils and relationships, and the control and management of pupils, are very good. Teachers have good knowledge and understanding in the subjects that they teach. The quality of questioning of pupils is mostly satisfactory, but many of the questions asked are closed and opportunities to extend pupils' thinking, by asking more searching questions, are not always taken. Homework is used appropriately.

25. Homework is used satisfactorily to extend pupils' understanding of their work, but the amount of homework for older pupils does not provide a good preparation for secondary school. The school is aware of the deficiency and plans are well advanced to increase pupils' homework. Marking in pupils' books is inconsistent, it does not always inform pupils what they have done well or tell them how to improve.

26. The quality of teaching for pupils with special educational needs is good and pupils are taught in class with activities designed to match their needs and with effective support. Targets are set for all pupils in the school and regularly inform teachers' planning.
27. The introduction of the literacy and numeracy periods has brought a consistent approach to the teaching of those subjects. The lessons are well structured and have good pace and balance. The school made clear strategic plans to raise standards of literacy and numeracy and has been successful in achieving them.
35. **The curriculum and assessment**
28. The pupils are provided with a good, broad and balanced curriculum, which meets statutory requirements and reflects the schools' aims. Provision for the under-fives is good and covers all areas of learning for that age group. In general, all pupils have equal access to the curriculum. The school encourages participation in all curricular areas, and provides good specialist support, which is very good in science. There have been considerable improvements since the previous inspection, notably the development of good written guidance in all subjects to help teachers plan, teach and assess the subjects of the National Curriculum and areas of learning for the under-fives. The school has introduced good strategies to develop literacy and numeracy, which have been effectively implemented at all levels. The governors have instituted a sex education policy.
29. There is good provision made for many aspects of pupils' personal education in lessons, but there is no guidance for teachers on personal development and no policy to provide a structure. There is good provision for extra-curricular activities, which includes the recorder and nature clubs and, at different times of the year, cricket, football and netball. All activities are soundly supported and pupils are keen to take part.
30. The teachers make very good use of the school's curricular guidelines to plan and there are very good medium-term plans, which ensure coverage and progression in a two-year rolling programme. There are good examples of cross-curricular links in science and literacy, where pupils describe their eclipse experiences clearly. Short-term planning is good with well focused learning objectives. Curricular monitoring and evaluating is very good and teachers in their co-ordinating role have an annually focused plan.
31. The provision for pupils with special educational needs is good. The pupils are well supported across the curriculum and have access to the full National Curriculum entitlement apart from one session a week. Individual curricular needs are set out in detailed educational plans. There are no pupils for whom the National Curriculum is disapplied. Pupils with special educational needs have access to extra-curricular activities.
32. The previous inspection found that insufficient and inconsistent use was made of assessment. Planning, teaching and assessment were not linked. Since then the school has worked hard to improve its procedures and its use of assessment. It now has good arrangements for assessment in the core subjects, which monitor progress through a range of regular tests and tasks from entry in reception to Year 6, including baseline assessments for the under-fives. The school now makes very good assessments in mathematics, which are recorded to inform future planning, and used to write individual targets for all pupils on a half-termly basis. With the exception of history and geography, however, procedures for assessment for foundation subjects do not consistently provide sufficient information for planning.
33. Additional annual national tests for Key Stage 2 pupils in English, mathematics and science are also used well. Records of work and class portfolios of selected work by teachers, provide useful indicators of progress, and facilitate future moderation and assessment decisions.
34. Assessment procedures for pupils with special educational needs are good. The pupils' progress is carefully monitored, with half-termly reading assessments. Regular reviews take place and information from on-going assessments is used appropriately to form targets for future learning.

Records are well maintained. Statutory annual reviews are carried out and there are regular non-statutory reviews of the targets in individual education plans.

42. **Pupils' spiritual, moral, social and cultural development**

35. The provision for pupils' spiritual, moral, social and cultural development is good overall and for moral development it is very good. The school aims to encourage children to become competent, caring and independent members of a modern society. The aims are achieved through the school's very positive ethos and the clear and consistent values the school promotes. The school promotes a strong family atmosphere. Adults in the school set a very good example throughout their work. They manage pupils kindly and consistently, and give a high regard to the maintenance of pupils' self-esteem.

36. Good provision is made for pupils' spiritual development. The daily acts of collective worship set a strong foundation for the promotion of pupils' spiritual awareness. There is always a prayer, a hymn and a talk to promote reflection on a spiritual matter. Some other lessons also contribute to pupils' spiritual development. A good example was seen in a Key Stage 2 science lesson, where there was a genuine sense of awe and wonder at the size and characteristics of the sun, when pupils were studying the relationships of the planets. Similar contributions are made in religious education, art and physical education lessons, and in opportunities for reflection in writing activities. The present provision is a considerable improvement on the previous inspection when the provision for spiritual development was reported as poor.

37. The school's provision for pupils' moral development is very good. Pupils live comfortably in the structured and caring environment that is established. Teachers and all adults, including parents, in the school are supportive and concerned for pupils to behave appropriately within the family ethos. Pupils respond well by accepting this natural order and applying it to their relationships with each other. Discussions about specific moral issues are used well to reinforce positive values and pupils are encouraged to contribute. Pupils have a high regard for the rewards systems that the school has established to recognise achievement as well as a sense of appropriateness about the rarely applied sanctions.

38. Provision for pupils' social development is good. Pupils are consistently encouraged to relate positively to each other in lessons in collaborative work and to value the contributions of their classmates. They are encouraged to be polite, thoughtful, and courteous. In their classes, they are given responsibilities that contribute to the smooth running of the school. For example, to keep a section of the classroom tidy or to help set out chairs for lunch. Values of citizenship are developed through discussion of current issues, such as the recent debate on hunting. Pupils join in local events, such as the Ledbury Festival and they take part in broadcasts on local radio. Through activities such as the Christmas production they raise money for charities. Residential visits provide pupils with good opportunities for social development.

