

INSPECTION REPORT

Greysbrooke Primary School

Shenstone, Lichfield

LEA area: Staffordshire

Unique Reference Number: 124126

Headteacher: Mrs Valerie Thomas

Reporting inspector: Michael Renouf
1638

Dates of inspection: 27th – 30th September 1999

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INFORMATION ABOUT THE SCHOOL

Type of school	-	Infant and Junior
Type of control	-	County
Age range of pupils	-	4 to 11 years
Gender of pupils	-	Mixed
School address	-	Barnes Road Shenstone Lichfield WS14 0LT
Telephone number:	-	01543 480321
Appropriate authority:	-	Governing Body
Name of chair of governors:	-	Mr Richard Worth
Date of the previous inspection:	-	11 March 1996

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Team members	Subject responsibilities	Aspect responsibilities
Michael Renouf, Registered Inspector	Areas of learning for children under five Science Art Music Equal opportunities	Attainment and progress Teaching Leadership and management
Joanna Illingworth, Lay Inspector		Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Terence Bailess	English History Geography Religious education	Attitudes, behaviour and personal development The curriculum and assessment
Michael Mackay	Mathematics Information technology Design and technology Physical education Special educational needs	The efficiency of the school

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MAIN FINDINGS

What the school does well

- The headteacher and governors provide very good leadership and a sense of direction for the work of the school.
- Teaching across the school is never less than satisfactory and in two out of three lessons it is good or very good.
- Curriculum planning and the assessment of pupils' attainment and progress are good.
- The school's strategies for teaching literacy and numeracy are good.
- The school promotes attainment above the national average in English and mathematics by pupils at the age of 11.
- Provision for pupils' moral, social and cultural development is good.
- Pupils' behaviour is good and relationships between them are very good.
- Partnership with parents and the community is very good and is a strength of the school.
- Arrangements for the support, guidance and welfare of pupils are good.
- Resources are managed and spent carefully and the school provides good value for money.

Where the school has weaknesses

- I. Some lessons at Key Stage 1 lack sufficient challenge and pace for some pupils.
- II. Reports to parents on their children's work in the non-core subjects do not always give sufficient information on what they have attained.
- III. There are few opportunities taken to promote pupils' spiritual development outside of religious education, assemblies and acts of collective worship.
- IV. There are missed opportunities for pupils to plan some aspects of their own investigational work and how they record it.

The school has many more strengths than weaknesses. No aspect of the school's work is wholly unsatisfactory; where weaknesses occur they are outweighed by the strengths in those areas. They are not significant enough to be reported as key issues. The weaknesses will still form the basis of a governors' action plan to help the school improve further. The plan will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has dealt effectively with the weaknesses identified in the last inspection. Teachers' expectations are higher and much has been done, and continues to be done, to meet the needs of all pupils. Imbalances of coverage within mathematics and science have been corrected through the provision of guidance for teachers and by good planning for continuity and progression in pupils' learning. Development planning is now effective and links well to the budget. Monitoring and evaluation procedures are now good.

The overall quality of teaching has improved, particularly at Key Stage 2. Attainment in the core subjects at Key Stage 2 has risen. The overall provision for pupils' spiritual, moral, social and cultural development has improved. Appropriate targets have been set for pupils in national tests, for pupils at different years and for the continuing improvement of the school. Much progress has been made under the leadership of the present headteacher, appointed since the last inspection, and through the work of the staff and governors. The school is well placed to make further improvements and to meet its targets.

Standards in subjects

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

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

Similar schools are those with up to and including 8 per cent of pupils eligible for free school meals. In 1998 the school had 7.9 per cent of pupils eligible for free school meals. In comparison with similar schools, standards are below average in English and mathematics but results at both key stages have improved faster than national standards from 1996 to 1998 in these subjects.

The work seen in the school reflects these standards. Standards seen in English and mathematics at the age of 11 are above average. Standards in science are average. Standards of attainment in information technology by 11 year olds are satisfactory and, in some cases, good. Pupils' attainments in religious education are in line with the requirements of the local Agreed Syllabus.

Standards at the end of Key Stage 1 are mainly above average. In the 1998 tests, pupils aged seven achieved standards that were average in reading, well above average in writing and above average in mathematics. Teacher assessments of science in 1998 showed pupils' attainments to be above average. At Key Stage 1, the work seen in school early in the school year shows standards in English and mathematics above the national expectations. Standards in science match national expectations with evidence of some higher attainments.

Tests at both key stages in 1998 in the three core subjects show the proportion of higher attainers was above or well above average, except in science at Key Stage 2, where it was average.

Standards in other subjects are satisfactory across the school with good work evident also in information technology, art and music. Children under five make sound progress and by the time they enter Key Stage 1 most achieve the national expectations.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	satisfactory	good	good
Mathematics	good	good	good
Science		satisfactory	good
Information technology		satisfactory	good
Religious education	good	satisfactory	good
Other subjects	good	satisfactory	good

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

Teaching is of overall good quality throughout the school. No teaching was unsatisfactory. In 50 per

cent of all lessons across the school teaching was good and in 17 per cent it was very good.

Teaching of children under five is good. At Key Stage 1, the teaching is satisfactory overall but in nearly half of all lessons teaching was good. At Key Stage 2, teaching has improved significantly, and was either good or very good in nearly nine out of ten lessons.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good in lessons and around the school. Pupils are polite and responsible, and show care and concern for each other. Some inattentive behaviour occurs occasionally at Key Stage 1 when pupils are not fully engaged by their work.
Attendance	Good; above the national average. The rate of unauthorised absence is very low.
Ethos*	Good. The pupils have good attitudes to learning. Relationships between pupils and between the teachers and pupils are very good. The pupils and teachers strive to do well.
Leadership and management	The headteacher and governors give very good leadership to the school. There is a strong sense of purpose and a commitment to high standards. Standards in core subjects are monitored well.
Curriculum	Good; well planned for breadth and balance, and to promote progress. Good for children under five. Good range of after-school activities.
Pupils with special educational needs	Pupils with special educational needs have good individual education plans prepared for them and are well provided for in lessons.
Spiritual, moral, social & cultural development	Provision for pupils' moral, social and cultural development is good. Spiritual development is satisfactory.
Staffing, resources and accommodation	Satisfactory. Resources are adequate but there is scope for their improvement in some subjects.
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	What some parents are not happy about
<p>V. There have been improvements under the new headteacher and the school now has a sense of direction.</p> <p>VI. Their children like coming to school.</p> <p>VII. The school is a caring and happy community and its attitudes and values have a positive effect on the children.</p>	<p>XIII. While many parents are satisfied with the amount of time spent on their children at certain times.</p> <p>XIV. Reports vary in quality; some are felt to be too brief.</p> <p>XV. The need to reduce the number of classes because of the increase in pupil numbers.</p>

