

# INSPECTION REPORT

## **Wrockwardine Wood C of E Junior School**

Telford

LEA area: Telford & Wrekin

Unique Reference Number: 123520

Inspection Number: 186531

Headteacher: Mr Iain McLeish

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Reporting inspector: Sheila Pemberton  
20810

Dates of inspection: 29 November - 2 December 1999

Under OFSTED contract number: 707740

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Voluntary
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Church Road Trench Telford Shropshire TF2 7HG
Telephone number:	01952 605371
Appropriate authority:	Telford & Wrekin Council
Name of chair of governors:	Mr Alan Hussey
Date of previous inspection:	15 <sup>th</sup> to 19 <sup>th</sup> January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Sheila Pemberton, Rgl	Science Religious education Design and technology	Attainment and progress Teaching Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community The efficiency of the school Pupils' spiritual, moral, social and cultural development
Jane Chesterfield Lay Inspector		
Ted Cox	English Information technology History	
Andrew McClean	Mathematics Music	Staffing, accommodation and learning resources
Megan Spark	Physical education Special educational needs English as an additional language Equal opportunities Geography Art	The curriculum and assessment

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## **MAIN FINDINGS**

### **What the school does well**

- Most pupils make good progress in English, mathematics and science.
- Pupils' relationships and personal development are very good.
- Pupils with special educational needs and bi-lingual pupils receive very good support for their learning.
- Provision for extra-curricular activities is excellent and is a strength of the school.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- There are very good systems in place to check pupils' progress and personal development and to promote good attendance.
- Financial control and the administration of the school are very good.
- The headteacher provides good leadership for the work of the school.
- The ethos of the school is very good.

### **Where the school has weaknesses**

- The standards achieved by more able pupils in English and mathematics are not high enough.
- The building is in a poor state of repair and in need of considerable renovation.

**The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection will be dealt with. The plan will be sent to all parents or guardians of pupils at the school.**

### **How the school has improved since the last inspection**

Stemming from problems caused by changes of staff and staff absence which were beyond his control, the headteacher has dealt with a series of problems since the last inspection that have limited his ability until recently to move the school on. Over the past twelve months, when staffing has become stable, the management structure of the school has undergone considerable improvement. The headteacher has strengthened the roles and responsibilities of the senior management team and curriculum co-ordinators to good effect on pupils' learning in many subjects. However, while the progress of higher attaining pupils in science has improved considerably in the last two years, initiatives to raise the attainments of more able pupils in English and mathematics have not met with the same success and continue to be issues for improvement. Pupils' attainments in information technology and design and technology were below those typical for their age in 1996. Attainment in information technology is now above that typical of most 11-year-olds and they make very good progress in design and technology. Marked changes to arrangements for pupils with special educational needs have improved provision. It is now very good. Most pupils' attitudes to learning continue to be positive. The school's educational development plan now provides a good basis for further improvements.

## Standards in subjects

This table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests:

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

In 1999, the percentage of pupils in Year 6 reaching the national average and above in English matched that of all pupils nationally. Attainment in English was below the average reached by pupils with similar backgrounds. This was due mainly to the school's arrangements for teaching pupils of different age and ability in the same class. Also, the National Literacy Strategy was introduced at too low a level for older pupils in mixed age classes. The percentage of pupils reaching the expected level and above in mathematics was similar to that of 11-year-olds nationally and pupils in similar schools. There is still room for more able pupils to reach higher levels in mathematics. Significant improvement was evident in the results of National Curriculum tests for 11-year-olds in science in 1999. When compared with the results of pupils nationally and those in similar schools, pupils' performance in science was above average. Standards have risen in information technology, religious education, history, music and physical education since the last inspection and are now above those typical for 11-year-olds. Standards in art and geography are typical for pupils in Year 6. Standards in design and technology have improved in a marked way, and are well above those expected for pupils in Year 6.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English			Good
Mathematics			Satisfactory
Science			Good
Information technology			Good
Religious education			Good
Other subjects			Good

The quality of teaching is mainly good and has improved since the last inspection when it was mostly satisfactory. Five per cent of teaching is excellent, 17 per cent of teaching is very good; 51 per cent is good, 24 per cent is satisfactory and three per cent is unsatisfactory. There is a balance of good and very good teaching in music. There are equal proportions of satisfactory and good teaching in art and design and technology, with a small amount of unsatisfactory teaching in design and technology. Teaching is mainly good in geography, history and physical education.

*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	The school has successfully maintained pupils' positive attitudes to learning and good behaviour. Relationships and personal development are very good.
Attendance	Attendance and punctuality are good.
Ethos*	The school provides a very positive Christian ethos to support pupils' learning.
Leadership and management	The headteacher, supported by a capable team of teachers and conscientious governors, gives good leadership for the work of the school.
Curriculum	The school provides a broad and balanced curriculum, although the organisation of the curriculum for more able pupils in English and mathematics is unsatisfactory. Procedures for assessing pupils' attainments are thorough. There is an excellent range of extra-curricular opportunities.
Pupils with special educational needs	Very good provision is made for bi-lingual pupils and pupils with special educational needs.
Spiritual, moral, social & cultural development	The school makes very good provision for pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	There are sufficient staff and good resources to teach the curriculum. The school's accommodation is in poor repair and is unsatisfactory.
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**

- They are pleased that they can play an active part in the life of the school.
- Parents are satisfied with the standard of work reached by their children.
- They are happy that their children enjoy coming to school.
- They believe that the school achieves high standards of good behaviour.
- They find it easy to approach the school with questions or problems to do with their children.
- Parents are well-informed about their children's progress.
- They believe that the school's attitudes and values have a positive effect on their children.
- They like the way that the school deals with their complaints. They believe that the school's attitudes and values have a positive effect on their children.
- The school gives them a good understanding of what is taught.
- Parents appreciate the opportunities the school provides for their children to become involved in more than their daily lessons.

### **What some parents are not happy about**

- There are no aspects of the school's

Inspection findings confirm most of the very positive views that parents have about the school. By the time that most pupils leave the school, their parents have good reason to be pleased with the standards their children reach in English, mathematics and science. The parents of some potentially higher attaining pupils have less cause to be pleased with their children's achievements at higher levels in English and in some cases in mathematics. Parents are right to think that they have many opportunities to become involved in the life of the school and that the headteacher and staff are very approachable. As a result of very good relationships with parents, it is clear that parents are confident that the headteacher will clear up any cause for complaint to their satisfaction. Parents' belief that much of the behaviour in school is good is accurate and that most of it results from the positive attitudes and values the school promotes. The school provides sufficient information for parents to know what their children are taught. Parents' satisfaction with reports about their children's progress is confirmed. Inspectors agree with parents that the school provides an excellent range of extra-curricular activities and that most pupils enjoy their time in school.

## **KEY ISSUES FOR ACTION**

Governors, headteacher and staff should

### **raise the standards achieved by more able pupils in English and mathematics by**

- re-organising current arrangements for teaching both subjects to higher attaining pupils
- ensuring that pupils work at the level planned for their year group when using the frameworks of the National Literacy and Numeracy Strategies
- extending the training of teachers who are unsure of the importance of different parts of the National Numeracy Strategy
- creating more opportunities for higher attaining pupils to work at tasks that challenge their abilities

*(Paragraphs 6, 12, 28, 29, 37, 83, 91, and 96 of the main report.)*

### **improve the accommodation for pupils' learning by**

- improving the poor state of repair both inside and outside the building
- developing the school's grounds to provide more facilities for leisure and outdoor work in different subjects of the curriculum
- seeking advice about the provision of fire escapes for classrooms on the first floor of the building

*(Paragraphs 54, 69, 141 and 146 of the main report.)*

## · INTRODUCTION

### · Characteristics of the school

1. Wrockwardine Wood Church of England Junior School serves the community of Trench and the nearby area of Donnington on the outskirts of Telford. Pupils come from a variety of backgrounds ranging from owner-occupied homes to two large council-owned estates. Although the school has grown in size since the last inspection and has 268 pupils on roll, it is still within the average size range for junior schools nationally. Since the time of the last inspection in 1996 to September 1998, the school has undergone considerable changes to its staff. Staffing is now stable. Of all pupils in the school, 68 per cent have previously attended Wrockwardine Wood CE Infants' School. The attainments of most of these pupils on entry to the junior school are either in line with, or above national averages in English, mathematics and science. The remaining 32 per cent of pupils are drawn from areas outside the school's locality.
2. A feature of the school is the high level of change occurring to its population from the time pupils join the school in Year 3 to when they leave in Year 6. Thirty one per cent of pupils in the current Year 6 have joined the school part of the way through Key Stage 2. About 47 per cent of this mobility is due to families moving into homes in the area. Pupils, whose parents move them to the school because of its good reputation for supporting pupils with special educational needs, represent 53 per cent of the mobile population. As at the time of the previous inspection, the percentage of pupils with special educational needs is above the national average at 28 per cent of the school's population. There are six pupils with statements of their special educational needs.
3. Fewer pupils than at the time of the previous inspection, six per cent, come from ethnic minority backgrounds. This figure is above the national average. Almost five per cent of these pupils learn to speak English in addition to their home language. The percentage of pupils eligible for free school meals varies as pupils leave and enter the school. It currently stands within the national average at 17.4 per cent.
4. The governing body admits up to 75 pupils in each year group. Priority is given to pupils who attend Wrockwardine Wood CE Infants' School, followed by pupils living in the immediate locality of the school. Any remaining places are given to pupils from the wider community whose parents would like them to attend the school.
5. The school aims to
  - promote pupils' intellectual, physical, personal and social development with a caring and purposeful atmosphere
  - foster and develop curiosity, enthusiasm and a genuine desire to learn about the world
  - encourage pupils to care for and to relate to members of their community by adults' example and by fair, tolerant and sensitive treatment of one another.

The school believes in high standards of behaviour, courtesy and sensitivity, which will equip pupils for adult life.

It aims to instil awareness of spiritual values based on the Christian faith, which enables pupils to understand multicultural society.

It encourages partnership between the school and parents to involve parents in their children's education.

It hopes that pupils leaving the school will be competent, confident young people who are motivated to continue their education and contribute to adult society.

The school's major targets for 1999 to 2000 are to

  - raise standards in numeracy by implementing the National Numeracy Strategy
  - continue to raise expectations of more able pupils in science.

## Key indicators

### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999(1998 )	28(33 )	47(23 )	75(56 )

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18(15)	20(21)	24(23)
	Girls	35(12)	36(15)	41(15)
	Total	53(27)	56(36)	65(38)
Percentage at NC Level 4 or above	School	71(50)	75(67)	87(70)
	National	70(65)	69(59)	78(69)

  

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17(21)	20(23)	23(25)
	Girls	37(14)	38(15)	42(16)
	Total	54(35)	58(38)	65(41)
Percentage at NC Level 4 or above	School	72(65)	77(70)	86(76)
	National	68(65)	69(65)	75(72)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	6.3
Absence	National comparative data	5.7
Unauthorised	School	0.0
Absence	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	22
Satisfactory or better	97
Less than satisfactory	3

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

6. The results of National Curriculum tests for 11-year-olds in 1999 showed a significant improvement from the three previous years when pupils' attainments were well below the national average. In 1999, the proportion of pupils reaching the nationally expected level was similar to the average result. The performance of potentially higher attaining pupils showed little improvement. It was well below the national average at the higher level 5 and below their attainments in mathematics and science. When compared with the attainments of pupils in similar schools pupils' performance was below average in English. This was due in part to arrangements for teaching pupils of different age and ability in the same class, which led to problems when work planned to implement the National Literacy Project, was introduced at too low a level for many pupils. This shortcoming has been remedied recently. It also stemmed from the results of an above average proportion of bi-lingual pupils and pupils with special educational needs; also of pupils with special educational needs who join the school part of the way through the key stage.
7. There was a slight improvement to the results of National Curriculum tests in mathematics in 1999 when most pupils reached the national average for all schools and similar schools. Attainment over the last two years has risen from a low level in 1996 and a very low level in 1997. As with English, the percentage of pupils reaching the higher level was below the national average, although a greater proportion reached level 5 in mathematics. There is still room for more pupils to reach higher levels in mathematics. Significant improvement was evident in the results of National Curriculum tests for 11-year-olds in science in 1999. The proportion of pupils reaching the national average was above that of pupils in all schools and in similar schools. Attainment at the higher level 5 also improved considerably from the previous year and for the first time reached the national average. Since 1996, attainment in science has risen from below average. It reached the national average in 1998 and showed a further improvement in 1999. In all three subjects attainment has risen since the school reached a form of stability and changes to the school's staff were completed.
8. Boys performed better than girls in English, mathematics and science from 1996 to 1999. This picture is similar to that of the attainments of boys and girls nationally. The school has not analysed factors contributing to this difference. After a three-year period of disruptive change, the school exceeded the targets set for attainment in English, mathematics and science in 1999. The school has raised its expectations for 2000 to the higher, but achievable level of 80 per cent at level 4 and above. Most parents are pleased with the standard of work their children attain. At a meeting for parents before the inspection, they recognised that pupils are doing better with their work than in previous years.
9. The attainment of most pupils in Year 6 in English is likely to reach at least the national average in National Curriculum tests in 2000. Many show high levels of fluency and confidence when speaking to different audiences in varied situations. All pupils demonstrate the high quality of their listening skills by the clarity of the responses they make to questions. Bi-lingual pupils and pupils with special educational needs express themselves coherently in much of their work with very good assistance from specialist teaching. Standards in reading are above national expectations for many pupils. Higher and average attaining pupils read with understanding, fluency and enjoyment. Lower attaining pupils and pupils with special educational needs use a helpful range of

strategies to make sense of unfamiliar words. Weaknesses in the writing of 11-year-olds exist when they are inconsistent in the use of the high levels of punctuation and spelling they have learned.