39. The provision for pupils' cultural development is good. Opportunities for pupils to appreciate and develop their own cultural traditions are good, for example, in literature, art and music. There is good provision for out of school visits to events such as concerts, arts and poetry workshops, and artists and musicians visit the school whenever possible to work with the pupils. Provision for pupils to appreciate the diversity and richness of other cultures is written into the curriculum for the arts, English and the humanities. The school makes satisfactory provision for pupils to live in a multicultural society by discussion of issues, visits out of school and by the books and displays around the school.

40. The provision for pupils' spiritual, moral, social and cultural development has improved considerably since the last inspection.

48. **Support, guidance and pupils' welfare**

41. Procedures for monitoring pupils' progress and development are good overall. The school monitors pupils' academic progress very thoroughly. Teachers know their pupils well but records of personal progress are not written. Satisfactory arrangements are made for the health and safety of pupils and

for child protection, but there is no written policy for child protection.

42. The school provides caring and effective personal support for the pupils, which is conducive to learning and this makes a significant contribution to the standards achieved. Relationships between the teachers and the pupils are positive and promote the pupils' wellbeing and self-confidence. The teachers know the pupils well.
43. Discipline is well and consistently managed and the school is an orderly community in which the pupils are very courteous and thoughtful of others. No bullying or aggressive behaviour was observed in classes or the playground during the inspection. Parents report that on the rare occasions that aggressive behaviour happens, it is dealt with well.
44. There is a strong emphasis on the pupils' personal and social development, which is effectively fostered, but records of pupils' personal development and achievements are not kept. The pupils are encouraged to exercise initiative and to take responsibility for organising their learning. However, opportunities are missed for them to gain experience in the skills and understanding of citizenship. For example, there is no School Council or other forum for the pupils to contribute to the direction of the school. The extra-curricular activities, particularly some imaginative cultural events and residential weeks, have a very positive impact on the pupils' social progress. A programme of health education is offered within the science curriculum. The governors have decided not to include sex education in the curriculum but pupils' questions are answered appropriately as they arise. The school's procedures for monitoring the pupils' academic progress are very good and the annual reports to parents are clear and informative. Targets for improvement for each child are recorded elsewhere.
45. The school has a comprehensive Health and Safety policy that is effectively implemented and is monitored by the designated governor. The procedures for child protection do not follow the national recommendations for schools because there is no school policy. Wider training to help staff identify need and take appropriate action is needed. Procedures for monitoring and promoting attendance are very good. The school takes great care to foster positive attitudes towards pupils with special educational needs and their progress towards the targets set is carefully monitored.
46. Overall, however, the arrangements for pupils' support, guidance and welfare are good. This represents a significant improvement since the last inspection report to parents.
54. **Partnership with parents and the community**
47. The school has formed good partnerships with parents and its community in many aspects of its work, but some parents would like to be more closely involved with their children's homework. Overall, however, parental involvement in the school enhances the pupils' progress and educational experience. The school operates an open door policy. Parents are made to feel welcome and encouraged to contribute to the school community. A high proportion of parents currently help in the classroom and with after-school clubs; many accompany the residential trips and contribute to the life of the school as members of the Friends' Association. Although parents are encouraged to support their children's homework they do not, however, receive sufficient day-to-day information, apart from reading and spelling, to do so effectively. Friends of the school have raised money to improve the school environment and enhance the learning resources.
48. Parents are kept well informed about the academic progress of their children. They receive a formal annual report of their child's progress in all subjects and are invited to parents' evenings twice a year. Open evenings are held on curricular issues such as the literacy and numeracy hours. The school prospectus, the regular newsletters and the governors' annual report to parents are clear and informative and meet the statutory requirements except that the prospectus does not publish the rates of authorised and unauthorised absence.
49. The school has developed strong links with the church and the children enter into the spirit of the Christian celebrations in the church, helping to decorate the font for Harvest Festival and joining in

Christingle. Occasionally, members of the local community are invited in to the school to participate in lessons such as a debate on foxhunting and community events in the village hall raise money for the school.

50. There is good liaison with the local nursery and supportive and friendly links with the two main secondary schools in the catchment area. These ensure smooth transitions. Links with other primary schools in the area are good and, for example, netball and football teams compete in local school tournaments.

58. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

58. **Leadership and management**

51. The quality of management and leadership is very good. The headteacher, with strong support from the governors and full-time staff, provides very good leadership and sets a clear educational direction and ethos for the school. The leadership is thoughtful, rigorous and very conscientious. The aims of the school are reflected very well through its work and a very good and positive ethos recognises the need to raise standards, particularly in English, mathematics and science. The governing body is very supportive of the school, and governors are mindful of their responsibilities. They are rigorous in ensuring that budget proposals are appropriate and generous in their support. They do not yet, however, have success criteria to judge the effectiveness of their initiatives. Some governors regularly visit the school to work in the classrooms.
52. Relationships between staff are good and there is a strong sense of teamwork, which emanates from the family atmosphere of the school. The headteacher monitors teaching, planning and pupils' work effectively. There is no deputy headteacher at present but the other full-time teacher supports the headteacher very well.
53. The quality of curricular leadership is good. All subjects have curricular policies and schemes of work, which are of good quality and form an effective framework for planning. Assessment arrangements are very good in the core subjects, but need further development in other subjects to provide useful assessments for planning. Long and medium-term planning is good but short-term planning does not always use assessment effectively, or give sufficient attention to the needs of different pupils or groups in the class. Development planning is very good. The school development plan is a comprehensive document; appropriate priorities are planned and costed, and success criteria are identified. The plan is the outcome of widespread discussion with staff and governors. Overall, the plan forms a useful tool for taking the school forward. Management of special educational needs provision is good.
54. The day-to-day administration of the school is good. The school is organised and orderly and pupils are safe and secure. At present, there is no policy for child protection, but the arrangements appear satisfactory. Relationships between pupils and all adults in the school are very good and contribute to the purposeful working environment. Apart from a minor omission from the school's prospectus, all statutory requirements are met.
55. The management of the school has improved considerably since the last inspection. It now promotes good progress and is successful in achieving its stated aims. Good structures are in place for planning and monitoring the school's development. All of the weaknesses pointed out in the inspections of 1996 and 1998 have been successfully addressed and the school has improved significantly. The progress of pupils has improved at Key Stage 2 and standards are improving; the requirements of the National Curriculum are met; the quality of teaching is now good and is monitored regularly; the curriculum is managed well; the quality of leadership and management is very good and there is good provision for the development of pupils' spiritual and cultural awareness. In addition, from the 1998 report, the provision for pupils with special educational needs is now good, in most lessons expectations are appropriately high and the pace of learning is satisfactory. The school has good capacity to improve further.

63. **Staffing, accommodation and learning resources**

56. There are two full-time and three part-time teachers. They are qualified and experienced and they make very good provision for the demands of the school's curriculum. The provision of support staff, together with help from parents, is very good. Teachers and support staff work very well together.
57. The provision for training and professional development of staff is very good. Teachers are regularly appraised and monitored and the monitoring informs planning for staff development. All staff have targets set for development, which are closely related to the school development plan.
58. Overall the accommodation of the school is adequate for the effective delivery of the National Curriculum, with the exception of physical education and provision for the library. The hall is too small for a full range of physical education activities and this affects the breadth of the subject that the school can offer. This shortcoming was highlighted in the previous inspection report. The library is in the entrance corridor. It is too small and its position is unsuitable for pupils to read quietly or to carry out research activities. In addition, although teachers cope well with the constraints, children under five have less than ideal opportunities for outdoor play activities.
59. The school is clean and well maintained. Imaginative and interesting displays of pupils' work across many areas of the curriculum create a stimulating learning environment. Every available part of internal space has been well utilised and recent building improvements are very effective. Following the last inspection classroom sizes have been increased.
60. The quality and range of learning resources, including books, is good overall. Resources are well organised and are accessible. Many subjects have their own storage areas. The stock of books for the school library is good but they cannot all be properly displayed simultaneously. The school is awaiting delivery of further equipment for information and communications technology. Resources for pupils under five and for those with special educational needs are good.
61. The school makes good use of resources beyond the school, for example, in the nearby town and places of interest in the local area. When possible artists, musicians, poets and writers are brought in to work with the children.
62. The school has made good progress in the development of its staffing, accommodation and resources since the last inspection. The lack of hall and library space still creates considerable constraints, however, in a number of curricular areas, not least in English and in physical education.

70. **The efficiency of the school**

63. The levels of income and spending per pupil are higher than in many schools because of the small size of the school. Overall, however, financial planning and control are good and the school makes good use of the funding available to it. The headteacher and governors carefully monitor finances and spending is based on priorities identified in the school development plan. The staff are deployed well and the school makes good use of its learning resources and accommodation are used effectively. Books, materials and equipment are carefully selected and used well in classrooms. Classroom support staff are used very well. The day-to-day running of the school is both efficient and effective. Monies provided for specific purposes, are used for those purposes. The school has made significant improvement in the planning and management of its resources since the last inspections.
64. Pupils make good progress as they move through the school. Spending on each pupil is high but appropriate for the small size of the school and the deployment of money, staff and resources is generally well judged. Overall, the school manages its finances effectively and in many respects makes good educational provision for its pupils. The school has improved its efficiency since the last two inspections and is now giving good value for money.

72. **PART B: CURRICULUM AREAS AND SUBJECTS**

72. **Areas of learning for children under five**

65. Provision for children who are under five is made in the Key Stage 1 class. Frequently, the under five pupils begin the lesson with the infant pupils and the class teacher, they then move for their own tasks to a separate room with a trained nursery assistant. Most lessons end with the whole class coming together to share their work.

66. Overall, attainment on entry is lower, in all areas of learning, than could be expected for children of this age. Overall, provision is good and, from limited evidence, all the areas of learning are addressed well. Children make good progress and by the time they reach statutory school age, they meet the expectations of the Desirable Learning Outcomes in all areas of learning.

74. **Personal and social development**

67. Children make good progress in their personal and social development. They come to school happily and respond very positively to the provision. They work together in groups, operate independently, develop confidence and behave appropriately. During their time in the class children's maturity is developed, they sustain their concentration for longer periods, understand fairness and are willing to take turns.

75. **Language and literacy**

68. Most children learn to listen carefully to adults and to each other as they develop their language and literacy skills. Speaking skills are rehearsed frequently and developed well. Children use simple vocabulary and talk confidently about their own experiences and matters of immediate interest.

69. They join in frequently the question and answer sessions, where teachers extend children's use of language and vocabulary. The children listen to stories, understand that print conveys meaning, handle books with care and read regularly at school and home. They recognise their own name and associate sounds with words and letters. In their writing, many children write recognisable letters or words. During the inspection, children were engaged in making models of letters, or writing in sand trays. A few individuals in the under-fives' class demonstrated very advanced reading skills for their age.

77.

Mathematics

70. In mathematics, children develop a good awareness of number through counting, sorting and matching. Most children count objects accurately, they are familiar with and can write numbers larger than ten. Pupils show an awareness of addition by combining objects together. Pupils begin to recognise shapes such as circles, squares, rectangles and triangles. Through play with a variety of materials they recognise and recreate patterns.