VIII.	Parents are encouraged to take an active part in the life of the school and their help is valued.	
IX.	It is easy to approach the school with questions and problems.	
X.	Parents feel well informed about their children's progress and about what is happening in school.	
XI.	Pupils' behaviour is very good and they achieve good standards of work.	
XII.	Children are encouraged to get involved in activities outside daily lessons.	

Inspectors' findings support parents' positive views. The provision of homework is guided by a clear policy which has been shared with parents. There was no evidence regarding the actual amounts given but the policy provides a basis for any concerns to be discussed with the school. The sections in reports on the core subjects are satisfactory, but those on other subjects are often brief and generalised. The evidence supports the views of those parents who feel that written reports on pupils give insufficient information. The reduction in teaching staff was a budget necessity but the school and the teachers have managed the change successfully.

· **KEY ISSUES FOR ACTION**

There are no key issues arising from the inspection but, in the context of its many strengths and in order to help to continue raising standards, the school should include the following points for improvement in its action plan.

Ensure that:

all lessons at Key Stage 1 provide sufficient challenge and pace for all pupils;
(paragraphs 40, 120, 129)

reports to parents on their children's work in the non-core subjects give sufficient information on what they have attained;
(paragraph 68)

pupils' spiritual development is promoted widely across the curriculum;
(paragraph 58)

the opportunities for pupils to plan and record some aspects of their own investigational work are extended;

(paragraphs 41, 140, 169))

the minor shortfalls in meeting statutory requirements in the governors' annual report are rectified.

(paragraphs 84)

· INTRODUCTION

Characteristics of the school

1. Greysbrooke Primary School is situated in the village of Shenstone near Lichfield. Most pupils come from the immediate village and about 25 pupils travel by bus from other villages nearby. Pupils come from a wide range of backgrounds in an area of mixed council and private housing.
2. The number of classes reduced at the start of the current term from seven to six due to a fall in pupil numbers. This means that there are now three mixed-age classes. The number of pupils has stabilised and has risen slightly this term. There are now 172 pupils on roll. There is also an Early Years Unit, which operates from January to July. Children with their birthdays in autumn and spring have the opportunity to attend part time in the Early Years Unit in the terms or term after their fourth birthday before entering the main school. All children may start school full time in the Reception class from the September before their fifth birthday. At the time of the inspection early in the school year there were 28 children in the Reception class, all of them still below statutory school age. Children show an overall broad and evenly spread range of attainment on entry to the school.
3. The number of boys and girls in the school and in year groups is broadly similar. The number of parents claiming free school meals for their children has dropped over the last five years and seven per cent, below average, are known to be eligible. The school has identified 14.5 per cent of pupils as having special educational needs and, at present, four pupils, above average, have statements of special educational need. There is one pupil from a minority ethnic background.
4. The school aims centre on ensuring that Greysbrooke is a good school. To achieve this the school is intent on promoting a good learning environment, equality of opportunity, appropriate values and a striving for high achievement. The school aims include a commitment to high standards of management and leadership, to self-review and self-challenge and to effectiveness on the part of the staff team. The aims also include the provision of a balanced and well-planned curriculum that matches pupils' individual needs and promotes progress in their learning. Successes are to be celebrated. The school aims to encourage courtesy, caring relationships at all levels, community links and close co-operation and partnership with parents.
5. Whole school priorities in the school development plan for the current year focus on class reorganisation and curriculum planning to match this, the introduction of the National Numeracy Strategy (NNS), review of the National Literacy Strategy (NLS) introduced last year, and further development of work in information and communication technology (ICT) following the recent installation of a computer network. Further priorities are the continuation of self-review and the monitoring of performance, the further development of links between home and school and with the community, site developments and building refurbishments. The school has also identified appropriate targets for pupils' performance in English and mathematics, and for their entitlements to ICT experiences and to enrichment activities in the arts.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for the latest reporting year:

Year	Boys	Girls	Total
1998	20	10	30

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	18	17
	Girls	9	9	9
	Total	23	27	26
Percentage at NC Level 2 or above	School	79 (84)	93 (92)	90 (76)
	National	80 (80)	81 (80)	84 (84)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	18	18
	Girls	9	9	9
	Total	27	27	27
Percentage at NC Level 2 or above	School	93 (92)	93 (88)	93 (68)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	12	11	23

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	6
	Girls	11	9	9
	Total	16	14	15
Percentage at NC Level 4 or above	School	76 (80)	67 (56)	71 (76)
	National	65 (63)	59 (62)	69 (69)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	5	6
	Girls	9	10	10
	Total	15	15	16
Percentage at NC Level 4 or above	School	71 (72)	71 (76)	76 (88)
	National	65 (63)	65 (64)	72 (69)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

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

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised absence	School	0.1
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	17
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

5. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. By the age of five, most children achieve the Desirable Learning Outcomes in all areas of learning. Some pupils exceed them. Children broadly attain the national expectations in language and literacy by the age of five. They listen attentively, contribute to discussions, and talk about their experiences. Some begin free writing around the age of five, and the majority variously use pictures, symbols, familiar words and letters appropriately to communicate meaning. By the age of five they use and enjoy books and some talk about characters in stories and their favourite parts of stories.
2. In mathematics, children under five develop their counting skills appropriately. At the end of the Reception year, most children can match objects, calculate using simple addition sums, and know mathematical language to describe shapes, size and position.
3. Children under five are happy and confident and soon have a good understanding of daily routines. Their behaviour is good and they learn to work well in groups and take turns. They respond well to simple responsibilities and show appropriate independence.
4. In the other areas of learning children develop a satisfactory knowledge and understanding of the world around them. Their physical development and their creative development are satisfactory. Children show an overall broad and evenly spread range of attainment on entry to the school. They make sound progress in all areas of learning and in their personal and social development they make good progress. Children in the current Reception year are on course to attain the same goals overall.
5. Tests at both key stages in 1998 in the three core subjects of English, mathematics and science show mainly above average standards of attainment. The proportions of pupils attaining at a higher level are above or well above average, except in science at Key Stage 2, where it was average. This represents an improvement since the last inspection, when there was judged to be some underachievement by more able pupils in these subjects.
6. In English, standards of attainment have improved since the last inspection and, at both key stages, results have improved faster than national standards from 1996 to 1998. At Key Stage 1, the percentage of pupils reaching at least the expected level in reading in the 1998 tests was close to the national average. The proportion of pupils attaining the higher level in reading was above the national average. In writing, the percentage of pupils reaching both the expected level and a higher level was well above the national average. When compared with similar schools the pupils' performance in reading was below average and in writing it was above average. However, the particular cohort of pupils currently shows standards of reading above expectations.
7. At the end of Key Stage 2 in 1998, test results in English show the percentage of pupils reaching both the expected level and the higher level in English was above the national average. In comparison to similar schools, the average performance of pupils in English was in line with the average.
8. The inspection findings reflect these above average standards. Oldest pupils read at above average levels. There was good shared reading of texts and pupils are able to refer to the text and discuss with understanding aspects of the writer's use of language to create setting and character. Standards in writing are above the national expectations. By the end of Key Stage 2, most pupils organise their work into paragraphs, use punctuation correctly within sentences and write in a range of styles with increasing depth and involvement. By Year 6, most pupils write fluently and neatly, and spelling is generally accurate. They are good

speakers, able to express thoughtful viewpoints on a range of topics. They listen well, with close attention to teachers. Standards of reading and writing across the curriculum are in line with pupils' overall attainments. Literacy skills are developed and used effectively in, for example, history and religious education. In mathematics and science lessons, there is an appropriate emphasis on the correct use and spelling of technical vocabulary.

9. In mathematics, standards of attainment have risen since the previous inspection. The school's test results at both key stages have improved from 1996 to 1998. The school's results in the 1998 national tests for pupils at the end of Key Stage 1 show that the proportion of the pupils attaining Level 2, the expected level, was above average and that the proportion achieving a higher level was well above the national average. In comparison with similar schools, pupils' performance was above average.
10. In mathematics tests in 1998 at the end of Key Stage 2, the proportions of pupils attaining both the expected standard and a higher level were above the national average. The performance of the pupils in comparison with similar schools was in line with the average. The levels of attainment among pupils in the current Year 6 indicate that pupils overall are on course to reach above average levels of attainment. Most pupils develop a good range of strategies for solving problems which they use in working within mathematics and in applying mathematics to practical problems. They search for patterns in numbers and most have a good understanding of place value and use it successfully to multiply and divide whole numbers and decimals. Many know how to collect and record data in frequency tables and a significant proportion of the pupils accurately interpret graphs and use them to draw appropriate conclusions. Pupils often extend and consolidate numeracy skills in other areas of learning when, for example, they use a simple computer language to direct a screen turtle, and when graphs are used to present findings in science.
11. In science, teacher assessments at the end of Key Stage 1 in 1998 show pupils' attainment overall was above the national average and the number of pupils who reached higher standards than those expected of pupils aged seven was well above the national average. In relation to similar schools the proportion of pupils attaining the national expectation is average and the proportion of those attaining higher standards is well above average.
12. The results of the 1998 tests in science at the end of Key Stage 2 show the number of pupils reaching national expectation was close to the national average. The underachievement by more able pupils identified at the last inspection has been addressed and there is now a level of higher attainment slightly above the national average. In comparison with similar schools, the pupils' performance in the science tests in 1998 was well below average in relation to the number attaining the national expectation but average in the proportion attaining at a higher level. Over the last three years, pupils' attainments have been at, or above overall national averages.
13. The inspection evidence confirms the picture of overall average attainment. By Year 6, many pupils understand the need for a fair test and often make a series of observations and measurements when, for example, investigating the effects of increasing the downward force on an elastic band. They present their findings using tables and graphs.
14. Across the three core subjects, the results over the period from 1996 to 1998 at Key Stage 1 show girls performing less well than boys in reading, and better than boys in writing. In mathematics, the performance of boys and girls over the same period has been equal. At Key Stage 2, the performance of girls has exceeded that of boys in English and mathematics. In science, boys and girls have achieved at the same level.
15. Standards of attainment in information technology (IT) are in line with national expectations at the end of both key stages and in religious education (RE) their attainments are in line with the expectations of the Agreed Syllabus.

16. Pupils make good progress in English in Key Stage 1. In Key Stage 2, pupils build upon their previous learning and made satisfactory progress in the lessons seen, developing breadth in their reading and writing skills. Above average standards of attainment are maintained by the age of 11. However, the overall progress of pupils in Key Stage 2 is good as they work towards the rising standards each year at the end of the key stage.
17. In mathematics, the pupils make good progress at both key stages in most aspects of the subject, but particularly in developing and using an appropriate range of mental strategies for carrying out simple calculations using the four rules of number. Pupils at Key Stage 2 maintain the above average standards attained at Key Stage 1, which represents satisfactory progress, but they also make good progress in most lessons. This contributes to the rising standards year-by-year at the end of the key stage.
18. In science, pupils make satisfactory progress in Key Stage 1 and by the age of seven are at least matching national averages and, in 1988 for example, a higher proportion attained or exceeded the expected level. Pupils maintain satisfactory progress at Key Stage 2 to attain consistently at, or in 1997 above, the national expectation. The progress pupils make in lessons reflects this overall pattern.
19. Pupils make satisfactory progress in IT. A significant number of pupils make good progress and achieve above what is expected because planning is good and teachers adopt effective strategies to support their pupils' learning. In RE, pupils make satisfactory progress throughout the school.
20. Overall progress by all pupils is mainly consistent across the school. Progress varies between lessons from satisfactory to very good, mostly in line with variations in the quality of teaching. There is no evident variation in the performance of pupils from different backgrounds. Those with special educational needs make overall sound, and sometimes good progress in relation to their prior attainments and the targets set for them.
21. At both key stages, the pupils' make satisfactory progress in art, design and technology (DT), geography, history, music and physical education (PE). Standards of attainment in these subjects are broadly appropriate for the ages of the pupils in the work seen. In PE, the number of pupils at Key Stage 2 who attain the expected standard in swimming is above average. There is also some notable higher attainment in art, DT and music.