10. With an above average proportion of bi-lingual pupils and pupils with special educational needs, most pupils make good progress in English. Through the many opportunities provided for pupils to speak in different situations, progress in speaking and listening is good. Pupils' progress in reading a wide range of demanding texts is also good. Progress in writing is mainly satisfactory. Higher and average attaining pupils, who are encouraged to write extensively, are often careless when using familiar spellings and punctuation. As a result, their progress in writing is restricted and some higher attaining pupils fail to reach the level they are capable of achieving. The progress of higher attaining pupils is also restricted by the school's arrangements to teach them in classes with pupils of mixed age and ability. The very good support provided for bi-lingual pupils and pupils with special educational needs ensures that they make good progress in improving the quality of their reading and writing.
11. Most pupils work at the expected level in mathematics. At the end of the first term in Year 6, a greater proportion of higher attaining pupils are reaching levels above those expected for their age. Several reach standards that are well above expectations. These pupils have rapid recall of number facts and identify complex patterns and sequences in algebra. The attainment of these pupils represents an improvement since the time of the previous inspection, although some potentially higher attaining pupils could reach higher levels with their work. Many pupils have a good grasp of the four rules of number and use two-digit and three-digit numbers with reasonable accuracy in mental mathematics.
12. Pupils make good progress in mathematics as a result of improvements to the quality of teaching, particularly in mental mathematics. The progress of older, higher attaining pupils accelerates and becomes very good when they work in a separate group and receive excellent teaching. Pupils with special educational needs make good progress with work that is planned at the correct level to support their learning.
13. Pupils' attainment in science has risen considerably since the last inspection. Many pupils are already working at the level expected of 11-year-olds and a significant proportion is working at the higher level 5. This indicates that pupils at different levels of prior attainment do their best in science. Features of high attainment include pupils' good command of scientific vocabulary, interpretation of data to record their findings and their approach to scientific investigations.
14. All pupils make good progress in science. This results mainly from a thorough scrutiny undertaken by the subject's co-ordinators to analyse the results of National Curriculum tests. They used the information from this scrutiny very effectively to fill the gaps identified in the planning and teaching of science. As a result, the opportunities provided for pupils in science are now supported by improved schemes of work and a better, more informed quality of teaching. Teachers' expectations of the attainments of higher attaining pupils in science have risen to a much higher level than those identified during the previous inspection. More pupils than at any time in the past four years are progressing to higher levels of attainment. The close attention given to improving the scientific language and understanding of bi-lingual pupils and pupils with special educational needs ensures that they make good progress.
15. Standards have risen in information technology since the last inspection and are now above those typical for 11-year-old pupils. Pupils in Year 6 have high levels of skill in communicating and handling information. All pupils make good progress in the subject through additional lessons on the school's touch-sensitive screen and their regular use

of computers in subjects across the curriculum.

16. Attainment in religious education has also improved since the previous inspection. Pupils reach standards that are above those typical for their age which satisfy the requirements of the locally Agreed Syllabus. Good progress in religious education is an outcome of the emphasis teachers place on the strong Christian ethos of the school. The lessons pupils learn in the classroom are reinforced in assemblies and in the attitudes and values promoted by the school.
17. The standards reached by all 11-year-olds in art and geography are typical for their age and pupils make satisfactory progress in both subjects. Standards in history, music and physical education have improved since the previous inspection and are above those typical of many pupils at Key Stage 2. In most lessons, pupils make good progress in these subjects. The progress pupils make in singing, for example, results from opportunities to sing regularly in lessons, at assemblies, with the school choir and in other areas of the curriculum. Standards in design and technology were identified in the last report as unsatisfactory. This situation has changed in a marked way since 1996, and pupils now reach standards well above those expected for their age in all aspects of the work. Their very good progress is attributable the influence of a very well informed co-ordinator. She uses her expertise in the subject to improve the quality of teaching and adds to the school's provision by involving pupils in lessons given by subject specialists in two local secondary schools.
18. To improve pupils' attainments, teachers provide many opportunities for pupils to practise and consolidate the skills and understanding of reading, writing and mathematics in most subjects of the curriculum. Special emphasis is placed on planning different forms of writing so that pupils can record their knowledge in other subjects effectively and increase the occasions available for improving spelling and punctuation. Research in history and geography allows pupils' to extend the range of their reading, as does the use of CD ROMs and computers for word processing. Pupils analyse and record the findings of scientific investigations in many mathematical forms. The skills of precise measurement are practised and improved in subjects such as design and technology.

### **Attitudes, behaviour and personal development**

19. The school has successfully maintained high standards in this area of its work since it was identified as a key area for development at the time of the last inspection. The quality of relationships and of pupils' personal development, in particular, is a strength of the school.
20. Throughout the school, pupils have good attitudes to learning. They settle quickly in class, listen carefully to their teachers and answer questions with enthusiasm. They are animated and make relevant contributions in discussion. Pupils concentrate well on their activities and react with interest to challenging tasks. They try hard to produce work they can be proud of, and are happy to talk about what they are doing. When pupils are given the opportunity to be independent and to take initiatives with their learning, they respond very positively. In mathematics in Years 5 and 6, for example, pupils applied themselves wholeheartedly to the task of discovering the patterns and rules of prime numbers up to one hundred. They sparked ideas off one another and entered into lively debates. The attitudes to learning of pupils with special educational needs are very positive. They take pride in their achievements and are clearly aware that their contribution to school life is valued.
21. Pupils' behaviour is good, both in lessons and around the school. Pupils are aware of

the school's high expectations for behaviour and live up to them without being reminded. As a result, teachers rarely need to waste time establishing order in lessons. Occasionally a few pupils are restless or misbehave in lessons; these are usually pupils with behavioural difficulties whose problems are resolved by teachers. Pupils move around the school in a sensible and orderly way, and play safely and considerately in the playgrounds. They display good manners and social skills in the dining area at lunchtime. Pupils are polite and courteous towards all adults and show respect for their surroundings. They handle resources carefully. Exclusions are rare. There have been only two temporary exclusions since the headteacher joined the school.

22. Relationships in the school are very good. Pupils are supportive and good-natured towards one another, and have an attitude of respect towards their teachers and other adults. They co-operate effectively with one another in class on a day-to-day basis, and collaborate productively in joint activities. In a music lesson in Years 3 and 4, for example, pupils negotiated roles in their groups successfully, and agreed on all issues leading to the composition of a piece of music. Pupils are interested in one another's ideas, and appreciate the achievements of others. This was evident in assembly, for example, when the whole school admired the singing of the choir.
23. Pupils respond very positively to the very good opportunities they are given to take responsibility in class and around the school. They are eager to undertake a variety of tasks, ranging from taking registers to the office, managing the school shop, helping to prepare for assemblies, organising fund-raising activities and helping to run clubs. They take these responsibilities very seriously and can be relied on to fulfil them successfully. Some activities at the school's gymnastics club, for example, were led by pupils, who did so maturely and purposefully.

- **Attendance**

24. The level of pupils' attendance at the school is good, as it was at the time of the last inspection. It is above the national average. Most absence is caused by illness and there is virtually no absence for unacceptable reasons.
25. Pupils' punctuality is also good. They are keen to be at school and most arrive promptly each day so that the morning session can begin on time. These good standards of attendance and punctuality have a positive impact on pupils' attainment and progress.

- **QUALITY OF EDUCATION PROVIDED**

- **Teaching**

26. The quality of teaching is mainly good and has improved since the last inspection when it was mostly satisfactory. Five per cent of teaching is excellent, 17 per cent is very good; 51 per cent is good, 24 per cent is satisfactory and three per cent is unsatisfactory.
27. Teachers' good knowledge and understanding of different subjects of the curriculum have raised pupils' attainments in information technology, religious education, design and technology, history, music and physical education. It has had a marked impact on raising attainment in science over the last two years. The careful attention given to matching work in science to the needs of higher attaining pupils is reflected positively in the results of National Curriculum tests in 1999.



28. Although teachers have good understanding of the framework and implementation of the National Literacy Strategy, they failed to make marked improvements to the levels reached by more able pupils in National Curriculum tests in English in 1999. This resulted from a decision to teach English at the lower of two possible levels to classes containing pupils from Years 3 and 4, and Years 5 and 6. Expectations were not sufficiently demanding for older, more able pupils in mixed age classes. As a result, their attainment at the higher level in the results of National Curriculum tests in English in 1999 failed to match their results in science. Teachers have successfully addressed this discrepancy in their planning. However, very thorough planning of the work in both English and mathematics for pupils of different age and ability in the same class involves considerable amounts of effort. It limits the time available for teachers to devote their energies to different groups of pupils and sometimes results in higher attaining pupils getting on with tasks without intervention from teachers.
29. Efforts to improve this situation are evident in the organisation of lessons in mathematics. Arrangements for teaching mathematics to higher attaining pupils in Year 6 make good use of the headteacher's expertise in the subject and of the expertise of teachers who run a *master class* in a local secondary school. Additional lessons in school, however, are limited to three sessions each week. Visits to the secondary school take place once a week at the end of lessons. This extra support does not extend to higher attaining pupils in Years 3 and 4, nor is it sufficient to meet all the needs of older pupils. As with English, their attainment in mathematics in 1999 did not match their attainment in National Curriculum tests in science.
30. The very good understanding of specialist teachers of the needs of bi-lingual pupils and pupils with special educational needs ensures that they make good progress in English. Very good levels of individual support are based on regular assessments of the progress of bi-lingual pupils. Particularly effective are the high quality of relationships and clear use of language which give these pupils a good foundation for improving their own command and use of English. Teachers and support staff provide work for pupils with special educational needs that matches the targets of their statements and individual education plans very closely. Class teachers and the support teacher work very well together to allow all pupils to take a full and active part in the curriculum.
31. In the best teaching, some teachers demonstrate high expectations of pupils' attainment and behaviour in their planning and in lessons. This is responsible for pupils' good progress and their positive attitudes to learning and good behaviour. Excellent teaching in an English lesson in Years 5 and 6 led to pupils' very good progress during a session where they turned the text of *The Lion, the Witch and the Wardrobe*, into a playscript. Based on detailed plans and very high expectations of pupils' ability to make progress, the teacher provided an opportunity for pupils to reveal their understanding of the story while exploring the possibilities of converting it into a play.
32. Teachers' planning extends pupils' learning when it establishes links between different subjects. Work in history about the Second World War becomes much more meaningful to pupils when they examine paintings by wartime artists, explore materials to exclude light in science, and read stories about the fate of evacuees, such as *Goodnight Mr. Tom* in English. In their efforts to raise attainment in English, teachers use all opportunities to improve the quality of pupils' reading and writing. In a lesson in religious education in Years 3 and 4, for example, the teacher planned opportunities for pupils to write playscripts and accounts, and to read and sequence sentences about the birth of Jesus in the correct order.
33. By employing a good variety of methods and organising different approaches to the work, teachers maintain the interest and enthusiasm for learning, which allows pupils to make good progress. In science in Years 3 and 4, the teacher changed the planned

sequence of the lesson for pupils who were restless following a lesson in physical education. Their interest revived when the teacher began to question them and to draw out their ideas and explanations about why friction slows moving objects such as toy cars on a rough or furrowed surface. In gymnastics, a teacher in Years 5 and 6 allowed pupils to lead their own warm-up session. This increased their confidence and encouraged pupils to experiment with different forms of passing to keep possession of a ball. When the pace of a lesson was too slow, and too much time was spent on discussion and explanations about the work, pupils became distracted and began to talk quietly amongst themselves. This limited their progress and was the outcome of a small amount of unsatisfactory teaching.