78. **Knowledge and understanding of the world**

71. Evidence from the inspection is limited but children make good progress as they develop their knowledge and understanding of the world. They talk about their families and begin to understand the difference between past and present. They play with sand, water and crayons and learn how to use these in a variety of ways.

79. **Physical development**

72. Children handle pencils, paintbrushes and construction materials appropriately. They move confidently and develop control and co-ordination in the basic actions of stopping and starting. They use space reasonably well and show an awareness of others. When appropriate, they use the outdoor play area to further develop the use and control of large wheeled toys, but these facilities are not available all of the time. Pupils under five years old make good progress when they move around a hoop, hopping in and out of it in a variety of ways.

80. **Creative development**

73. Children take part in activities that satisfactorily foster creative development and provide effectively opportunities to develop their imagination and express their ideas and feelings. They carefully observe each other's faces, then explore colour in their paintings of faces. They enjoy regular music lessons where they sing, play percussion instruments and listen to music.

74. The quality of teaching for children under five is generally good; the teachers have good understanding of children's development at this stage. They use a good range of strategies and assessments and record keeping are detailed. The content of lessons is well planned. Relationships and control are good and lessons are well paced. The nursery assistant makes a very good contribution to children's progress and provides very effective support for the class teacher. Parents, who come in to help, also make a significant contribution to the nursery.

75. The infant classroom is spacious, with large areas for display, which feature many examples of children's work. The environment encourages children's interest. Learning resources and practical apparatus are adequate and accessible to the children. The room that is used by the under-fives for separate activities has to be shared for other uses at different times. Playground activities also have to be shared. While these arrangements are not ideal, they work successfully in practice. Children with special educational needs make good progress due to the effective support they are given. The findings of this inspection reflect the generally positive findings of the previous inspection report.

83. **ENGLISH, MATHEMATICS AND SCIENCE**

83. **English**

76. The numbers of pupils taking National Curriculum Assessments at the ends of both key stages are too small to give reliable statistics, and they vary widely from year to year. Taking the last three years together, the performance of pupils at Key Stage 1 in writing is above the national average and in reading is well above. At Key Stage 2, performance in English is well below the national average for the three years, but shows an improving trend. The most recent tests show an attainment that is well above average.

77. From their work and from lesson observations, the present pupils show that their attainment is above national expectations for the end of Key Stage 1 and in line with expectations in speaking and listening, reading and writing, for the end of Key Stage 2. It is clear, however, that all pupils are making good progress in both key stages. For example, pupils in the present Year 6 class, which has a high proportion of pupils with special educational needs, have improved on their assessments at the end of Key Stage 1.

78. Base line assessments show a good proportion of pupils with relatively undeveloped speaking skills on entry. Pupils are given good opportunities to speak, to report, to discuss and to imagine. Speaking and listening skills are practised in almost every lesson and pupils encouraged to use more fluent, interesting language. By the end of Key Stage 1, pupils show good speaking and listening skills and the skills are consistently developed through Key Stage 2. Pupils speak to the teacher, to other adults and to each other in formal and informal situations. They speak to the rest of the class and, on occasions, read aloud. By the end of Key Stage 2, most pupils are reasonably competent speakers and

listeners.

79. Although many pupils come to the school with below average levels of reading, by the end of Key Stage 1 most pupils can read with confidence at levels that are above the national expectation. They recognise a good range of words and have developed useful strategies for deciphering unfamiliar words, using phonic and other clues. Many pupils are beginning to gain pleasure from their reading. By the end of Key Stage 2, most pupils read with satisfactory fluency and accuracy. They have good understanding of what they read and can discuss their reading confidently. Many have developed competent research and investigative skills but the use of the library for reference is still under development. Standards of literacy across the school are good and support pupils' learning in other subjects.
80. During Key Stage 1, handwriting and spelling skills are carefully taught and consistently developed and, by end of the key stage, handwriting is above average. Pupils have good opportunities to develop their writing. There are good examples of pupils writing narrative, description and poetry. By the end of Key Stage 1, attainment is above national expectations. At Key Stage 2, most pupils' use of grammar is accurate. Standards of spelling vary but are generally satisfactory. Pupils write in a good range of styles and for a variety of audiences. Pupils write for formal purposes, and they write poetry and prose. There are some good examples of extended writing in the current work on Macbeth. Overall, standards are in line with expectations at the end of the key stage.
81. Overall, progress is good. Through frequent rehearsal, speaking and listening skills are developed well. Higher attainers understandably have a further developed use of language. Reading and writing skills are consistently developed. Pupils with special educational needs are well supported and make good progress.
82. Behaviour is very good in all lessons. Pupils are interested in their work and usually keep well to task. They are keen to respond to questions and answers are often informed. The tasks set frequently allow pupils to take initiatives in their learning and to extend their thinking. In group and paired work, pupils co-operate very well and show a mutual support for each other. They listen to other pupils' work closely and are generous in their responses.
83. The quality of teaching is mostly good. At Key Stage 1, teaching is often very good. At Key Stage 2 it is good, often very good and sometimes satisfactory. Lessons are always well planned and organised with clear aims. Learning aims are usually identified for different groups within the class and work prepared accordingly. In a Key Stage 1 lesson, for example, a variety of different tasks were prepared. Reception children were forming letters in sand, Year 1 pupils were using work cards for matching writing and Year 2 pupils were identifying rhyming pairs. In a Key Stage 2 class studying the witch scene from Macbeth, the room had been carefully prepared with candles and blackout to create an atmosphere to support pupils' creative writing. Relationships, and the control and management of pupils, are mostly very good. Pace is usually satisfactory and sometimes good. Teachers have good knowledge and understanding of the subject. A good variety of teaching methods is used, which are appropriate for the task. The quality of questioning of pupils is mostly satisfactory, but many of the questions asked are closed and opportunities to extend pupils' thinking, by asking more searching questions, are not always taken. Good use is made of good quality assessments to inform planning. Homework is used appropriately to extend pupils' learning.
84. The requirements of the National Curriculum are met and good use is made of information and communications technology. Children in the under-fives group are often taught as part of the Key Stage 1 class, to a curriculum that is at least in part Key Stage 1 of the National Curriculum. This is appropriate for those pupils who are ready to move on and suitable arrangements are made for the majority. Assessment arrangements are good. Targets are set for each pupil and are a considerable help in promoting progress.
85. Resources and staffing arrangements for the subject are generally good, but accommodation for the library is unsatisfactory. Library space is insufficient to allow the books to be set out to best advantage and for the library to be fully used in all its aspects. Opportunities to develop independent research skills, for example, are limited. Overall, however, there is good leadership of English that shows a