26. Attitudes, behaviour and personal development

22. Pupils' attitudes, behaviour and personal development are good across the school. Pupils of all ages clearly enjoy coming to school and parents recognise this enthusiasm in their children.
23. Children under five quickly become secure, happy and confident in the school environment. They respond well to the teaching, enjoy the activities and are usually busy and interested in what they are doing. They often work independently but also work together well when required. Children under five behave well, handle resources with care and enjoy their time in class.
24. These good attitudes continue throughout both key stages. Pupils show good attitudes to work. They are nearly always attentive to teachers and apply themselves well to the activities that are set. They respond well in discussions and are keen to contribute and answer questions that push them to think and develop their ideas. They concentrate and persevere with their tasks. Pupils with special educational needs have good attitudes to learning because the work planned for them is interesting and meets their needs.
25. Pupils' capacity for personal effort is good but they have limited opportunities to select and use resources, for example, in science, or to explore their own solutions to design problems

in DT. Access to the Internet, which has recently been introduced in school, provides increased opportunity for this.

26. The last inspection report judged that the overall standard of behaviour was good. This continues to be the case. Incidents of poor behaviour are rare, and there has been only one temporary exclusion in recent years. Pupils are polite and have responsible attitudes in lessons and during breaks. However, some restlessness and inattentive behaviour occurs occasionally in lessons at Key Stage 1 when pupils are not fully engaged or sufficiently challenged by their work.
27. Relationships in school are very good, both between pupils and between adults and pupils. Pupils show care and concern for each other and no bullying or any lack of care for others was evident. This creates a pleasant environment where pupils work together co-operatively and this contributes positively to the overall standards achieved. Younger pupils quickly learn to share equipment and materials. Pupils also share ideas, contribute to discussions and ask questions from an early age. Pupils show respect and are courteous and polite to adults. Nearly all pupils enjoy explaining what they are doing. They often show thoughtfulness and maturity in both their work, their relationships and in their capacity for effort and concentration. When required, pupils work together well.
28. Pupils' personal development is good overall. All pupils have opportunities to develop their self-confidence. They listen to each other in lessons and are willing to share ideas and ask questions. They respond well to opportunities to take responsibility. The duties of the 'job person' in Key Stage 1 classes are made clear, and are taken seriously by the pupils. They include putting out group signs and changing details on the board for the days of the week. At Key Stage 2, all pupils in Year 6 have some form of responsibility; either volunteering to help younger pupils at lunchtime in the hall or playground, or, in relation to a particular subject, helping to take care of school equipment. They carry out such tasks willingly and effectively.

33. Attendance

29. Pupils' attendance and punctuality are good and have a positive effect on their attainment and progress. Attendance is better than the national average for primary schools and the rate of unauthorised absence is very low.

34. QUALITY OF EDUCATION PROVIDED

Teaching

30. Teaching throughout the school is of overall good quality. The best teaching is seen in the provision for children under five and also in Key Stage 2. The quality of teaching in Key Stage 1 is not as strong as in the rest of the school but is, nonetheless, often good and is satisfactory overall. This is a significant improvement since the last inspection, when teaching was unsatisfactory in nearly two out of ten lessons, with considerable variation in quality at Key Stage 2.
31. In nearly seven out of ten lessons across the school the teaching was good or, on some occasions, very good. Over half of all lessons for children under five were either good or very good. At Key Stage 1, nearly half of the teaching seen was good. At Key Stage 2, the teaching was good or very good in nearly nine out of ten lessons. There are no significant variations in the teaching of different subjects. The overall good quality of teaching has a positive effect on pupils' levels of attainment in lessons and on the standards evident at the end of each key stage. In the current year, three classes have become mixed-age groups for the first time and the teachers are managing this change well.

32. The teaching of children under five is good. At the time of the inspection, children had only recently started in the Reception class and were on course to attain the national expectations, as attained by the previous year group. The mainly good quality of teaching seen may raise the overall performance of the new cohort as their progress was good when the teaching seen was good. The work is planned effectively and there are high expectations of the children's involvement, effort and behaviour, which are widely achieved. Relationships are good and children are well managed and respond positively. The lessons are well paced, and the performance of the children is carefully monitored and discussed in the planning of subsequent teaching. Children take books and other activities home and the links with parents are very good. Children with special educational needs are well supported and are given every opportunity to make sound progress. The trained nursery assistant works effectively with the teacher. The understanding by all adults of the needs of the youngest pupils contributes to the sound, and in some cases good progress they make.
33. The improvements in teaching across the school, and particularly in Key Stage 2, are having positive effects on pupils' progress. The above average standards of attainment evident at Year 2 in English and mathematics are being sustained at Year 6. While this indicates broadly satisfactory progress at Key Stage 2, there are improvements each year at both Year 2 and Year 6, notably in English and mathematics. Good teaching in Key Stage 2 is ensuring that pupils in that key stage often make good progress and keep pace with improvements at Year 2. There is a clear relationship between good teaching and the progress pupils make in these well taught lessons. In some cases, such as in science, IT and RE, the good teaching is effective but is not yet having sufficient impact on overall progress towards higher standards. However, there are indications of higher standards coming through in science and IT.
34. Across both key stages, there are many consistent features in the approaches of teachers and in the quality of teaching. This consistency contributes to the overall success of the teaching and the progress pupils make. The teachers' knowledge and understanding of what they are teaching is often good, particularly in English and mathematics, where much work has been done to implement the approaches of the National Literacy Strategy over the last year and, in the current term, the National Numeracy Strategy. Teachers have high expectations of effort, application and the use of the correct vocabulary in the various subjects.
35. Lessons are carefully planned. This is supported well by whole school approaches to planning the work in each subject. This contributes positively to the overall good teaching. Planning routinely takes account of the needs of different pupils, including the more able, and this is often notably successful. For example, teachers focus their attention well with particular groups or arrange for classroom assistants to support groups. This was a key issue at the last inspection and teaching in this respect has improved considerably. Much has been done, and continues to be done, to match work to the needs of all pupils. On some occasions, however, the strategies used are not fully effective, when, for example, at Key Stage 1 tasks do not sufficiently challenge the pupils or, at Key Stage 2, higher attainers are not clear what is expected of them or tasks are not sufficiently open-ended to allow them to extend their learning.
36. The methods teachers use are appropriate to what is being taught and include good discussions, mental work, and the use of written activities as a way of consolidating learning. There is much effective direct teaching of the whole class or targeted groups. Plenary activities are used effectively to evaluate what has been learned and to ensure that pupils are aware of their own progress. The structure of some lessons, however, sometimes has the effect of restricting opportunities for the pupils to select their own resources or to plan investigations, for example, in science, art and design and technology.
37. Relationships are very good at both key stages and this contributes to the quality of