34. Teachers make good use of available resources to increase the effectiveness of teaching and learning. In a lesson in art in Years 3 and 4, the teacher used a very good collection of prints of the work of the artist Escher to challenge pupils' imagination and to increase their understanding of the subject. While exchanging ideas about the work with pupils the teacher shared her enthusiasm about the artist and encouraged pupils' efforts by showing considerable respect for their opinions. Teachers value the work of parents, governors and other adults who support the quality of teaching and learning both in the classroom and outside school. Resources for history and religious education are extended when teachers borrow interesting artefacts that bring the subjects to life for pupils. Standards are raised in mathematics, information technology and design and technology when teachers use the expertise of staff and the wide range of resources available at three local secondary schools.
35. The quality of day-to-day assessment is good and has improved since the last inspection. The use teachers make of information gained from marking, questioning and listening to pupils' responses to plan the next step of learning is a contributory factor to raising standards in most subjects. Marking is generally positive and is particularly effective when teachers give constructive advice to encourage pupils to improve their work. Teachers involve parents in their children's learning. They provide sufficient homework in research, reading, spelling, mathematics and other subjects to positive effect on pupils' work in school. Parents are satisfied with the amount of homework teachers provide.

#### **The curriculum and assessment**

36. The school provides a good, broad and balanced curriculum, which promotes pupils' intellectual, physical and personal development effectively. It provides thorough coverage for all subjects of the National Curriculum and the locally Agreed Syllabus for religious education. This is a significant improvement since the last inspection when the school's provision for information technology and design and technology was restricted. Improvements to the curriculum result from the introduction of good policies and clear schemes of work, in most subjects, which provide clear guidance for teachers' planning. Health education and sex education are integrated with subjects such as science and physical education.
37. The school has now implemented the framework of the National Literacy Strategy fully and to positive effect on many pupils' learning. The school's policy to teach pupils in classes containing pupils of different age and ability makes it difficult for teachers to match the level of work in literacy to the needs of two distinct year groups. The school has recently implemented the National Numeracy Strategy. The planning of work for higher attaining pupils in mathematics is very effective when they are taught in small groups and provided with work to meet their needs. The additional emphasis placed on mathematics for higher attaining pupils through a *master class* at a nearby secondary school, prepares pupils in Year 6 very effectively for the next stage of their education.

38. An excellent range of after-school sporting activities, music, and other clubs broadens the curriculum and extends opportunities for pupils to develop their interests and skills very effectively. A particularly good feature of extra curricular activities lies in clubs organised and run by pupils, such as the Indian dance club. These activities develop pupils' sense of responsibility, independence and self-esteem, and make a very positive impact on their learning in classrooms. Educational visits in the locality and to a residential centre extend the range of pupils' experiences and contribute positively to their attainment and personal development. Parents place high value on the opportunities the school provides for their children to become involved in extra-curricular activities.

39.

A detailed policy for multi-cultural education strongly underpins pupils' moral, social and cultural development. This includes anti-racist initiatives, which very successfully extend pupils' awareness of the wider society in which they live. The school takes very good care to ensure equality of access and opportunity for all pupils to learn and make progress. A small group of pupils, for whom English is an additional language, enter the school with levels of English that are below expectations for their age. These pupils make good progress as a result of high levels of interaction with English-speaking pupils and strong emphasis on developing a good use of the language. Support from a teacher funded by the local education authority is highly effective in raising attainment for these pupils and ensures their full access to the curriculum. Their attainment in English, mathematics and science in national tests at Key Stage 2, is at levels similar to those reached by most other pupils.

40. The school makes very good provision for pupils with special educational needs. A detailed policy is now in place and all relevant staff have received high levels of training. Careful planning provides pupils with a suitable blend of individual support in lessons outside the classrooms and work that is tailored to meet their needs in lessons. The quality of planning has improved dramatically since the previous inspection, when it was identified as a key area for development. Statements and individual education plans are of a high quality and give clear direction to teachers' planning. The school implements the Code of Practice very effectively and fully meets the requirements of pupils with statements of their specific needs. The school now has a very good range of strategies to ensure the early identification of pupils' special educational needs. Assessment of pupils' progress is thorough and regular, and is monitored very effectively by the co-ordinator and occasionally by advisers from the local education authority. All pupils make good progress, with high quality support from both class teachers and support staff. Each year, a significant proportion of pupils make good enough progress to leave the special needs register.

41. The school has very good procedures for assessing and recording pupils' learning, which have improved since the previous inspection. Pupils are tested on a regular basis and the information from assessment is used very effectively to check pupils' progress and to set targets for their future learning. Samples of assessed work are kept in portfolios that include individual targets for improvement, which are shared with parents and pupils. Teachers track the progress of individual pupils rigorously. This strategy helps teachers to meet most pupils' needs and has a positive impact on their learning. However, it is not always successful with some potentially higher attaining pupils who are not provided with activities in English and mathematics, which fully extend their learning. Assessment of the learning of pupils with special educational needs is very thorough. It provides clear targets for improvement that allow teachers to plan activities to raise pupils' attainment. Because of its established systems of assessment, the school is well placed to build on current procedures to meet future curricular challenges and assessment requirements.

#### **Pupils' spiritual, moral, social and cultural development**

42. The school's provision for spiritual, moral, social and cultural education is a strength of the school. It has improved since the last inspection and is now very good.

43. Spiritual development is fostered very effectively by daily acts of worship. Pupils take an active part in assemblies. They are frequently involved in acting out scenes to illustrate religious themes and in leading the school in prayer. Teachers plan assemblies to support lessons in religious education, to draw attention to moral principles and to the festivals of the Christian year. By leading assemblies and acts of worship on a regular basis, the vicar is involved closely in pupils' spiritual development. She extends their understanding of Christian celebrations and symbolism by explaining the meaning of

seasons such as Advent, and the use of Advent candles and Christingles. Care is taken to ensure that the stories and themes of assemblies match pupils' age and understanding. Time is given to prayer and reflection, and a small altar with lighted candles acts as a focus for pupils' worship.

44. Pupils visit the church at least once a term and pupils in Year 6 organise a school leavers' service at the end of the school year. Religious displays, such as a nativity scene, are set up at the entrance to the building to reinforce the powerful Christian ethos of the school. Teachers plan opportunities for spiritual development into lessons in religious education and other subjects. For instance, in English in Year 6, pupils study the novel *Goodnight, Mr Tom*. They reflect on Will's feelings and his cruel treatment by his mother. A mystery trip by train through Shropshire was an excellent way of recreating a historical experience and gave pupils a genuine opportunity to empathise with the experiences and emotions of young evacuees during the Second World War.
45. Provision for pupils' moral development is very good. Teachers promote a strong moral code and all adults act as good role models for pupils. Pupils are taught right from wrong. The school has a strong commitment to combating unacceptable behaviour such as racism and bullying. A clear code of discipline and behaviour is understood and followed by pupils. All adults in the school have a consistent, sensitive and caring approach towards pupils, which is reflected in pupils' good behaviour. Parents appreciate the Christian values that teachers promote. The school produces pupils who are courteous and friendly, who care for each other and are willing to act responsibly.
46. The school's provision for social development is very good. Teachers plan opportunities for social development by encouraging pupils to work together in pairs and groups in lessons. A very good range of extra-curricular activities provides pupils with wider experiences of working and playing together. They are inducted into the social life of the local community, when performing in musical events for pensioners and broadcasting on a regional radio station. They extend their experiences of society through visits that support their work in school. Meeting and working with visitors to the school develop pupils' social skills. The very good relationships teachers foster with pupils are a feature of most lessons. Pupils are encouraged to contribute collections of food for the homeless and to support charitable appeals. Pupils in Year 6 are given the opportunity to take part in a residential visit, which places them in a new social setting away from their families. All pupils visit local places of interest. An active parents', teachers' and friends' association organises social events for pupils such as talent shows, discos and fund raising events.
47. Provision for pupils' cultural development is very good. The parents of pupils from ethnic minority backgrounds are invited to talk to pupils about their cultural traditions. Pupils visit a local Sikh temple, as well as the parish church. The meaning of festivals such as Diwali is explained to pupils in assemblies. Their understanding of the cultures of others is extended through signs in school written in both English and Panjabi. Pupils are taught French at an after-school club and have opportunities to take part in line dancing and bhangra, a form of Indian dancing. Work is planned in many subjects of the curriculum to take account of pupils' cultural development. In art, pupils use computers to produce work in the style of artists such as Andy Warhol and Roy Liechtenstein. They are introduced to music from different eras and styles in assemblies, and in design and technology, pupils learn to appreciate the bread of different European countries. In English, they study stories and poems by writers from various eras and traditions. Pupils in Years 5 and 6 read the plays of William Shakespeare. The work teachers plan in geography introduces pupils to village life in India.

## **Support, guidance and pupils' welfare**

48. The school has sustained its good provision for ensuring pupils' welfare since the time of the last inspection. It is a caring, Christian community where pupils' well-being is of paramount importance.
49. Educational guidance and the systems used to check pupils' progress are very good. Individual profiles are maintained very effectively to record pupils' attainment and to track their progress in English, mathematics and science as they move through the school. Information from these profiles helps teachers to plan tasks that match the different levels of ability in their classes. This generally works well, although higher attaining pupils are not always provided with activities in English and mathematics, which challenge them fully or extend their learning. Bi-lingual pupils and pupils with special educational needs receive very good support for their learning both in class and in groups outside the classroom. As a result, they make good progress, and a significant number of pupils with special educational needs are removed from the special educational needs register each year.
50. Personal support for pupils is good. Teachers know pupils well and are attentive to their needs. Guidelines on the routines and procedures of the school, which are published in the staff handbook, provide teachers with a good framework for dealing consistently with pupils. Lunchtimes are well-organised and run smoothly, and the fact that most lunchtime supervisors also work in classrooms helps to give pupils a sense of continuity throughout the day.
51. Discipline is maintained to a high level in the school. Pupils' moral development is very well promoted. It is in line with the school's Christian ethos, and there are high expectations for the standards of pupils' behaviour. All staff have a consistent approach to recognising good behaviour, and sanctions are applied fairly, when necessary. Any instances of bullying are taken seriously and handled firmly.
52. The school has very good systems for monitoring pupils' attendance. Very good use is made of both hand-written registers and a computerised recording system to maintain a thorough overview of all pupils. Hand-written registers are scanned easily to detect general trends of absence, while reports from the computer give an instant picture of records of individual attendance. The school can focus on regular absentees and also reward those whose attendance is good.
53. Child protection procedures are good. There is a clear, comprehensive policy to assist staff, and the local area guidelines are also accessible to them. Training for staff has taken place, and pupils have opportunities to learn about keeping safe.
54. Health and safety issues are generally well-managed by the school. Policies covering this aspect of school life are wide-reaching, and regular checks of the premises are undertaken and actioned. However, several issues relating to the structure of the building are unsatisfactory. First, there is no fire escape for the classrooms upstairs and the school lacks recent advice from the fire service about procedures to follow in the event of a fire at the top of the stairs or in the stairwell. Second, the external fabric of the building has deteriorated to such an extent in some areas that it poses a risk to safety. Some woodwork is completely rotten, while slates on the side of one wall are no longer secure. The school manages these risks to health and safety as best it can.
55. Arrangements for administering first aid are satisfactory. Facilities for treating pupils are not always adequate and the school does not record all the treatment given by first aiders, in accordance with government recommendations. Nonetheless, there is a good number of well-trained first aiders, and pupils are always tended with care and

consideration.