concern for pupils and an enthusiasm for the subject.

86. Since the previous report, standards of attainment have improved and the planning of the English curriculum is now good.

Mathematics

87. Numbers taking the national tests are too small for one year's results to give a reliable indication, but over the last three years the performance of pupils at Key Stage 1 was close to the national average. At Key Stage 2, the performance has been well below average, but there has recently been a considerable improvement in the test results at both key stages. The proportion achieving the national average in the 1998 tests were above average at Key Stage 1, but very low at Key Stage 2. This year's results at Key Stage 2, however, reflect the school more accurately and are good, in that all the pupils achieved the nationally expected level. However, there were no pupils who achieved above average grades. Overall, all pupils are making good progress and attainment in mathematics is above the national expectations for the end of Key Stage 1, and in line with expectations for the end of Key Stage 2.
88. By the end of Key Stage 1, pupils' understanding of number is good. They use their number bonds to ten carefully. They partition two-figure numbers; add two and one-figure numbers and they sequence numbers to 71. Pupils find different ways to make ten pence and draw the correct coins for an amount of money. In measuring activities, they record the width and length of a variety of objects in centimetres. They measure time well. All pupils show a clear understanding of 'o' clock and most pupils understand how a clock will look at half past the hour. A good example of the use of homework is when pupils are asked to measure objects around the home. By the end of Key Stage 2, pupils have a sound understanding of number. They multiply whole numbers by ten, one hundred and one thousand and use partitioning as a method of multiplying. They can order decimals well. Some pupils can carry out long multiplication sums accurately. Pupils demonstrated some good work on data handling, where interesting questions were answered about bar graphs.
89. The school has made a good start with the numeracy strategy and it has begun to enhance standards in mental mathematics. Teachers take every opportunity to encourage pupils to apply their mental skills. For example, they calculate together the proportion of pupils requiring lunch or sandwiches. As a result, number skills support well pupils' work in other subjects.
90. At Key Stage 1, pupils of all levels of attainment make good progress in number and sound progress in investigation. A strength of their work is in sequencing, when they order two-figure numbers between 11 and 96, say the number aloud and consider the sequence. The different age groups in the class, all make good progress. At Key Stage 2, all pupils also make good progress, particularly the high proportion of pupils with special educational needs in the class. Number skills are well developed and skills of solving problems are extended, for example when ratio is explored.
91. Pupils' attitudes to mathematics are good. They respond well to lessons, show an interest in all topics and behave well in class. Pupils co-operate well together and share resources, for example when measuring angles in a triangle using a protractor. The good response contributes positively to the progress pupils make in lessons.
92. The teaching is good throughout the school. It has improved since the last inspection, when it was sound in Key Stage 1 and unsatisfactory in Key Stage 2. The introduction of the numeracy strategy has supported the improvement in teaching by providing a good framework. Lessons are well planned with clear learning objectives and a good balance between whole-class teaching and group or individual work. There are sound plenary sessions, which draw together and consolidate the learning from the lesson, but these are not always used to their best advantage. In the best lessons, teachers have high expectations and use praise well. They share the purpose of the lesson with pupils at the outset and make clear what is to be achieved. Teachers have secure knowledge and understanding of the subject. They also use open-ended questioning to deepen pupils' thinking in some classes. Sound use is made of time and the best lessons proceed at a brisk pace. Teachers and classroom assistants support lower attaining pupils well and help them to reach the targets set for them. At Key Stage 2, however, the use of different tasks for pupils of different attainments is not always fully exploited and insufficient emphasis is placed on the use of open-ended investigations.
93. The subject is effectively led by the co-ordinator who has been instrumental in the development of the school's good numeracy strategy. The co-ordinator monitors the curriculum very well, working to a

clearly planned programme. The mathematics policy is well written. Assessment is used to very good effect; half-termly assessments of pupils' work are made and areas to develop are recorded.

94. Issues raised in relation to mathematics in the last inspection have been successfully addressed. The school has introduced a policy and scheme of work. Standards of attainment at Key Stage 2 have improved. The numeracy hour has been implemented with enthusiasm and teachers are using the Numeracy Framework to assist planning. The staff have invested considerable time and energy in professional development to improve the effectiveness of the numeracy strategy.

102. **Science**

95. There has been a significant improvement in the national test results at the end of Key Stage 2 for science over the last three years. In 1998 the numbers achieving the national expectation, of Level 4, was well above average, but none achieved Level 5. It is clear, however, that all pupils are making good progress and that their attainment improves in relation to their previous attainment. Evidence from pupils' work and in lessons for the present Year 6, indicates that their attainment is above national expectations for the end of Key Stage 2.