learning that takes place. Teachers encourage boys and girls to participate equally in all activities. The classes are very well managed and where there is any misbehaviour, it is nearly always dealt with deftly and not allowed to interrupt the flow of the lesson. However, on occasions, pupils in Key Stage 1 lose attention when the pace of a lesson slows down. In most cases, the good pace of the lessons and the teachers' expectations keep the pupils interested and motivated. Good use overall is made of resources, such as materials and apparatus in class, PE equipment and musical instruments.

38. At all stages of the lessons, the teachers assess their pupils' progress and attainment by careful observation of performance, by working with individuals and groups and by effective questioning. This informs teachers about how best to match work to groups and which pupils to support in subsequent lessons. Pupils often get useful oral feedback during lessons. The marking of pupils' work is regular and includes positive and encouraging comments and pointers for improvement are sometimes included.
39. In literacy lessons, essential skills are taught well, and the work is matched effectively to the attainments of different pupils. These skills are consolidated well in some other lessons across the curriculum, such as when writing about science investigations. Numeracy skills are taught satisfactorily in mathematics lessons, and teachers provide some opportunities for the pupils to use number in other lessons, such as in science where, for example, pupils were measuring length, tabulating the findings and presenting the data in a line graph.
40. Pupils with special educational needs (SEN) are well supported by class teachers and the SEN assistants who work in classrooms, and they make as good progress as other pupils. General classroom assistants also make a valuable contribution to the teaching of all pupils by supporting individuals and groups effectively.
41. Homework is used well to support learning in school. Pupils in both key stages take their reading books home. Useful home-school packs containing games and activities in mathematics and science are used in the Reception class and in Years 1 and 2. Packs of language activities are used also in Reception. At Key Stage 2, other work, such as spelling and multiplication tables, is sent home and also other tasks in English and mathematics or research activities. Many parents are satisfied with the homework provided but some report an overload over a holiday period or too little provided at other times. The school has a good, clear policy, which has been given to parents, to help ensure a regular pattern of homework.

46. The curriculum and assessment

42. The school provides a good, broad and well balanced curriculum for all pupils which meets the statutory requirements. Religious education is in line with the requirements of the local Agreed Syllabus. An appropriate policy is in place for sex education, which is taught in science lessons and as part of a health education programme in partnership with the school nurse. There is also a satisfactory policy for drugs awareness.
43. The curriculum for the pupils under five is appropriate, relevant and of good quality. The scheme of work and the experiences provided focus well on the Desirable Outcomes for Learning, and full account is taken of the National Curriculum as children progress towards it. This enables most children to attain the expected goals and some exceed them.
44. The curriculum provides satisfactory equality of access and opportunity for all pupils to make progress. Pupils with special educational needs are suitably provided for in lessons and also have good individual education plans prepared for them.
45. The planning of the curriculum across the school is good. The previous inspection reported that some subjects were not taught regularly and that, in some subjects, parts of the programmes of study were underemphasised. This limited the quality and range of

pupils' experiences and, as a result, their learning. This was a key issue. A review of the whole curriculum by the school, the introduction of the national strategies for literacy and numeracy, and the use of national guidance on the planning of work in other subjects has led to significant improvements in the school's curriculum planning. This is having a positive effect on the quality of learning and on standards of attainment. Long term planning is now good and ensures coverage of all the required subjects and provides well for continuity and progress in pupils' learning. Revised policy statements for all subjects place particular emphasis on key skills which need to be developed if subjects are to be studied with depth and rigour.