### **Partnership with parents and the community**

56. The school has continued to work hard at forging good relationships with parents and the local community since the time of the last inspection. Links with the local community are particularly well-developed.
57. Parents are kept satisfactorily informed about the school's organisation and events through its prospectus, the governors' annual report and regular letters from the headteacher. Reports to parents on their children's progress are good. They have improved since the last inspection and parents are happy with their quality. Reports now meet all requirements, and focus clearly on pupils' learning and progress, particularly in English, mathematics and science. They provide parents with a detailed picture of what their children know, understand and can do, but do not indicate to parents how well their children are doing compared with national standards. The recent setting of targets for pupils' learning by teachers and parents is a good initiative to involve parents in greater understanding of their children's progress. Parents of pupils with special educational needs are kept well-informed about their children's achievements through annual reviews of their statements and individual education plans.
58. Parents' involvement with the school and with their children's learning at home is good. Parents appreciate the quality of their relationships with the school and are very satisfied with its approachability and efforts to involve them in its work. They support the work of the school and their children's learning at home by hearing them read and ensuring that all homework is completed on time. Parents' evenings are very well attended. Some parents and other members of the community help in school on a regular basis, and teachers make very good use of their skills to support pupils' learning. A thriving parents', teachers' and friends' association organises events for the school community and raises valuable funding for additional resources. The school appreciates the efforts of all who help with its work.
59. The school has an extensive range of very good links with the local community, which enrich the curriculum and increase pupils' personal development. A close partnership with the church is the cornerstone for the school's life and work that underpins pupils' spiritual and moral development. Pupils have the chance to represent the school and to improve their self-confidence by taking part in many extra-curricular activities. The choir sings in church on special occasions, while the gymnastics club has taken part successfully in a number of local tournaments. Very good links with nearby secondary schools support learning in different areas of the curriculum. Some older pupils attend master classes in mathematics and lessons in information technology at one of the local secondary schools and in design and technology at another. This has a good impact by extending their learning in these subjects.
60. The school makes good use of facilities available in the local area to enliven pupils' work in different subjects. For example, pupils visited a Sikh temple to extend their studies in religious education, a country park for fieldwork in geography and a museum of historic buildings as part of their work about the Tudors. The school has also used its initiative in approaching the local community for additional funding, and was very successful in raising money for the library through a sponsored book scheme. These very good links with the community have a very positive effect on pupils' learning and personal development.

## · THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### · Leadership and management

61. The management structure of the school has undergone considerable improvement since the time of the previous inspection. Stemming from problems caused by staff changes and absence which were beyond his control, the headteacher has dealt with a series of problems since his appointment that have limited his ability to move the school on. A major improvement to raising standards results from the time and effort devoted to appointing and building a well-informed and hard working team of teachers and non-teaching staff. All members of staff now work together closely with the same strong motivation; to raise the attainment of all pupils. Following a period when many changes took place to the constitution of the staff, and nine teachers worked temporarily in the school, the final addition to the permanent staff in September 1998 was a new and energetic deputy headteacher. With a competent team in place, the process of change has gained force over the past year. For the first time since 1996, the headteacher was in a strong position to manage issues arising from the previous inspection. Working with support from governors, the deputy headteacher and staff, the headteacher provides clear direction for pupils' learning and works from a secure foundation to tackle new issues and future developments for their benefit.
62. The headteacher has resolved an issue to identify and strengthen the roles and responsibilities of the senior management team and curriculum co-ordinators to good effect on pupils' learning in subjects across the curriculum. As a result of thoroughly analysing the results of National Curriculum tests in 1997, the new co-ordinators demonstrated clear understanding of their roles by filling gaps in the teaching of science. In this way, staff were supported and encouraged to raise their expectations of pupils' progress and maintaining pupils' positive attitudes to learning. This strategy was especially effective when applied to higher attaining pupils, whose performance over the past two years has strengthened. Similarly, in mathematics, although the outcomes of co-ordinators' initiatives to improve the results of even more potentially higher attaining pupils remain to be proved by the results of National Curriculum tests in 2000, the attainments of all other pupils in the subject have risen dramatically since 1997. In the same way, well-managed initiatives led by the co-ordinators for information technology and design and technology help other teachers to improve pupils' progress in both subjects. Attainment in information technology is now above that typical for 11-year-olds and pupils make very good progress in design and technology.
63. As with the teaching staff, the governing body has undergone many recent changes. While new governors are learning about their roles and responsibilities, established members of the body are well-informed and responsible for different aspects of the work of the school through a variety of sub-committees. Through attachment to different subjects of the curriculum, governors are aware of the effects of implementing the National Literacy and Numeracy Strategies on pupils' learning. They understand how the initiatives of curriculum co-ordinators raise the quality of teaching and learning in subjects such as science and information technology. The governing body is united in its determination to improve the fabric of the building. This forms a strong part of their commitment to maintaining the ethos of the school by providing pupils with a secure and attractive place for learning.
64. An issue from the previous inspection concerned improvements to the school's provision for pupils with special educational needs. Marked changes to arrangements for special educational needs ensure that provision is now very good. As a result of high-quality support and work planned to match their prior attainment, bi-lingual pupils and pupils with special educational needs now make good progress in their learning. The headteacher, co-ordinator and governor with responsibility for special educational



needs, ensure that pupils receive their full entitlement and that the requirements of the Code of Practice are met.

65. The school has established an educational development plan since development planning was identified as an issue during the last inspection. The plan is a carefully considered, realistic working document, which provides a secure mechanism for implementing change in all aspects of the work of the school. The three-year plan contains a continuous process of identifying new targets to improve the school's provision. It sets tasks, to ensure that targets are achieved and establishes methods to evaluate how successfully they are met. Incorporated into all initiatives are systems to check the quality of their effectiveness. The headteacher, senior management team and governors monitor developments to prioritised subjects of the curriculum closely. Co-ordinators are responsible for examining the effectiveness of teaching and learning in the classroom. With such effective planning at the basis of developments, the school is in a good position to continue to achieve its aims and targets and to maintain the quality of its provision.
66. Its very good ethos is a strength of the school. The intentions of the headteacher, staff and governors are clearly and consistently directed towards raising standards. The school works closely with parents to effect very good relationships between school, parents and pupils. Pupils learn in a calm and positive atmosphere that allows their needs to be met with success and their personal growth to be developed in a caring Christian community.

### **Staffing, accommodation and learning resources**

67. The school has sufficient teachers and a good supply of support staff to meet the needs of a broad and balanced curriculum. Teachers are suitably qualified, with a satisfactory balance of experience and expertise in all subjects. Non-teaching support staff are well-qualified to make a good contribution to the work of pupils who speak English as an additional language and pupils with special educational needs. School administrative staff, the site manager, who also supports the learning of a pupil with special educational needs, mid-day supervisors, cooks and cleaners all make valuable contributions to the quality of education provided.
68. The appraisal of teachers is suspended until new national guidelines are introduced. There is a clear link between the school's strategic plan and priorities for teachers' training. Arrangements for the induction of new staff are in place. Job descriptions are recent and relevant to the school's current needs.
69. The quality of the school's accommodation is unsatisfactory, overall, and has deteriorated in some areas since the last inspection. Classrooms are spacious and suitably furnished, the hall provides a good area for a variety of activities and attractive displays of pupils' work celebrate their achievements and stimulate their learning. The caretaking staff keep the building spotlessly clean. However, many areas of the roof leak and this detracts from the school's efforts to create a comfortable place for learning. There are no fire escapes for two first floor classrooms. The school has high-quality facilities for pupils with special educational needs except for pupils with physical disabilities who require the use of a wheelchair. The external condition of the building has deteriorated even further since the time of the last inspection. It remains poor and is in need of extensive renovation and painting. Playground surfaces are in good condition but lack recreational markings for imaginative play. One slated fascia at the rear of the school has loose tiles. It is out-of-bounds for pupils and presents a hazard to safety.
70. The school has a good range of high-quality resources to support teaching and learning

in most subjects of the curriculum. There are sufficient computers and associated software to ensure pupils' make progress in information technology. The recent addition of an interactive whiteboard screen has improved this capability and is timetabled to ensure that all pupils experience its merits. The provision of books, both fiction and non-fiction, in the school library and in classrooms is satisfactory and ensures that all subjects can be taught properly. Resources are well-managed and are easily accessible to staff and pupils. An excellent variety of extra-curricular activities and visits supplement pupils' learning experiences.

#### **The efficiency of the school**

71. The school has made a number of improvements to financial management since the time of the last inspection. Good procedures for budget planning and monitoring are now closely linked to the school's development plan. The plan is fully costed and co-ordinators for different subjects of the curriculum are responsible for their own budgets. The headteacher and governing body regularly review the school's expenditure. However, they have not yet formalised this process into a systematic evaluation of the impact of their spending decisions on standards and quality. The school spends its money wisely for the benefit of pupils currently on roll and does not hold back large surpluses. Funding for pupils with special educational needs is used on the salaries of staff who effectively support their progress. The standards fund has been targeted sensibly at literacy and numeracy.
72. Teaching staff are suitably deployed across the school, and the time allocated to support staff is focused very carefully on providing the best possible help for pupils who need it most. The school makes very good use of its accommodation. No space is wasted and full advantage is taken of any available area within and beyond the classrooms. The library has been created skilfully outside the two upstairs classrooms, for example, while the shared areas between each pair of classes are used effectively for group work outside the classrooms. Resources are well-employed across the curriculum to support learning. The resources provided for information technology are a particular strength.
73. Financial control and school administration are very good. Procedures for ordering, receiving and paying for goods are orderly and well-documented. Financial records are kept efficiently. Very good use is made of the facilities offered by a computerised system for both financial and general administration. The needs of staff, pupils, parents and visitors are dealt with cheerfully and helpfully in the school office. Administrative staff make a very positive contribution to the smooth daily running of the school.
74. The attainments of pupils who join the school are mainly average and some are above average. Of the 31 per cent of pupils who join the school part of the way through Key Stage 2, over half have special educational needs. With the exception of some potentially higher attaining pupils in English and mathematics, most pupils make good progress as a direct result of good teaching. Pupils' attitudes to learning and behaviour are good, and their relationships and personal development are very good. The cost of educating individual pupils in the school matches the national average. Taking these factors into consideration, the school now offers good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **English**

75. The percentage of pupils reaching the expected level 4 and above in English in the 1999 National Curriculum tests was in line with the national average. Test results show a steady improvement in standards in the four years since 1996. Standards in 1999 rose by 21 per cent from the previous year when the percentage of pupils reaching the expected and higher levels was well below average. The performance of potentially higher attaining pupils showed little improvement in 1999. It was well below the national result at the higher level 5 and below their attainments in mathematics and science. In the same period, girls followed the national pattern by achieving higher standards than boys. Although the school exceeded its target for English in the 1999 tests, when compared with the attainments of pupils in similar schools pupils' performance was well below average. This was due in part to arrangements for teaching pupils of different age and ability in the same class, which led to problems when work planned to implement the National Literacy Project, was introduced at too low a level for many pupils. This shortcoming has been remedied recently. It also stemmed from the results of an above average proportion of bi-lingual pupils and pupils with special educational needs; also of pupils with special educational needs who join the school part of the way through the key stage.
76. Inspection findings indicate that most pupils' attainment in English is close to the level expected for their age. Many pupils in Year 6, including those who speak English as a second language, join in discussions and answer questions with confidence. They listen carefully to instructions and explanations about work, and talk confidently in small groups or to the whole class. Pupils who read the prayers in assemblies are articulate and clearly spoken. Everyone in the hall can hear them.
77. Most pupils read at the level expected for their age. Higher attaining pupils read at a higher level. They read play scripts fluently and with expression, and modify the tone of their reading when acting as narrators or giving stage directions. Higher, average and some lower attaining pupils read different levels of text confidently with clear understanding of the plot, characters and main events of stories. Higher attaining pupils, who read a good variety of demanding texts, make informed comments about the work and style of different authors. Pupils with special educational needs use a range of strategies to make sense of simpler texts with reasonable confidence. Most pupils use the contents and index pages of reference books competently to locate information. Higher attainers make skilled use of glossaries to find explanations of technical terms. Most pupils locate books in the library by using both the school's colour-coded system and standard library classification systems.
78. Attainment in writing is variable. Many pupils in Year 6 write in legible, joined handwriting and present their work attractively. All pupils write in a variety of styles for different groups of people. They try to make their writing interesting by selecting words carefully. The writing of some higher attaining pupils lacks the adventurous range of vocabulary that they encounter in their reading. This makes their writing uninteresting and mundane. Most pupils make their writing comprehensible by using a wide range of accurate punctuation. The work of some higher and average attaining pupils shows that they often forget to use the higher levels of punctuation that appears in much of their writing. Average and higher attaining pupils use adjectives and adverbs to enliven their writing. Some higher attainers spell with high levels of accuracy. Some pupils' spelling is as inconsistent as their punctuation. This lack of precision prevents higher attainers from reaching level 5 in National Curriculum tests. Lower attaining pupils and pupils with

special educational needs use a variety of adjectives to make their work more interesting. Their punctuation and spelling are not always used consistently and vary in accuracy.