96. By the end of Key Stage 1, pupils' attainment is above the national expectation. They understand the difference between good and bad food and produce good diagrams of the parts of plants. Pupils demonstrate a good level of knowledge about mini beasts and they list and group them in relation to when they were found. Good investigative skills are evident when pupils look closely at smooth and bumpy surfaces, and when they predict the changes that will occur when a clay tile and an egg box are heated.

97. By the end of Key Stage 2, pupils have good levels of knowledge and understanding of materials. Investigative skills are well developed; pupils investigate reversible and irreversible reactions; they explore materials to find out which will be the best insulator and they try to find out which puddle will evaporate first. Pupils also have good levels of knowledge about the characteristics and habitats of animal and plants. They write interesting facts about the bones, muscles and the skeleton. Work on forces, however, is satisfactory but progress is slower than in other aspects of the subject.

98. Progress is good throughout both key stages for pupils of all ages and levels of attainment. Pupils carry out careful observations and measurements in practical activities and record results in a variety of ways. They are set tasks at different levels associated with their developing knowledge of physical science. For example, some pupils at Key Stage 2 use the Internet very effectively to further develop their knowledge and understanding of the Earth, moon and sun.

99. Pupils respond well to science and show an interest in practical activities and in learning facts about the subject. They enjoy the practical challenges, co-operate with others, share equipment and answer questions carefully. Pupils respect equipment such as topic books and computers. They work with sustained concentration and react well to teachers' praise for their work.

100. Teaching is mostly good and is very good in Key Stage 2. Teachers prepare lessons carefully and set high expectations for their pupils, particularly at Key Stage 2. Assessment is used very well to plan for the needs of different groups of pupils within the class. Lessons are well organised and resources are used very well. For example, in a Key Stage 2 lesson on the planets and relationships of size, the teacher had prepared a selection of spheres to represent the sun, the earth and other planets. A particular strength is the very good use of classroom support. Teachers have a sound background of scientific knowledge and understanding. Relationships between teachers and their pupils are very good and pupils' efforts are always received positively. The pace of lessons is sound.

101. The subject is well led. There is a policy and a good scheme of work, which informs teachers about the topic areas to be covered over a two-year rolling programme. Assessment is well organised. Recently, the school has started to analyse its assessments to inform teachers which aspects of the subject need particular focus. Resources for science are good and are well organised.

102. Since the last inspection the school has made improvements by writing a good policy and scheme of work, and by using additional nationally recommended tests to assist in assessing pupils' levels of attainment and progress.

110. **OTHER SUBJECTS OR COURSES**

110. **Information and communications technology**

103. Attainment in information and communications technology is above the national expectation for the end of both key stages and progress is good for all pupils. By the end of Key Stage 1, most pupils use a mouse well, including using the mouse to draw pictures. They word process and redraft their writing to produce a piece of text. Computers are used successfully to handle data and to record a sequence of instructions in a common format. At Key Stage 2, pupils make good use of a painting program to design name labels and they word process using a variety of fonts. A strong feature of their work in information and communications technology is the use of the Internet, through which pupils research scientific facts, and then copy and paste them into a desktop publishing program.

104. The good progress that pupils make is largely due to frequent access to the computers. In Key Stage 1, pupils have good technical operating skills with the mouse and keyboard. They have good knowledge of a variety of software programs. In Key Stage 2, pupils make good use of information and communications technology to carry out personal research. They word process to a good standard to present information and they write and send e-mails to other schools. Currently, they have good contacts with a school in Ireland.

105. The pupils enjoy using the computers and share the mouse fairly when working in pairs. The way that pupils help and teach each other contributes to the good progress that they make. Pupils concentrate well on tasks and read the words on the screen fluently. They listen carefully to the teacher and other pupils and answer questions keenly.

106. The quality of teaching is good across the school. Teachers write clear instructions to remind pupils of the steps involved in using current programs. In their planning teachers identify clear learning objectives and they are very familiar with the programs. Information and communications technology is used well across the curriculum. New programs are introduced to pupils effectively. Teachers use the VDU screen well to show pupils what they have to do and there are record sheets for pupils to record their activities. Classroom control is good and this enables pupils to focus on their work on the computer. The curriculum is well planned and the scheme of work covers all aspects, however the use of simulations and data handling is relatively undeveloped. There are programs for all subjects of the National Curriculum except religious education.

107. This subject is well led by the co-ordinator, who has worked hard to support staff with a detailed record sheet for both key stages. The co-ordinator monitors the curriculum very carefully, providing very clear guidance for staff, studying teachers' planning and leading in-service training. There are satisfactory resources in Key Stages 1 and 2, however, the computer, which under-fives use, does not have any lower case letters on the keyboard.

108. Since the last inspection, when standards of achievement were unsatisfactory, the school has improved the provision for information and communications technology. A good policy and scheme of work has been introduced, using the new national guidance. Teachers have worked hard to create a very good record sheet, which covers all areas of study fully and has supported the raising of standards. As a result considerable improvements have been made so that now, attainment is above expectations. More computers are on order.

116. **Art**

109. There was limited opportunity to observe art lessons during the inspection but the work on display, and other artwork seen, gave a clear indication of standards. Attainment in art is generally

appropriate and progress is satisfactory throughout both key stages. There are also some good examples of work of a higher standard in some topics or by individual pupils. Drawing and colouring skills are consistently developed as pupils move through the school, they have frequent opportunities to observe and they do so with good attention to detail. Most represent their ideas successfully in visual forms in a variety of media and in two and three dimensions. Pupils, including the very young, have an appropriate knowledge and understanding of artists' work and incorporate those styles into their own work. Pupils with special educational needs are well supported and also make satisfactory progress.