46. Medium and short term planning is detailed and thorough, including the matching of work to pupils' different levels of attainment and rates of progress. This is a positive feature of the school's curriculum planning. The school has developed a good policy on how to meet the needs of more able pupils which provides effective guidance for teachers on appropriate strategies. Some specialist teaching has also been introduced in English, RE and music for pupils in Key Stage 2. This has a beneficial effect on standards of attainment in these subjects by providing pupils with access to particular expertise. However, the school is also intent on developing the expertise of all teachers in these subjects.
47. The school's strategies for teaching literacy and numeracy are good and effective. The planning in English has improved since the last inspection and the teachers are making good use of the Framework of the National Literacy Strategy. Planning for numeracy is good and follows the Framework of the newly introduced National Numeracy Strategy. Literacy and numeracy skills are effectively consolidated and developed in other subject areas.
48. Parents appreciate the opportunities for their children to be involved in activities outside daily lessons. There is a good range of extra-curricular activities either provided or facilitated by the school. These include football, netball, karate, French and gardening clubs and an activity session for Key Stage 1 pupils. There are annual dramatic and musical presentations and older pupils have taken part in an inter-schools musical production at Lichfield cathedral. Events such as an arts 'week' and a range of visitors and visits, including a residential week, are used to support teaching and learning. All add breadth and interest to the curriculum and provide valuable experiences for pupils. Instrumental tuition is also available to all pupils in Key Stage 2.
49. Since the last inspection, the school has made significant improvements to its assessment practice. The school has a satisfactory policy which sets out good, manageable, formalised and consistent procedures for assessment which are applied well in English, mathematics and science. There remains scope for further development in the other subjects.
50. Baseline assessment and a skills checklist now provide an accurate picture of what children can do on entry to the school. Tests at the end of units of work are used in most subjects throughout the school. The school also uses optional test materials in English and mathematics provided by the Qualifications and Curriculum Authority at the end of Years 3, 4 and 5. Information from these and from the end of Key Stage tests at ages seven and eleven is analysed well and helps the school to identify the strengths and weaknesses of year groups and of individual pupils. Where appropriate, this leads to changes in teaching strategies. All lesson plans indicate possible assessment opportunities but practice here is more variable. In some cases the activity is assessed rather than how successfully the pupils attained the intended learning outcomes. There are good arrangements for assessing and recording the attainments of pupils with special educational needs against the targets set in their individual education plans.
51. The school has a helpful and detailed marking policy. Pupils' work is checked regularly in accordance with its criteria. There are often written comments and, for older pupils, these frequently include detailed and helpful advice, evaluating the strengths and weaknesses in

the piece of work.

56. Pupils' spiritual, moral, social and cultural development

52. Provision for pupils' spiritual, moral, social and cultural development is good overall for children under five and for pupils across the school. The school seeks to provide opportunities for pupils to develop spiritual and moral values, to distinguish right from wrong and to develop personal responsibility. It is broadly successful in meeting these aims. Parents feel that the school's attitudes and values have a good effect on their children and the inspection confirms this view. The school also makes considerable efforts to broaden pupils' understanding of their own and other cultures. It has responded to the judgement of the previous inspection and has taken steps to provide pupils with more opportunities for reflection and for exploring other cultures. There is a good whole-school policy which is well thought out.
53. The school's arrangements to promote pupils' spiritual development are satisfactory although there is a weakness in a lack of guidance in subject policies on opportunities for pupils to reflect and develop a sense of awe and wonder. Spiritual development centres on RE lessons and the daily collective act of worship, both of which help pupils to gain insight into beliefs and values. Assemblies are well planned and comply fully with the requirements for collective worship. They are effectively linked to RE lessons and themes in other classroom work. Sometimes there is limited time for prayer and reflection but, at their best, assemblies promote spiritual development by encouraging pupils to reflect on the world around them and on their own experiences. During the inspection, an assembly on the theme of autumn invited pupils to appreciate the richness and beauty of the natural world, and created a powerful sense of awe and reverence. The visual arts enhance provision for spiritual development, with the many attractive displays around the school providing a stimulating environment. Music also makes a positive contribution through its use in assemblies, where it adds atmosphere and enthusiasm to the occasion, and through special performances such as the school's 1998 Christmas production of Hosanna Rock.
54. Pupils' moral development has a high priority in the school's aims, and its provision is good. The school teaches pupils the difference between right and wrong. Moral issues, such as consideration for other people's feelings, are fully explored during classroom discussions and assemblies. The code of conduct and behaviour effectively promote the school's declared aim of teaching pupils respect for one another and for property. They draw clear distinctions between unacceptable and good behaviour, and reward and celebrate the latter. Adults in the school are good role models. They are fair and consistent in their approach to discipline. They also set a good example by being helpful and supportive and valuing pupils' ideas.
55. The school makes good provision for pupils' social development. Policies and procedures consciously aim to promote constructive attitudes and good relationships. Their effectiveness is evident from the very good quality of relations between pupils, both in and out of the classroom. Pupils are encouraged to share and discuss their ideas, but some opportunities for them to develop collaborative skills in lessons are missed. On the other hand, the school's programme of special events, residential visits and extra-curricular activities provides good opportunities for teamwork and co-operation. Pupils' personal development is also promoted by appropriate health, sex and drugs education, which raises their awareness of aspects of life in the outside world. Within school, pupils are encouraged to accept responsibilities. From an early age pupils are encouraged to show initiative and exercise responsibility, and even the youngest pupils are asked to help to put out equipment and materials for lessons. Year 6 take on more demanding tasks, such as gate duty. Pupils can and do put forward their ideas on the running of school, but this is done unofficially through informal talks with the headteacher. There are no formal procedures, such as a school council, for pupils to share their views of the school with teachers.

56. Provision for cultural development has improved significantly since the last inspection. Pupils now have good opportunities to gain knowledge and understanding of their own and other cultures. Some are provided through lessons, for example in English where pupils learn about Shakespeare. Other opportunities are provided in RE, where the curriculum gives good coverage to the customs and beliefs of Christianity, Islam and Judaism. Insight into other cultures is actively promoted through special events, notably an arts week which took place in school in the previous term. This gave pupils good opportunities to learn about and to try their hand at African music and Indian fabric design. The school also makes good provision for pupils to develop their knowledge of local culture through visits to museums and participation in local events, such as the Lichfield Festival. Books, reproductions of paintings and artefacts effectively support pupils' cultural development and, together with pupils' own work, are prominently displayed around the school.