79. Most pupils make good progress in English. Of the 31 per cent of pupils who join the school at different points during the key stage, 53 per cent have special educational needs, mainly in reading and writing. In addition to existing pupils with special educational needs, they form 28 per cent, an above average proportion of the school's population. These pupils, together with the 4.8 per cent of the school's population who are bi-lingual, make good progress in relation to targets set by the school to improve their reading and writing. They benefit from additional support for their learning and work matched to their needs during the literacy hour. The progress of pupils with special educational needs is aided by the clarity of their statements, and individual education plans, which contain realistic and achievable objectives.
80. By the time they reach Year 6, most pupils, including those who are bi-lingual, make good progress in speaking and listening. They adapt the style of their speech to different situations. Many pupils of different ability make good progress at their own level in gaining accuracy and fluency, and using expression when reading. This makes their reading interesting and more easily understandable. Progress in writing is mainly satisfactory. All pupils progress steadily from writing in sentences to organising their work in paragraphs. In some lessons, the progress of higher attaining pupils is limited. In these instances, they work at a level that is too easy and waste time typing and copy writing, without producing any original work. Few pupils progress to using imaginative vocabulary to make their writing more interesting. Higher attaining, and some average attaining pupils make good progress in learning advanced forms of punctuation and complex spellings. Their progress slows when they fail to use their knowledge consistently to spell correctly and to punctuate their writing. The development of handwriting is good and by the age of 11 most pupils write in a neat, legible style.
81. A marked feature of the curriculum for English lies in the many planned opportunities for pupils to improve the quality of their reading and writing in other subjects. Pupils take part in many forms of discussion. When answering questions and expressing their opinions and ideas they make good use of the language specific to different subjects. Pupils' skills in locating information allow them to work independently to carry out research in history and geography. They use word processors for many kinds of writing. Pupils write detailed accounts of scientific investigations, produce playscripts in religious education, record their planning and evaluations in design and technology, label maps in geography and use atlases competently. They read and discuss the lives of famous people in history, write accounts of historic events and record the feelings experienced by ordinary people in different eras.
82. Pupils' attitudes to learning are generally good and are frequently very good. A small group of pupils with special educational needs for their behavioural problems are disruptive or inattentive and disturb the work of others. They eventually manage to control their restlessness and settle down to written tasks in a reasonably sensible manner. Most pupils listen attentively and play a full part in discussions about the work. They can be relied on to get on with their work when their teachers are occupied with other pupils. Many pupils respond with enthusiasm when teachers provide challenging tasks.
83. The quality of teaching is generally good with a significant amount that is very good or excellent. However, the way teachers chose to implement the National Literacy Strategy in 1998 was inappropriate. Although teachers now use the National Literacy Strategy more effectively to raise attainment, in the first year of its implementation half the pupils in every class worked at the wrong level. In classes containing pupils of mixed age and

ability, teachers planned the work to meet the needs of the younger group of pupils. In this way the progress of higher attaining pupils in Years 4 and 6 was limited. Only four per cent of pupils reached the higher level 5 in National Curriculum tests in 1999. The clear explanations and instructions teachers give about new learning allow pupils to work with good levels of independence.

84. Most teachers control pupils' behaviour well and tolerate little restlessness or time wasting. This enables them to establish high expectations of attainment and allows pupils to work in a quiet, calm atmosphere. Teachers have warm relationships with pupils. They use praise effectively to give pupils confidence and to encourage their efforts. Teachers make helpful and informative comments that provide guidance for improvement when marking pupils' work. Their marking helps pupils to consider improvements to the quality of their writing. Teachers check the progress of bi-lingual pupils and pupils with special educational needs regularly to ensure that they are maintaining good progress. In some lessons, activities do not provide sufficient challenge to raise the attainment of more able pupils.
85. Teachers plan work thoroughly to meet the needs of average and lower attaining pupils. This has resulted in a 25 per cent improvement to standards in National Curriculum tests in 1999 and in pupils with special educational needs achieving standards higher than those noted during the previous inspection. Teachers now provide books that are more suited to pupils' ability. The recording of pupils' progress in English has improved since 1996. Teachers keep comprehensive records of the books pupils read, which contain details of the quality of their work. They assess most pupils' work well and use their assessments to inform future planning. This has helped to bring about a marked improvement in the number of pupils reaching the level expected for their age in the national tests.
86. The co-ordinators provide good leadership for the subject. This is an improvement since the last inspection. Their roles are now clearly defined and they provide good support for other teachers. They have successfully led training to introduce other teachers to the National Literacy Strategy and by checking the quality of teaching and learning in the classroom they ensure that all aspects of the strategy are taught. The co-ordinators work closely with support staff to ensure that bi-lingual pupils and pupils with special educational needs receive suitable work. Policies have been developed following consultation and trial with the teachers. The co-ordinators are developing a file of pupils' work that will show teachers the standards expected for each age group. Teachers' use individual profiles containing the results of National Curriculum and other tests to keep a close check on pupils' progress.
87. Overall, resources for English are good. The library is well-stocked with books, which are categorised in both the school's colour-coded system and the standard library system. During the inspection, the library was not used for independent research, although pupils used collections of books from the library to carry out research in classrooms. The library is equipped with a multi-media computer connected to a very large touch-sensitive screen. This is used very effectively to teach large groups of pupils. There is some shortage of books for group reading but the school makes strenuous efforts to obtain additional books. The co-ordinators contact other schools by electronic mail for loans of books that are not in current use. This produces sufficient books for every pupil to read during the literacy hour.

## **Mathematics**

88. Results of National Curriculum tests in 1999 indicate that attainment in mathematics at the expected level 4 was similar to the national average and the average for similar

schools. At the higher level 5, attainment was below the national average and the average for similar schools. Over the two years 1996 and 1997, pupils' attainments in National Curriculum tests were below the national average. In 1997, there was a dramatic dip in attainment. This was remedied in 1998 when attainment matched the national result. In 1999, attainment improved by a slight amount, eight per cent, with only 13 per cent of pupils reaching the higher level 5. An issue raised in the last inspection concerned the underachievement of more able pupils. Although the attainment of these pupils has risen since 1996, it is still considerably lower than their attainment in science. Over the period from 1996 to 1998, both boys and girls performed at a level well below the national average. This situation improved in 1999, when 71 per cent of boys and 76 per cent of girls reached level 4 and the higher level. Although the school surpassed its targets for mathematics, there is still room to improve the levels reached by some potentially higher attaining pupils.

89. Inspection findings indicate that at the end of their first term in Year 6 most pupils work at the expected level in mathematics. Many have a firm grasp of the four rules of number and work accurately with large numbers. In mental mathematics, most pupils use two and three-digit numbers in addition, subtraction and multiplication with reasonable accuracy, especially when the work has relevance to real life situations. All pupils use simple formulae to predict pattern using the correct vocabulary to show their understanding of multiples and factors. Lower attaining pupils and pupils with special educational needs understand many mathematical ideas. They spend more time consolidating their learning at a less demanding level than other pupils, as, for example, when gaining understanding of simple fractions. These pupils work more extensively than other pupils on aspects of mathematics that are valuable in practical situations. Higher attaining pupils have rapid recall of number facts with numbers up to 100, and use this skill effectively to solve problems in mental mathematics. Their good reasoning and correct mathematical language is evident when they identify and describe complex patterns and sequences in algebra. All pupils talk about the mathematics they explore and explain their reasoning with confidence.
90. Pupils make good progress in mathematics. Improvements are due in part to more effective teaching, particularly during sessions in mental mathematics. They are also attributable to increased skill in targeting work to pupils' needs. Pupils work with progressively larger numbers and begin to bring greater accuracy to mental calculations. As they progress through the key stage, pupils use their increasing knowledge and skills in a widening range of topics. These include more complex work with money, shape, metric measurements, fractions, decimals and data handling. Higher attaining pupils make good progress when exploring the basic elements of algebra. Pupils in Years 3 and 4 make steady progress in understanding and using equivalent fractions. In Years 5 and 6, all pupils investigate number patterns at their own level with growing understanding and begin to search for commonalities through deductive reasoning.
91. The progress made by higher attaining pupils in Years 6 has improved since the time of the previous inspection. It is very good when they work in a separate group for a proportion of their lessons. On these occasions, the teacher has very high expectations of pupils' ability to work at an increasingly challenging rate and to make very good progress. Several of them are working at level 6, which is a very high level for primary pupils. These lessons allow for excellent interactions between teacher and pupils, which stretch their reasoning, and determination to succeed. The demands the work makes on pupils' skills in estimation, prediction and forming hypotheses contribute to the quality of their progress. The progress of average attaining pupils is limited when they repeat work that they already understand and when tasks are undemanding. By working with teachers who are fully aware of their prior attainments, pupils with special educational needs make good progress across the key stage. Work is planned and provided at the

correct level to ensure that their progress is maintained.

92. All pupils answer and explain mathematical reasoning in depth and at their own level. They use increasingly sophisticated mathematical vocabulary. These skills are evident across the curriculum. They use time lines in history; in physical education, art and design and technology, pupils use the skills of estimation and approximation to assist their learning. In music, pupils count out beats in sequence to establish an understanding of rhythm. Pupils produce and interpret graphs and charts in science to illustrate their findings and to draw conclusions from them. A limited amount of work is carried out in information technology to provide pupils with a wider range of experiences and support their learning.
93. Pupils are well-motivated and interested in mathematics. Their enthusiasm is stimulated by the wide use of mathematical games and the challenges set in mental mathematics. They behave well and contribute eagerly in response to questioning and to discussions about the work. Where the pace of lessons is brisk and expectations high, pupils build up a momentum of enthusiasm. They are keen to compete with one another and complete tasks successfully.
94. The quality of teaching is mainly satisfactory. Smaller amounts are good, very good or excellent. Teaching which is excellent and very good is particularly evident in lessons in Years 5 and 6. The implementation of the National Numeracy Strategy has raised teachers' expectations of pupils' progress and has resulted in them providing pupils' with challenging mental mathematics. When teaching is good, lessons are planned systematically with clear objectives and challenging activities are matched to the abilities of different groups of pupils. In very good and excellent lessons, a great deal of interaction takes place between pupils and teachers, which encourages pupils to explain and extend their thinking. The questions teachers ask are carefully thought out and targeted to the correct levels of different pupils' understanding. This gives all pupils the confidence they need to answer questions.
95. Good teaching is carried out at a brisk pace. As a result, pupils waste no time and teachers achieve the planned objectives of lessons. When the pace of lessons is slow and explanations by teachers are too short, pupils lack the understanding needed to make significant progress. Confident teachers, whose knowledge of the subject is very good, use considerable energy and their enthusiasm for mathematics to raise standards and to increase pupils' motivation and enjoyment. Most teachers make good use of mathematical language, which they communicate to pupils. Some teachers cause confusion when unsure of the correct terminology to describe the work. Teachers occasionally teach topics like fractions to younger pupils without the practical equipment needed to clarify their understanding. Teachers make good use of the skills of classroom assistants to support the progress of pupils with special educational needs. They provide good opportunities and support for some of these pupils by helping them to record their learning through spoken and written language.
96. Leadership of the subject is satisfactory. Although a coherent policy is in place, in some lessons several teachers are still unsure of parts of the National Numeracy Strategy. As a result, the implementation of the strategy at this early stage lacks uniformity and continuity of challenge for all pupils within the school. In unstinting efforts to raise pupils' attainments, the school takes advantage of the specialist skills of teachers in a local secondary school who provide master classes for higher attaining pupils. This initiative, together with additional lessons in school where the headteacher uses his specialist skills in mathematics, is beginning to impact on the progress of these pupils. Procedures to check the quality of teaching and learning in the classroom have begun. These provide the school with a good basis for continuously improving pupils' progress and to bring all teachers to a clear understanding of the methods promoted by the

National Numeracy Strategy. Analysis of the results of National Curriculum tests is used effectively to track the progress of individual pupils and to match tasks to their abilities.