110. Pupils respond well to art. They enjoy their lessons and persevere with their tasks. Behaviour is generally good and discussion between pupils is almost always related to work. Pupils have good opportunities to make artistic decisions for themselves.

111. The quality of teaching in art is satisfactory in both key stages. The content of lessons is well planned and learning aims are usually identified for the whole class, but not for groups or individuals within the class. Relationships are good; teachers value pupils' efforts and provide positive support. The pace of lessons is usually satisfactory but at times is left to pupils to determine. The strategies used are often good, for example, parent helpers are used well to support lower attainers at Key Stage 2. At other times, however, expositions are too long and not matched well to pupils' understanding. Teachers generally have good knowledge and understanding of art. Assessment does not always sufficiently inform planning.

112. The curriculum is broad and balanced, and pupils work in a good range of media and scale. The school has sufficient resources for art and they are used well.

113. The school has made considerable progress in art since the last inspection. Teachers now work closely together, if informally, to ensure progress.

121. **Design and Technology**

114. It was not possible to see teaching in design and technology during the inspection, but there were good opportunities to see examples of pupils' work. Progress is good throughout both key stages. There are some good examples of the youngest pupils making glove puppets out of fabric, joining material with running stitches. Older pupils, at Key Stage 1, add wooden heads to their glove puppets, having designed them on the computer. They draw their own patterns on newspaper and use pins to cut out the fabric accurately. Pupils designed and made a Joseph's coat using appliqué to add a design to the front and back of the outfit.

115. At Key Stage 2 pupils create frameworks in wood and then cover them in card to make moneyboxes. They write lists of design criteria and draw labelled diagrams, which helps them to evaluate their work and consider the changes they have made to their designs during the making process. In another project pupils design and make model shelters, having researched temporary homes around the world.

116. Pupils' response to the subject is good. They talk freely about their work and explain how they have finished their moneyboxes with painted designs and varnish. The pride that pupils take in their work is clear, from photographic records and from the quality of the products.

117. It was not possible to see any teaching during the inspection due to the school's timetable, but the tasks set are imaginative and support good progress. Planning is well organised to produce a broad and balanced curriculum. There are good opportunities for pupils to evaluate their work, to think about how to improve their making skills and to identify the strengths and weaknesses in their products. However, records to identify the characteristics of each piece of pupils' work are not sufficiently detailed.

118. The curriculum is effectively managed and the co-ordinator has worked hard to develop this subject in

the last few years, encouraging teachers to use the new national guidance. However, pupils' step by step planning of design and making is still not sufficiently developed. The co-ordinator monitors teachers' planning, has control of a budget and monitors practice in the classrooms. Resources are good and are well stored in a low cupboard.

119. Since the last inspection a new scheme of work has been planned and teachers have placed further emphasis on the production of plans before the pupils begin making activities. In the previous inspection standards were sound in Key Stage 1 and unsatisfactory in Key Stage 2. Standards have risen considerably since the last inspection and are now good.

127. **Geography**

120. In the previous inspections no teaching was observed and, although pupils' work and teachers' planning was scrutinised, no judgement was drawn as to the standards of attainment. Again in the current inspection, it was not possible to see lessons in geography. A scrutiny of pupils' work and teachers' planning, however, indicate that pupils make satisfactory progress in both key stages. Since the last inspection the school has introduced a good policy and scheme of work for the subject.
121. At Key Stage 1, pupils listen to talks by local farmers and know about the problems caused by weather for the sheep farmer. They write about the problems of coping with monsoons or hot climates. At Key Stage 2, they use keys for maps well when they shade maps to show countries south of the Himalayas.
122. The curriculum is planned effectively in the scheme of work, which provides progression in topics that pupils study. The scheme is due to be updated in light of new curriculum orders and this has been identified as an area to be developed. The co-ordinator has carried out some good work on creating a portfolio of pupils' levelled work.

130. **History**

123. Opportunities to see lessons in history were limited during the inspection and were only possible for Key Stage 2. From those lessons, however, and from samples of pupils' work and teachers' planning it is evident that standards of attainment have been maintained since the last inspection and are broadly in line with expectations. Pupils make satisfactory progress at both key stages and pupils' abilities to interpret, investigate and explain the past are adequately developed.
124. Pupils in the Key Stage 1 class, know about the two world wars and develop good research skills as they investigate detail. In Key Stage 2, pupils know about Boudicca's Rebellion and explain the reasons and events for the rebellion. They write about Celts' beliefs and their housing, crafts, clothing and warfare. Pupils explain why the Romans were successful in conquering England and they write about the contrasting lives of a rich Roman child and a slave.
125. Pupils respond satisfactorily to all history topics, they sit quietly and listen to historical stories, ask relevant questions, concentrate on their work, behave well and respect other's property.
126. It is not possible to make an overall judgement on the quality of teaching in history, but indications from their planning and from pupils' work, are that teachers have good knowledge of the subject and high expectations of pupils to retain factual knowledge. Planning is sound and teachers identify clear learning objectives. The planning does not, however, provide sufficient opportunities for pupils to write about the similarities and differences between historical aspects. Teachers use assessment well and assessment opportunities are highlighted in planning. Individual targets are carefully written each term and placed in the front of the pupils' books. However, teachers' marking does not inform pupils what they are doing well or inform them how they could improve their work. Standards of discipline are sound and pupils are well organised.
127. Leadership of the subject is satisfactory and the curriculum is well planned and very well monitored. Resources are good, but there is need to develop further the collection of artefacts.
128. Since the last inspection the school has made some improvements. The co-ordinator has written a good policy and a sound scheme of work to guide staff.