61. Support, guidance and pupils' welfare

57. The quality of support and guidance for pupils across the school is good and enhances their academic progress and personal development. Parents justifiably value the school's provision for pastoral care. They believe that it creates a happy community and has a positive effect on their children.
58. The school monitors pupils' progress well. Good procedures have been established for monitoring attainment in the core subjects and targets for improvement are set. This is an improvement since the last inspection when procedures for monitoring and evaluating pupils' attainment was a key issue. There is good support for pupils with special educational needs and effective use is made of assessments when drawing up their IEPs. Teachers also monitor progress and development effectively through the Gold Book, a whole-school record of awards for pupil achievement. Teachers know pupils well and understand their individual strengths and weaknesses. This helps them to meet their needs and promote their welfare and progress. The quality of support owes much to the very good relationships between pupils and adults in the school. Pupils trust members of staff and feel free to approach them if they have any problems. Attendance is monitored well. The school follows up any instances of unexplained absence or unusual patterns of attendance and, where necessary, calls in the Education Welfare Officer.
59. Although there is no overall policy and planned programme for personal and social education, the school provides good guidance to pupils. There is good provision for health education. The induction of children under five into the Reception class is handled sensitively and there are close links with the Early Years Unit in respect of those children who have attended there. Children are encouraged to talk about their feelings and any anxieties. As a result they gain confidence and settle down quickly. The school also makes good arrangements for pupils in Year 6 when they prepare to transfer to secondary school.
60. Good standards of behaviour and discipline are well promoted. High expectations are made known to pupils and parents through the prospectus, the home-school agreement and the code of conduct. There are written policies on behaviour and a system of rewards and sanctions which are effective in giving all members of staff a clear approach to the promotion of good behaviour and discipline. Any instances of bullying are dealt with quickly and effectively. Parents and pupils value the school's arrangements for creating an orderly community in which everyone can feel secure and happy.
61. Provision for child protection is satisfactory and meets legal requirements. There is a sound policy and designated teacher for child protection issues. Appropriate arrangements are in place for ensuring pupils' health and safety, including checks of the premises for hazards. However, safety checks on some portable electrical equipment are not up to date. The school gives careful attention to the safe operation and use of the swimming pool. First aid cover has improved since the last inspection and there is now a trained member of

staff. The infant playground is secure from the front of the school and, when used by children under-five, is, closely supervised to ensure children remain in the designated area. Site security has improved with the installation of security systems at the entrances.

66. Partnership with parents and the community

62. The partnership with parents and the local community is very good. It is a strength of the school and has a positive effect on pupils' progress and attainment. Parents feel able to take an active part in the life of the school, find it is easy to approach the school with any questions or problems, and feel well informed about their children's progress and what is happening in the school. The inspection confirms these views of parents.
63. The quality of information for parents is good overall, despite some weaknesses in reports. Pupils' reading records and homework diaries provide useful information on what children are learning, and are used as a line of communication between home and school. Parents have ready access to teachers to discuss their children's work and progress. The school arranges two consultation evenings per year and also gives parents the opportunity to discuss end of year reports with class teachers. The reports, however, although meeting statutory requirements, still have a weakness identified at the last inspection. The sections on the core subjects of the curriculum are satisfactory, but those on other subjects are often brief and generalised. There is often more comment on attitudes and effort than on attainment. The evidence, in relation to the non-core subjects, supports the views of those parents who feel that written reports on pupils give insufficient information.
64. The school keeps parents well informed of the curriculum through good information evenings and fact sheets outlining the topics that pupils will be studying. It also gives them good guidance on how they can help their children with learning at home. There are very good arrangements for informing parents of activities in school and plans for trips and special event. The headteacher and governing body both send out regular newsletters. There is a good, detailed section in the school prospectus on the school's partnership with parents which reflects the school's commitment to an effective partnership.
65. The school makes very good arrangements to involve parents in the life of the school and their children's learning. It sends out a booklet advising them on how to help with reading and encourages them to become volunteer helpers in the classroom. All parents have been notified of ways in which they can help through the Parents as Partners policy, which is included in the school prospectus. The level of response is very good. Parents are actively involved with their children's learning in a variety of ways. They hear them read at home, they help in lessons, and they support trips and extra curricular activities with financial contributions. Attendance at consultation evenings and school music and drama productions is good. The parent-teacher association is active and has raised large sums of money for the school, which have directly benefited teaching and learning. It has, for example, made a major contribution to the provision of resources for the teaching of literacy and numeracy.
66. Links with the local and wider community are very good and numerous and enhance the quality of teaching and learning. There are effective links with pre-school providers and with the secondary schools to which pupils transfer. The school gets good support from local organisations and individuals. This has enabled it to arrange a good range of after school activities for pupils. Links with the local church are strong and enhance the quality of spiritual development and religious education. The vicar is a member of the governing body and regularly comes into school to lead assemblies.
67. Contacts with local businesses have developed well since the last inspection. The school is a member of the Staffordshire Business Partnership (SBP). This has led to more visits related to understanding industry. Staff from a local garden centre have visited to talk to pupils about their work and the animals also kept at the centre. The school has also

received gifts of plants which make the grounds and buildings more attractive. The SBP has also funded a home-school partnership project which has, among other things, produced the homework packs used at Key Stage 1. Links with the District Council and an environmental development group are leading to substantial improvements to the school grounds and resources for play.

68. Local contacts enhance pupils' personal development through the opportunities they provide for service to the community. Pupils raise funds for charity, take part in environmental projects and entertain senior citizens on a regular basis.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

69. The shortcomings in leadership and management identified at the previous inspection have been dealt with very effectively. The inspection pointed out the inadequate aims, the weaknesses in the roles of the governors, parents, staff and pupils in determining the direction of the school, the undeveloped role of subject co-ordinators and the unsatisfactory links with parents and the community.
70. The headteacher, appointed since the last inspection, and the governing body, with a new chair of governors, give very good leadership to the school and provide a strong sense of purpose and a commitment to high standards. They have taken, and continue to take, effective action to promote improvements in the school. There is a good partnership between the governing body and the headteacher. Together they have a strong view of where the school is heading. There is a good relationship between the headteacher and the deputy head which contributes to a sense of enterprise. The deputy head plays an effective part in school leadership and curriculum development. The quality of leadership is having a positive impact on the quality of education provided and the standards attained. Parents recognise and value the improvements and sense of direction evident in the school.
71. Curriculum leadership is being strengthened and teachers with management responsibilities are playing an increasingly effective part in the running of the school. Good schemes of work that relate to the new mixed-age classes set up in the current term have been drawn up by co-ordinators. Teaching and current curriculum developments are effectively supported.
72. Governors play an effective, active and informed part in the life of the school. They are committed to the school and work closely in an open and effective working relationship with the headteacher and staff. Governors are linked to classes, visit the school and some help regularly in the classrooms. The curriculum committee meets subject co-ordinators in turn and discusses developments in their subject areas. The full governing body receives informative and regular reports from the headteacher and from its committees. Governors discuss the achievements and future direction of the school from a position of knowledge and understanding.
73. The support and monitoring of teaching and curriculum development is satisfactory. The school has a commitment to monitoring its performance and its work over time, and good systems are being established. Test results are analysed and targets set for different year groups and for some pupils as appropriate within those groups. The headteacher monitors in classrooms and has focused on class organisation and how the needs of different pupils are met. The introduction of the National Literacy Strategy (NLS) has also been a focus for classroom monitoring and support provided by the deputy head and this is to be extended so that the introduction of the National Numeracy Strategy (NNS) this term will also be monitored, along with developments in ICT. There has been no monitoring of teaching in other subjects but co-ordinators see teachers' planning and give advice on teaching in their