## Science

97. A key issue from the previous inspection was concerned with the underachievement of more able pupils in science. The school has addressed this issue with considerable success. In national tests at the end of Key Stage 2 in 1999, the percentage of pupils reaching the expected and higher levels was above the national average. The percentage of pupils reaching the higher level 5 showed a marked improvement at 25 per cent. This improvement to attainment in science is also evident when compared with the standards reached by pupils in similar schools, which was also above average. Although there was no evidence of this during the inspection, girls did better than boys in tests from 1996 to 1998. Over the last two years, attainment in science has risen from being slightly more than nine months of progress below the national average in 1997, to reaching the average in 1998 and exceeding it in 1999. This continuing improvement in attainment places the school in a good position to raise standards even higher.
98. At the end of their first term in Year 6, most pupils' attainments are already at or are above the level expected for their age. Most pupils in Year 6 have good knowledge and understanding of scientific facts and ideas. Particularly strong is pupils' use of scientific vocabulary, their interpretation of data to record their findings and the informed approach they have to carrying out scientific investigations. Most pupils in Year 6 have good knowledge and understanding of scientific facts and ideas. All pupils carry out a wide range of investigations. The findings of higher attaining pupils are thorough and detailed. Their written work reveals the depth of their scientific understanding when, for instance, they decide how to find out if the length of wire in a circuit affects the brightness of a light, how to construct a fair test and what their results reveal. Their predictions show well-considered and informed opinions as to how resistance is affected by the type, width, number and length of different objects. Their diagrams of essential materials to produce a circuit are based on good knowledge of electricity.
99. Average and lower attaining pupils cover the same work in science as higher attainers. The work of average attainment bears many similarities to that of higher attainers but lacks the same level of understanding when they make predictions and conduct investigations. When supported by an adult, lower attaining pupils give very good explanations of their investigations. The problems encountered by pupils with special educational needs lie in their lack of ability to record their ideas independently and in the same depth as others.
100. Pupils of different abilities and bi-lingual pupils make good progress in science. Arrangements to support the progress of pupils with special educational needs are similar to those planned for bi-lingual pupils. Methods of recording their work are adapted to their needs, adults often help them to record their ideas and a *hit squad* of two members of the school's support staff helps them to develop a good scientific vocabulary. Pupils in Years 3 and 4 begin to understand, hypothesise and predict the outcomes of investigations. They learn to present their findings in tables and to compare their observations. They use a variety of newly acquired scientific language to explain their conclusions. In Years 5 and 6, pupils make good progress by devising their own tests, ensuring that the tests are fair and considering details such as the flexibility of different materials as another variable. They record their work in a growing variety of ways such as in tables, diagrams, charts, graphs and their analyses of data. Higher attaining pupils use their mathematical understanding to record their work in more advanced ways.
101. As a result of work that matches their needs, most pupils make a good response to the work in science. In one lesson involving pupils in Years 5 and 6, pupils showed very high levels of interest when discussing which materials would have been most effective to block out light during the Blitz. They settled down to work with high levels of

concentration and co-operation. Pupils in Years 3 and 4 take an active part in investigations involving the whole class. They offered their ideas with confidence and in an articulate way when explaining the effects of different kinds of surfaces on the performance of model cars. Most pupils listen attentively to instructions and explanations about the work from their teachers. Some younger higher attainers do not always behave sensibly when left to conduct their own investigations.

102. The quality of teaching in science is mainly good with some very good teaching in a class of pupils in Years 5 and 6. Good knowledge of the subject underlies the strength of teachers' planning. Thorough planning of activities to develop pupils' investigative skills is particularly evident in Years 3 and 4. As a result of good planning, teachers lead pupils systematically through each stage of the essential tasks needed to carry out fair tests. A significant feature of improvement to attainment in the subject results from the tasks and support teachers provide to bring challenge to the learning of pupils of different ability. This represents an advance in the quality of teaching since the last inspection and results from the way that teachers plan activities together. Teachers' good use of scientific language is reflected in pupils' confident use of the same vocabulary. Good relationships between pupils and teachers encourage pupils to do their best and to behave well. Teachers create strong links between pupils' work in subjects such as mathematics and history to widen pupils' understanding of science in everyday life. Very effective teaching is carried out at a brisk pace, includes the use of a wide range of resources and makes good use of information from the assessment of pupils' work to plan the next stage of learning.
103. The co-ordinators provide good joint leadership for the subject. Improvements to standards in science co-incide with their appointment and with the very effective use of their expertise in managing the subject. The main priority of both co-ordinators has been to raise attainment in the subject, with particular emphasis on the work of more able pupils. They achieved this successfully by analysing the standards pupils reach in national tests. In this way, they addressed all apparent shortfalls in the quality of teaching and learning, by modifying the work provided for pupils throughout the key stage. The co-ordinators arranged that extra support and close attention should be paid to the needs of bi-lingual pupils and pupils with special educational needs. The effects of this increased support have been to reduce the percentage of pupils achieving at the lower level 3 in national tests. The school's arrangements to assess pupils' learning in science are good. Every pupil has a personal profile containing the results of National Curriculum tests at Key Stage 1, annual assessments by teachers and targets for development, which are shared with parents. The school takes care to ensure that resources are of equal interest to both boys and girls.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

104. Standards have risen in information technology since the last inspection and are now above those typical for pupils at Key Stage 2. By the time they are in Year 6, pupils have good levels of skill and understanding when communicating and handling information and in control technology. They demonstrate considerable skill in using a program for drawing. Pupils use the mouse and keyboard effectively to move the pointer about the screen and to select features of different programs. They perform the same functions competently when using an enlarged touch-sensitive screen. Pupils automatically change the size and font of text to suit the purpose of the task. Similarly, they change the colour and format of print and underline and emphasise text. By the age of 11, pupils create news sheets using text boxes in conjunction with a *Newspapers in Education*

initiative. They make their work more attractive and meaningful by importing pictures and clip art from other programs and from a digital camera, and by adding decorative borders. Pupils collect and display limited amounts of data, but they use the correct vocabulary when talking about graphs they produce from their own data. When recording information about the number of straight or curved lines in mathematical shapes, pupils devise questions that they answer from the information they have collected. They use a drawing and painting program effectively to produce art in the style of artists such as Andy Warhol and Roy Liechtenstein. Many older pupils type confidently with two hands when word processing and entering information.

105. Pupils make good progress in information technology. This is particularly evident in the confident way that they use computers. They make good progress in Years 3 and 4 by inserting new words into texts to make them more interesting, and in moving the cursor around the screen with the arrow keys. Few pupils at this stage use the mouse for this function. By the end of Year 4, pupils progress to collecting information about temperature and wind direction, and to producing and interpreting graphs. By the age of 11, pupils learn to produce attractive covers for their topic books with a graphics program. They begin to make advertising leaflets following visits to places of interest such as Jodrell Bank. The progress made by pupils of different abilities is accelerated through additional work in information technology with a large touch-sensitive screen in the library. Some pupils in Year 6 make good progress in opening and closing programs, and amending and saving work by touching icons and commands. They increase their progress in information technology by using computers to carry out work in a variety of different subjects across the curriculum.
106. Pupils' positive attitudes to work in information technology make a good contribution to their learning. They are keen to use computers and treat them with respect. The close attention pupils pay when teachers explain how to use the keyboard or how programs work results in the good measure of independence they bring to their efforts. Many pupils try hard to type using both hands and increase the rate of their work. By the time they are in Year 6, pupils show their enthusiasm for computers in their eagerness to use them and by the care they take in the presentation of their work. They work together amicably in pairs and share their knowledge to improve one another's work.
107. The quality of teaching is usually good and sometimes very good. Teachers improve pupils' skills with computers by making very good use of information technology to support pupils' learning in many different lessons. They make very good use of the large touch-sensitive screen to teach new skills and capture pupils' enthusiasm. They correct bad practices during lessons. For example, a teacher reminded pupils using a computer of the correct way to make single capital letters by using the shift key. Teachers' knowledge and understanding of the subject have improved since the last inspection. This is evident from the clear instructions they give to pupils and the confident way they use the equipment themselves to demonstrate new learning. Some use is made of computers in almost every lesson. In this way, teachers provide pupils with wide experience of the use of computers in most subjects, which is evident in the attractive work on display and in pupils' books.
108. The co-ordinator provides good leadership for the subject. This is an improvement since the last inspection. The teacher with responsibility for information technology is a confident and competent user of computers who has had a marked influence on improvements to the subject. She gives good support to other teachers and provides advice and practical help when required. By seeking the support of teachers in a local secondary school, the school has added to the existing expertise of staff and pupils alike. The school is very well-equipped with good quality resources which, coupled with the increasing confidence and expertise of teachers in the subject, places the school in a good position to maintain and improve pupils' progress.



## Religious education

109. Pupils' attainments in religious education are above those typical for their age and satisfy the requirements of the locally Agreed Syllabus. Standards have improved since the previous inspection. High standards of attainment by the time pupils are in Year 6 result from planning which ensures thorough coverage of all aspects of the programme of study. Pupils' knowledge of events from the life of Jesus and of the festivals of the Christian calendar is strong. Their understanding of Christian belief and worship is extended by comparison with the symbols, stories, artefacts, ideas and feelings of the Sikh and Hindu faiths. By learning the meaning of Christian symbolism, such as the use of candles at Christmas and Easter, pupils become aware of the importance to Hindus of Diwali, the festival of light. Through their own personal experiences of journeys, older pupils appreciate that journeys such as those made by Abraham, and by Mary and Joseph to Nazareth have a part to play in their own religious beliefs.
110. Progress in religious education is good throughout the school. Through lessons, visits and the themes of assemblies pupils gain increasing knowledge of the life and work of Christ and the beliefs of Christianity. By comparing the worship, symbols and celebrations of other important religions with their existing understanding of Christianity, pupils make good progress in gaining a clear picture of differences and similarities between religious lifestyles and beliefs. While pupils in Years 3 and 4 learn of the special food associated with religious practices, in Years 5 and 6, pupils increase their knowledge of religious symbolism by exploring the artefacts and patterns associated with different faiths.
111. Pupil's attitudes to learning are mainly good. They settle down quickly and quietly to lessons, listen attentively to teachers and answer questions with interest and enthusiasm. Pupils in Years 5 and 6, who took part in a dramatic presentation about the miracles of Jesus, were excited by the prospect of acting in role. They worked co-operatively in groups and took a lively, enthusiastic approach to the work. When asked to record their learning, most pupils work hard and produce substantial amounts of finished work.
112. The quality of teaching is mainly good and is based on secure understanding of the requirements of the locally Agreed Syllabus. Teachers' planning for the subject is good. It creates very effective links between the themes of assemblies and the work in lessons to strengthen and extend pupils' learning. The links teachers create between religious education and literacy make a strong contribution to improving the quality of pupils' writing. Particularly helpful to pupils' understanding of the religious life are the clear explanations teachers give about all aspects of the work. Activities are matched closely to the needs of pupils of different ability and good support is provided for the learning of pupils with special educational needs. There is considerable respect amongst teachers for the beliefs of pupils from different faiths, which influences other pupils. For example, teachers encourage pupils to share their knowledge and experience of Sikhism to the benefit of others in the class. The vicar makes a positive contribution to the religious life of the school from her regular input into assemblies. She works closely with teachers to develop pupils' spirituality and helps to establish an outstanding Christian ethos.
113. The co-ordinator provides good leadership for the subject. Since the previous inspection, her role has become clearly defined and she takes a leading part in providing other teachers with updates to the locally Agreed Syllabus. To ensure full coverage of the syllabus, the co-ordinator, who teaches pupils in Years 3 and 4, meets with other teachers from Years 5 and 6 to discuss developments for pupils in these year groups. She gives advice about approaches and resources for the subject, which helps them to plan similar work for pupils in the same year group, but with scope for originality.

Resources for religious education are good and are improved with additional artefacts borrowed from the local teachers' centre and from the teacher for bi-lingual pupils. Visits to the church, a Sikh temple and a small church in rural surroundings during a residential trip add strength to pupils' worship and understanding of holy places. The strong status of religious education in the school and the emphasis it receives to promote pupils' spiritual and moral development provide a good basis for continued improvements to the subject.