136. **Music**

129. The progress pupils make, and the standards achieved in music, are generally satisfactory across the school. By the end of Year 6, performance skills, mostly in singing, are appropriate. Pupils sing in time and in tune and can hold an independent part in a round. Composing skills were less evident during the inspection but teachers' planning indicates that pupils have opportunities to compose. In most lessons, pupils are involved in practical music making, either through composing or performing. Almost all pupils in the school play the descant recorder.
130. Pupils usually respond well to music. Behaviour is good and pupils sustain their concentration well. Most pupils volunteer to learn the recorder. In singing classes, the majority contribute well and, in assembly, the whole school sings together to produce a relaxed and convincing performance.
131. The quality of teaching at both key stages is mostly satisfactory with some good features. The specialist teacher has a high level of musical skills, knowledge and understanding. The methods are effective and promote progress. Most lessons move at a good pace and resources are used well. Relationships and control are mostly good. The content of lessons is well planned and musical aims are clear but aims, in terms of the concepts and skills to be developed by different groups or individuals in the class, are less clear.
132. The scheme of work is of good quality but provision for information and communications technology is not well developed. Time for music at Key Stage 1, is considerably lower than average. At present no pupils are learning orchestral instruments but there are opportunities for them to do so. The music teacher is part-time, which restricts extra curricular but there is a school production each Christmas.
133. Overall, standards in music are similar to those reported in the last inspection.

141. **Physical education**

134. At the time of the last inspection, standards of achievement were in line with national expectations for Key Stage 1, but were unsatisfactory for Key Stage 2. Standards of attainment in Key Stage 1 have been maintained and have been considerably improved in Key Stage 2.
135. Pupils make sound progress in both key stages. A particular strength of the physical education curriculum, at this time of the year, is the provision for developing pupils' swimming skills. Pupils in the Key Stage 1 class are confident in the water, most swim a short distance and some are competent swimmers. At Key Stage 2, all pupils swim the length of the pool confidently. They refine their strokes in a frontal and back position. In dance lessons, pupils develop their skills when they move in different directions to a rhythm. They create a new dance using eight beats to the bar, swinging their arms in different directions.
136. Pupils respond well to all aspects taught. They really enjoy the swimming activities, listen carefully to the teacher and concentrate on all tasks. There are very good relationships between pupils and teachers as well as between the pupils. They behave well, join in keenly with all challenges and share equipment happily with each other.
137. The quality of teaching is satisfactory at both key stages. Teachers plan soundly with well-written learning objectives. They have secure knowledge of the subject and use resources well. Pupils have clear explanations of what they are expected to do, but they are not given a time span to complete a task. Standards of discipline are good and pupils are thoughtfully managed.
138. The scheme of work provides a good structure for planning. The co-ordinator effectively manages the subject and the curriculum is very well monitored with yearly action plans. Resources are sound for games and swimming activities. However, there is no hall or gymnasium in the school. As a result progress in gymnastic and dance activities are seriously constrained by a lack of facilities and resources.

139. Since the last inspection a good policy and scheme of work has been written to guide staff, but the lack of accommodation for the subject, identified at that time, has not been successfully addressed.

147. **PART C: INSPECTION DATA**

147.

SUMMARY OF INSPECTION EVIDENCE

140. A team of three inspectors visited the school for a total of seven and a half days. Prior to the inspection the registered inspector held a meeting for parents. An analysis was made of 25 questionnaires completed by parents.

141. During the inspection 28 lessons were observed for a total of 19 hours. Activities such as assemblies, registration periods, extra-curricular activities, play and lunchtime arrangements were also observed.

142. Three pupils from almost all classes were heard reading aloud. Pupils' behaviour in the playground and around the school was observed. Their work was examined during lessons and samples of their written work were scrutinised. Inspectors talked to pupils about their work during the school day.

143. Interviews and discussions were held with members of the governing body, the headteacher, teachers with curricular and other responsibilities and non-teaching staff. Policy documents, curricular and teaching plans, development plans, attendance registers, pupils' reports, the special needs register and a sample of individual education plans, agendas and minutes of the governing body were scrutinised.

151.

151. **DATA AND INDICATORS**

151.

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	55	0	11	2

151. **Teachers and classes**

151. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.4
Number of pupils per qualified teacher:	16.47

151. **Education support staff (YR – Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	25

Average class size:	22.5
---------------------	------

151.

Financial data

Financial year:	1998
-----------------	-------------

£

Total Income	123,234
Total Expenditure	117,051
Expenditure per pupil	2,208
Balance brought forward from previous year	800
Balance carried forward to next year	6,983

151. **PARENTAL SURVEY**

Number of questionnaires sent out: 55
 Number of questionnaires returned: 25

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	24	60	12	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	32	4	16	0
The school handles complaints from parents well	12	44	32	12	0
The school gives me a clear understanding of what is taught	16	52	16	16	0
The school keeps me well informed about my child(ren)'s progress	21	50	21	8	0
The school enables my child(ren) to achieve a good standard of work	36	52	8	4	0
The school encourages children to get involved in more than just their daily lessons	36	64	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	64	8	4	8
The school's values and attitudes have a positive effect on my child(ren)	28	56	16	0	0
The school achieves high standards of good behaviour	32	48	8	12	0
My child(ren) like(s) school	50	46	0	0	0

151. **Other issues raised by parents**

- With very few exceptions parents were positive about all aspects of the school. A number of parents, however, would like more information about specific homework tasks and a few parents expressed concern about the costs of educational visits.
- The inspection team agrees that the school needs to find a mechanism to inform parents about the homework set, in addition to the homework timetable.
- Teachers at the school share parents' concern about costs of visits but are reluctant to reduce opportunities for pupils to make the visits because of the undoubted value to pupils' progress and breadth of experience. They will, however, keep the costs under review.