## Art

114. All aspects of art are covered and, as at the time of the last inspection, many 11-year-olds produce work that is typical for their age. By the time they are in Year 6, most pupils use a satisfactory range of materials and techniques to produce work in different dimensions and styles. They are aware of the work of artists from different eras and traditions, and work in the styles of Picasso, Warhol, Liechtenstein, and the Greek artists whose work decorated ancient vases, flagons and plates. The quality of pupils' three-dimensional work is mostly good. Several pupils in Years 3 and 4 show good understanding of form and dimension when portraying Olympic athletes very imaginatively by applying plaster to a simple wire frame. Although many pupils in Year 6 produce accurate graphic representations of the work of cubist and pop art painters, many lack understanding of the events and ideas that influenced the work of artists during those eras and not all develop a suitable range of skills and techniques in their work.
115. Progress in art is satisfactory. Pupils make steady progress in print and pattern making, collage, and drawing throughout the key stage. The links established between art and other subjects support pupils' progress from the time they are in Year 3. As they learn about shape and pattern in mathematics, the youngest pupils produce attractive tessellations after the style of Escher and Voysey, use rotational symmetry in three-dimensional collage work, and create images similar to *The Snail* by Matisse. Pupils in Years 5 and 6 build effectively on these skills as they layer collage to create *Explosions* after the style of Liechtenstein. Workshops with artists, who create imaginative sculptures, effectively extend pupils' horizons beyond the immediate and mundane. Good progress was evident when pupils in Years 3 and 4 produced three-dimensional work planned to extend their knowledge of ancient Greece by moulding, shaping, and coiling clay to produce Greek pots. They use papier mâché to create golden helmets and three-dimensional copies of the mask of Agamemnon. Pupils extend their understanding of art very effectively through information technology and mathematics. In Years 3 and 4, for example, they reproduce Indian designs and then rotate and tessellate them to form repeating patterns. Pupils in Years 5 and 6 create their own *Flower* images after the style of Andy Warhol.
116. Pupils have good attitudes to art. They are responsive to instructions, guidance, and praise from their teachers, which improve the quality of their work. Most pupils work hard in a calm and friendly atmosphere and, with encouragement, are happy to express their appreciation of the work of other artists with increasing confidence. In a lesson in Years 3 and 4, for example, pupils progressed from saying *I don't like it*, to explaining the reasons for their feelings. *It makes me feel creepy - it's weird.*
117. Most of the teaching in art is satisfactory and a small amount is good. Planning is thorough and extends pupils' art effectively to incorporate and illustrate work in other subjects. Teachers give pupils clear instructions to allow them to complete tasks with confidence. Sometimes teachers' knowledge of the subject is restricted and they fail to provide pupils with sufficient information about the background of the styles in which they are expected to work. Although pupils' attainment is typical for their age, some

teachers lack sufficient confidence to allow pupils to exercise their own ideas and feelings. As a result, there is a sameness and lack of creativity in some of the work that restricts high attainment. Similarly, a lack of direct teaching in some lessons limits the development of pupils' skills in the use of techniques and materials. Teachers make good use of the assistance of parent helpers to support the work of groups of pupils. Relationships with pupils and control of their behaviour are very good.

118. It is too early to judge the impact of the work of a newly appointed co-ordinator on improvements to standards and teaching. A portfolio of art by pupils from different year groups is being collated as a helpful means of assessing progress and of ensuring coverage of different aspects of the subject. A policy document was produced after the last inspection to provide teachers with direction about different aspects of art and links with other subjects of the curriculum. No clear scheme of work exists to provide guidance for teaching a sequence of relevant skills, and all art is linked to other subjects of the curriculum. Sufficient resources allow pupils to experience a wide range of experiences. Displays of pupils' work are not supported or extended sufficiently by examples of the work of different artists. Art contributes to the school's provision for social and cultural development by introducing pupils to the work of artists from different times and traditions. The subject is linked too rigidly to other curriculum areas to allow time to be spent on art in its own right, or to develop pupils' spirituality.

### **Design and technology**

119. At the time of the previous inspection, the work planned in design and technology failed to cover all aspects of the subject and as a result, pupils' achievements were below those expected for their age. The co-ordinators have made considerable efforts to improve this situation and standards in the subject are now very high. Particularly impressive is the outstanding quality of the products pupils design, construct and evaluate in all areas of a comprehensive scheme of work. By the time they are in Year 6, pupils are very confident about the wide range of tools and resources they use to construct structures, explore electrical and mechanical control, and in food and textile technology. All their work includes accurate measurements, thoughtful planning, a variety of techniques to improve the appearance of their products and carefully considered evaluations of possible improvements. Pupils are keenly aware of issues of health and safety. Through induction into safe practices when using tools such as hacksaws, and resources such as sewing machines, pupils produce complex structures such as wattle and daub frames for a Tudor house and beautifully accurate seams to join *Joseph's Coat of Many Colours*.
120. Throughout the school, pupils make very good progress in design and technology. The programme of work teachers follow ensures that the difficulties pupils encounter with techniques and skills are ironed out systematically as they carry out each stage of a task. In this way, pupils' progress is strengthened. They widen their skills and acquire an increasingly safe and effective range of methods to tackle tasks. For example, pupils in Years 3 and 4 designed and made a healthy sandwich for a class party. To clarify how they would work, they listed the types of bread and fillings they would use and sequenced the different stages of sandwich making. Three kinds of bread and filling were tested for taste, texture and flavour before pupils listed their own choices of bread, fillings, garnish, and utensils. Pupils' designs for an open sandwich showed the arrangement of fillings and garnish. After producing very attractive sandwiches, pupils evaluated the outcomes of their work. In Years 5 and 6, pupils made very good progress by making their own bread. They first tested different kinds of unusual bread, planned their work and then adapted a basic recipe to their own preferences. They explored the health and safety aspects of food handling before evaluating the quality of the bread.

121. Pupils with special educational needs and bi-lingual pupils make very good progress in design and technology as a result of the close attention they receive from teachers. Staff help them to work through the planning stage of the process. Their independent input takes place at the constructional stage.
122. Most pupils have good attitudes to the subject. Their interests are engaged by many opportunities for first-hand, practical experiences. Their attention is especially strong when teachers demonstrate practical aspects of a task. A group of pupils in Years 5 and 6, who demonstrated restless behaviour while the work was explained to them, became absorbed in the task when the equipment needed for an electrical circuit was produced. Samples of designs and products from every year group demonstrate pupils' close attention to detail. They show pupils' consistent efforts to produce accurate measurements and products with a high quality finish.
123. Teaching in design and technology is good or very good in equal proportions, with a small amount that is unsatisfactory. When the pace of a lesson is too slow, teachers allow pupils to become restless, waste time and lose interest. Teachers' very good understanding of the subject ensures that pupils gain clear understanding of technological processes and skill in the use of equipment. Very thorough planning provides an effective framework for pupils to work methodically through each stage of the design process.
124. Teachers' high expectations of attainment are reflected in the quality of pupils' designs and finished products. The links teachers establish with two local secondary schools introduce pupils to a much wider range of tools and materials than those available in the school. Teachers take advantage of the specialist skills of other teachers in the secondary schools to add to their own expertise and to engage pupils in challenging tasks. Over a period of two days, teachers of pupils from Year 5 worked collaboratively with secondary staff to allow every pupil to contribute two squares to a beautiful patchwork coat. This is now displayed very attractively to demonstrate the high standards pupils achieve. It makes a strong contribution to pupils' cultural development and is ready for use in a production of *Joseph's Amazing Technicolour Dreamcoat*.
125. The subject is led very effectively by two skilful and established co-ordinators. They support the expertise of colleagues by checking the quality of teaching and learning in classrooms, through contributions to staff meetings, advice and ideas. Since the last inspection, the input of a new co-ordinator with specialist qualifications in the subject has made a successful contribution to improving planning and pupils' progress, and to raising teachers' expertise. This co-ordinator has worked closely with the local education authority's adviser for design and technology and has taken part in a successful project to raise standards in the school. Pupils benefit from this involvement through the links the project created between schools, which give them access to a wider range of resources and specialist teaching. The work of the co-ordinators provides a very good basis for maintaining and adding to the high standards achieved.

## **Geography**

126. By the end of Year 6, pupils' knowledge and understanding of geographical skills, places and themes, such as mapping, rivers, settlements and environmental change, are typical for their age. This position is similar to that observed at the time of the previous inspection. Pupils apply their knowledge to study the locality of Telford and explore routes and facilities within the area. They are aware of the wider world through their studies of food and its origins, and of methods of farming and their effects on the environment.



127. Pupils of different ability make satisfactory progress in geography. This rate of progress has been maintained since the previous inspection. Pupils in Years 3 and 4 gain awareness of the differences in the lifestyles of people in an Indian village and their own high-tech locality. They learn how people affect the environment and know that some changes in lifestyle are beneficial and others less so. Pupils become increasingly competent in gaining information from photographs, videos, and reference books. Pupils gain insights into some of the social, economic and environmental problems of India through their study of daily life in the village of Chembakolli. They learn the relative positions of India and the United Kingdom on maps of the world and identify continents, countries, and oceans. They begin to read globes, maps, and plans, and to use CD ROMs for research. Pupils' studies of physical geography include rivers, where their vocabulary extends to describe features such as a *source*, *meander* and *tributary*. This adds to their understanding of the water cycle. They progress to investigating processes such as erosion and the transport of materials. Pupils begin to produce their own maps of the main rivers of the British Isles and the world. They learn to evaluate information from resources such as aerial photographs.
128. Pupils' attitudes to their work are good. They particularly enjoy working together in pairs exploring different types of information to carry out research. Most pupils are attentive during discussions and listen respectfully to the views of others. In a lesson in Years 3 and 4, where pupils examined photographs of an Indian village, they became animated and very involved in the task and carried it out with high levels of confidence and enthusiasm.
129. The quality of teaching is mainly good and is never less than satisfactory. Good knowledge and understanding of the subject are particularly evident in the thoroughness of teachers' planning. Teachers provide relevant resources and challenging activities to capture pupils' interest. They establish good links with subjects such as English, mathematics, history and art to extend pupils' learning. To raise standards in literacy, teachers incorporate reading and writing effectively into all activities. Similarly with mathematics, they provide activities such as recording data about the climate and rainfall in tables and graphs. Teachers do not provide the first-hand experiences to be gained from field trips as part of the curriculum and this detracts from pupils' enthusiasm and attainment. Pupils with special educational needs and those who speak English as an additional language have full access to the curriculum. They receive very good support for their learning from teachers and by working in groups with pupils of different ability in discussions and research.
130. Issues raised during the previous inspection concerning the management of the subject have been addressed successfully and it is now satisfactory. The co-ordinators have reviewed the policy and a new scheme of work is in place to ensure pupils' progress through effective planning. Procedures for the assessment of pupils' learning are good. Information from assessment is used to good effect on progress when teachers plan the next stage of learning. Resources for geography are adequate, although there are some outdated Ordnance Survey maps and globes. The school has improved its provision for geography since the previous inspection and with the use of a new scheme of work is in a good position to further improve standards. A project organised in conjunction with a local secondary school is very effective in ensuring continuity of pupils' learning from primary to secondary education.

## History

131. Standards in history are above those typical of most 11-year-olds. The school has raised standards in the subject since the previous inspection. Most 11-year-olds have a good sense of the passage of time and of some of the similarities and differences

between distant eras, the more recent past and the present. By the time they are in Year 6, a strength of pupils' understanding lies in the use they make of a wide range of resources to learn about different periods of history. For example, when studying the history of Britain since 1930, pupils use books, posters, artefacts and original documents, as well as information from CD ROMs, to get an idea of what life was like in the recent past. They take part in visits that help them to relate to people's experiences in different eras, and distinguish between fact and opinion by studying old letters.

132. All pupils, including bi-lingual pupils and those with special educational needs, make good progress in history. This represents an improvement since the last inspection. Pupils gain a good understanding of means to find out about the past. When studying aspects of life in pre-Roman Britain and Roman times, they learn how to compare it with life today. Pupils begin to appreciate how the ancient Greeks lived and the important part myths about the gods played in their lives. They know something of how the Spartans treated newborn children and how this differs from how children are treated today. They learn to relate myths and legends to possible events in Greek history, such as how a wooden horse was used by the Greeks to enter Troy. Pupils in Years 5 and 6, pupils make good progress in extending their knowledge of history by learning about the lives and achievements of Tudor monarchs. They learn to appreciate the importance of a male heir to Henry VIII, his reasons for marrying six wives and how he established the Church of England. They discover some of Henry's many talents. Pupils become aware of the sequence of the Tudor dynasty. They understand differences between the reigns of Queen Elizabeth I and her father and begin to appreciate the significance of events such as the defeat of the Spanish Armada.
133. Most pupils enjoy history and listen carefully and attentively to instructions and explanations from their teachers. They usually behave well and work together willingly and co-operatively when carrying out research. In discussions about the work, many pupils show respect for the views of others. Pupils are keen to answer questions and extend their understanding by asking sensible questions.
134. The quality of teaching is generally good and is sometimes excellent. Teachers have good knowledge and understanding of the subject. They use questions skilfully to extend pupils' knowledge and to assess the quality of their learning. Teachers' plans are good and learning objectives are clearly identified. Planning is thorough and imaginative. For example, a three-day residential visit undertaken in the autumn term as part of work on the evacuation of children from the cities during the Second World War, allowed pupils to travel by steam train to an unknown destination. In this way, teachers extended pupils' understanding of the emotions experienced by evacuees by putting them into a similar but less threatening situation. Teachers make very good use of historical artefacts to bring the subject to life. They have assembled an outstanding and very large display of every-day items that were in common use during the 1930s.
135. Teachers use information technology effectively to support pupils' work in history. For example, teachers improve the quality of pupils' learning when lessons include the use of a touch-sensitive whiteboard screen. Teachers link history to subjects such as English, science and art to good effect on extending pupils' learning. They introduce pupils to high-quality fiction about the war years, such as *Goodnight Mr Tom*. In art, teachers develop pupils' understanding of history through opportunities to make helmets and masks in the style worn by Agamemnon. They encourage pupils to paint portraits of famous people from Tudor times. This thorough and imaginative approach ensures that history makes a valuable contribution to pupils' social and cultural development.
136. A recently appointed co-ordinator provides good leadership for the subject. This is an improvement since the last inspection and places the school in a good position to continue to develop its provision. The current quality of leadership also addresses an

issue from the last inspection about clarifying the role of subject co-ordinators successfully. Teachers from different year groups meet regularly to plan new work and to evaluate how current work is progressing. They carry out end-of-term assessments of pupils' learning to improve the quality of teaching. As the subject is not included in the school's planning for current development, there are no opportunities for the co-ordinator to check the quality of teaching in the classroom. The efforts of teachers to borrow interesting and relevant materials extend the school's own resources for history.

## Music

137. Standards in music have improved since the last inspection. By the time they are in Year 6, pupils reach standards in music that are above those typical for their age. Singing is now a regular feature of pupils' musical experience and has grown in quality since 1996. In Years 5 and 6, pupils practise and perform a wide range of songs tunefully and with enthusiasm. They are aware of an interesting variety of rhythms and appreciate the performance of others. Pupils plan, perform and evaluate simple tunes and rhythms, and select their own instruments to create planned effects when performing. They listen attentively to music from a variety of sources and traditions. Pupils use musical language correctly and confidently when explaining their thoughts and opinions. When composing and performing, pupils use musical symbols to communicate their ideas. Many pupils extend their musical experiences through well-attended recorder groups and membership of the school choir. Pupils listen to contrasting rhythms and are given opportunities to use clapping to repeat what they hear and to modify it with their own ideas.
138. Most pupils make good progress in music. The progress pupils make in singing results from opportunities to sing regularly in lessons, at assemblies, with the school choir and in other areas of the curriculum. The growth of pupils' skill in music through extra-curricular activities is a strength of the school. The skills pupils acquire in lessons also develop through a variety of annual performances for parents and the community. Pupils in Years 3 and 4 begin to use symbols and to select their own instruments to express their musical ideas. In Years 5 and 6, pupils exhibit considerable skill in matching the instrument to the task and recording their compositions in symbolic form.
139. Pupils enjoy music. They listen carefully to explanations from teachers and take part in discussion with enthusiasm. Pupils' enjoyment of the subject is extended when lessons begin with lively musical games. When pupils in Years 3 and 4 composed and performed a piece about the journey of a river, they negotiated their own roles successfully and supported one another's ideas and performances as they worked. The youngest pupils find it easy to work either independently or in groups. They are happy to perform before an audience and not afraid to make mistakes. Pupils in Years 5 and 6 show considerable confidence when engaging in musical dialogue. When other pupils are performing they listen quietly and show respect for their ideas and efforts.
140. The teaching of music is good. Teachers reflect their good knowledge and enthusiasm for the subject in the high quality of their planning. Lesson plans contain clear objectives, which ensure that pupils make good progress in music. The planning for a lesson in Years 3 and 4 allowed pupils to create and combine sound in a structured and organised way. In a very good lesson in Years 5 and 6, the teacher held pupils' interest from the start of the session by involving them in a range of singing and rhythm games. This was followed by a balanced range of activities that maintained pupils' motivation and enjoyment of the work. The range of musical language that teachers use provides pupils with a varied musical vocabulary. Careful assessments of pupils' performances as they work allow teachers to plan the next stage of learning. Teachers make good use of resources such as tuned and un-tuned percussion instruments to increase opportunities for pupils to perform. They use information technology effectively as an

additional resource for composition.

141. Since the previous inspection, the management of the subject has improved and is now good. The co-ordinator for music provides support and guidance for other teachers, and assistance to improve the quality of singing throughout the school. A comprehensive policy for music now exists, which stresses pupils' entitlement to a variety of musical experiences. With support from an adviser from the local education authority and a clear programme of work, the subject has developed a distinct identity and the co-ordinator is well placed to maintain and improve provision in the school. When pupils work in the hall, they experience discomfort in rainy weather when the area round the hall is filled with containers to catch leaks from the roof. The school ensures that pupils enjoy a wide variety of live performances that vary from a concert given by a musician with an acoustic guitar, to the music of an Irish folk band. Many of these experiences involve pupils' active participation, increase their interest in music and contribute to their spiritual, social and cultural development.

### **Physical education**

142. Standards in physical education have improved since the last inspection. By the time they reach Year 6, most pupils achieve standards that are above those typical for their age. Pupils experience a full range of activities in all aspects of the subject and understand the effects of sustained exercise upon their bodies. In gymnastics, pupils use their bodies to roll, jump, turn and move in many ways, with control and imagination. They understand and acquire good skills in various games and use them effectively in team situations. Pupils appreciate the importance of warming up and cooling down before and after physical exercise. They learn from the many opportunities provided for them to plan, perform and appraise their skills. Most pupils use apparatus effectively and imaginatively and are aware of routines to ensure the safety of all.
143. All pupils, including bi-lingual pupils and pupils with special educational needs, make good progress in physical education owing to a gradual development of skills and by observing the performances of pupils who demonstrate good practice. Progress is unsatisfactory when pupils spend too much time listening to instructions and too little time in vigorous activity. In gymnastics, pupils in Years 3 and 4 make good progress in travelling and balancing on mats through lively and motivated teaching, and well-planned and structured lessons. Pupils in Years 5 and 6 improve their skills in passing a ball by refining their actions through continuous practice. Their progress improves when they experiment with different techniques. Older pupils work hard to develop increased control and imagination when jumping and balancing. As a result, they progress to working with partners to create new sequences and to develop advanced routines.
144. Pupils' attitudes to physical education are very good. They are aware of the health and safety of others, work with good levels of concentrated effort and perform very effectively in groups, teams or as individuals. By working together in games and other physical activities, pupils learn to respect the achievements of others and transfer this regard to their work in other subjects. This has a good effect on pupils' social development. Their interest in all aspects of physical education is shown in pupils' strong enthusiasm for extra-curricular sport. The enjoyment they gain from clubs for gymnastics, netball, line and Indian dancing, extends their skills and confidence in lessons.
145. The quality of teaching is mainly good and sometimes very good, with a small amount which is unsatisfactory. Teachers have secure knowledge and understanding of the subject, which are communicated to pupils with clarity and enthusiasm. This motivates pupils to express themselves in a controlled way in lessons. Teachers challenge pupils

to think carefully about tasks, to practise their performances and to evaluate how to improve their work. Skilful questioning by teachers allows pupils to describe their actions articulately and successfully. Teachers' planning is good. It contains clear objectives for learning, which bring continuity to the experiences provided for pupils. Teachers plan together to ensure that all pupils in a year group make good progress in the development of physical skills. The pace that teachers use to conduct activities is usually stimulating and the use of demonstrations of good work by pupils adds to the school's very positive ethos with praise for a job well done. When teaching is unsatisfactory, over-long explanations and instructions create an unchallenging atmosphere in which pupils encounter little new learning. Teachers help pupils of all abilities to develop positive attitudes to many aspects of the subject. At the same time, they promote positive attitudes such as mutual respect and self-esteem.

146. As a result of improvements to the role of the co-ordinator since the last inspection, physical education is now managed very successfully. The school has a comprehensive policy for the subject, which is both recent and relevant. A good variety of planned experiences ensures coverage of all aspects of the curriculum and provides the school with a good basis for continued improvement. Resources are plentiful and well-maintained. The hall provides spacious accommodation for dance and gymnastics as well as for indoor games. The roof of a passage outside the hall leaks badly in rainy weather and this detracts from the quality of the accommodation and pupils' comfort during lessons in the school. Although the playing fields are large, the space in the playground limits the extent of some activities. The range of sporting activities provided by the school and the enthusiasm and participation of staff place the school in a good position to maintain its provision.

- **PART C: INSPECTION DATA**
- **SUMMARY OF INSPECTION EVIDENCE**

147. A team of five inspectors inspected the school over a four-day period for a combined total of 19 days. Before the inspection, the registered inspector held a meeting that was attended by 7 parents. An analysis was made of 94 questionnaires completed by parents. During the inspection, 59 lessons were observed, together with other activities such as daily assemblies, registration periods and extra-curricular clubs.
148. All classes were observed during lessons in literacy and numeracy. A sample of pupils from each year group was heard reading aloud, and discussions were held with pupils about their work in subjects across the curriculum. Behaviour in the classroom, playground, around and outside the school was observed, and informal discussions with pupils took place at lunchtime. Pupils' work was examined during lessons and in addition, the work of pupils of different ability in each year group was scrutinised.
149. Discussions were held with members of the governing body, the headteacher, all teachers, some of the non-teaching staff and parents. All teachers were given feedback about the quality of their teaching during the inspection. The school's policies and planning documents, information relating to the governing body, lesson plans, individual education plans, assessment information, financial details, information for parents and attendance records were read. Arrangements for child protection and health and safety were examined.
- **150.**

## DATA AND INDICATORS

- **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
Y3 - Y6	268	6	76	49

- **Teachers and classes**

- **Qualified teachers (Y3 - Y6)**

Total number of qualified teachers (full-time equivalent):	11.2
Number of pupils per qualified teacher:	24.3

- **Education support staff (Y3 - Y6)**

Total number of education support staff:	8
Total aggregate hours worked each week:	106

Average class size:	26.8
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- **Financial data**

Financial year: 1998/99

	£
Total Income	387093
Total Expenditure	389165
Expenditure per pupil	1500
Balance brought forward from previous year	-345
Balance carried forward to next year	-2417

## PARENTAL SURVEY

Number of questionnaires sent out:	231
Number of questionnaires returned:	94 (40.7%)

### 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	46	51	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	39	2	3	0
The school handles complaints from parents well	33	60	6	1	0
The school gives me a clear understanding of what is taught	30	62	4	3	0
The school keeps me well informed about my child(ren)'s progress	43	51	6	0	0
The school enables my child(ren) to achieve a good standard of work	38	59	3	0	0
The school encourages children to get involved in more than just their daily lessons	48	44	7	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	55	5	1	0
The school's values and attitudes have a positive effect on my child(ren)	38	55	5	1	0
The school achieves high standards of good behaviour	39	56	3	1	0
My child(ren) like(s) school	57	40	2	0	0

NB: Percentages are rounded to nearest integer; sum may not = 100%

Figures exclude nil responses.

### 12 (13%) parents made additional comments.

#### Strongest points in order:

- The school is very welcoming.
- Parents are encouraged to take an active part in their children's education.
- Children like going to school.



## **Pointers from meeting parents**

- Parents express satisfaction with the attainment and progress of their children.
- Parents strongly approve of the attitudes and values which the school promotes.
- There is much satisfaction amongst parents for the quality and amount of information the school provides.
- Parents are confident that the school gives very good support and guidance to individual children.
- Parents believe that the amount of homework is appropriate and that it supports work in school.
- Parents are very pleased with the way the school gets good behaviour.
- Parents enjoy their high level of participation in the life of the school.
- Parents feel that the school takes notice of what they say, and that they are sometimes consulted when decisions have to be made.