subjects. At intervals, samples of pupils' work in English, mathematics and science are scrutinised by the headteacher and subject co-ordinator. The head teacher and deputy head monitor the planned curriculum closely to ensure that pupils cover subjects appropriately and without unnecessary repetition from year to year.

74. The implementation of the aims and values of the school is good. They are reflected well in its day-to-day work. There is a strong commitment to equal opportunities which is evident in much of the work of the school and in most of the experiences of pupils. Individual needs are addressed well in the quality of support for pupils with special educational needs and in the school's growing attention to able pupils. The school provides a secure and caring environment and high standards of leadership and management support the provision of a balanced and well-planned curriculum and the striving for high standards. The partnership with parents and the community is a strength of the school. These factors all contribute to a good ethos in the school.
75. Development planning is good and is focused on relevant priorities. These include class reorganisation and curriculum planning, the introduction of the NNS, review of the implementation of the NLS and further development of work in IT. Other priorities are self-review and the monitoring of performance, the further development of links between home and school and with the community, site developments and building refurbishments. There are good, detailed action plans for each development area and the monitoring and evaluation of progress in them is good. The intentions of the school development plan are evident in the current actions in the school and it is an effective working document.
76. The management of special educational needs provision is good. The headteacher, who is the special educational needs co-ordinator (SENCO), has a secure understanding of pupils' needs and the provision required. The teaching for children under five is well managed and is effective in ensuring that most children achieve the national goals. Appropriate targets have been set for pupils' performance in tests at the end of Key Stage 2 in 1999 and 2000; those for 1999 having been only narrowly missed.
77. The introduction of the literacy hour, including training for teachers, the provision of information for parents and the monitoring of its implementation have been planned and managed effectively. The school has prepared appropriately for the implementation of the NNS at the start of the current term, and further training and support are scheduled.
78. A satisfactory action plan was drawn up after the last inspection which addressed all the key issues. Progress has been reviewed and, subsequently, under the new leadership, the report was revisited and a more detailed review undertaken which identified weaknesses referred to throughout the report beyond the specific key issues. This thorough response has contributed to the good level of improvement since the last inspection. Teachers' expectations are higher and much has been done to meet the needs of all pupils. Imbalances of coverage within mathematics and science have been corrected through the provision of guidance for teachers and by good planning for continuity and progression in pupils' learning. Development planning is now effective and links well to the budget. Monitoring and evaluation procedures are now good. Much progress has been made under the leadership of the present headteacher, appointed since the last inspection, and through the work of the staff and governors. The school's capacity for further improvement is good.
79. The school meets statutory requirements for the curriculum, for pupils with special educational needs and for collective worship. All requirements for the management and administration of the school are met apart from two minor shortfalls in the governors' annual report. The otherwise well-organised report lacks national attainment data alongside that of the school. It also has insufficient information on arrangements for the admission and treatment of any disabled pupils.

84. Staffing, accommodation and learning resources

80. Staffing, accommodation and learning resources are satisfactory, being adequate for the number of pupils on roll and appropriate to their age range.
81. Despite the loss of one teaching post from the start of the current term, there are sufficient suitably qualified and experienced teaching staff to meet the demands of the curriculum for children under five and pupils at both key stages. The school uses training effectively to ensure effective subject leadership, as in the case of the mathematics co-ordinator who has attended a ten day course in the subject. Classroom support staff are well qualified, and their number has been increased through additional funding from the local education authority (LEA). However, provision is adequate rather than generous. Apart from special needs assistants, assigned to particular pupils, there are two general classroom assistants and a nursery nurse in the Reception class. All members of staff work well as a team, both within the classroom and across the school. Class teachers and classroom assistants co-operate closely over planning and preparations for lessons. Teachers share their subject expertise and also exchange classes on occasions. The headteacher contributes to the teaching of science at Key Stage 2. These arrangements are effective in making the most of skills within the school for the benefit of all pupils.
82. Arrangements for the induction and professional development of staff are satisfactory. Staff training is appropriately linked to the school's priorities as defined by the school development plan. Consequently most has been focused on the teaching of literacy and numeracy. Although the school does not have a formal appraisal policy, there has been practical action to appraise teachers and increase their effectiveness. In accordance with the local education authority's procedures, all have been observed teaching and have had discussions on their professional development. Targets and follow-up action have been agreed. The school is aware of the need for a formal appraisal policy and plans to draft one as soon as the new national requirements have been finalised.
83. The school has a written policy on the induction of newly qualified teachers, and useful guidance for supply teachers, but no general induction policy. This does not affect standards of teaching, as there have been no new appointments recently. The school welcomes student teachers and nursery nurses, who are enabled to contribute positively to the work of the school.
84. The school's accommodation provides a satisfactory learning environment and allows the curriculum to be taught effectively.. There are sufficient classrooms, outside areas and a hall of adequate size to meet the needs of all teaching groups, including children under-five. The layout of the main building is compact, and some areas are linked together by the hall. On occasions this results in interruptions to activities in the hall. The open plan design of the area for younger pupils can also impair the quality of learning, since noisy activities can clearly be overheard by other classes. There is now a spare classroom, which is effectively deployed as an area for instrumental music lessons and for support to pupils who are withdrawn from ordinary lessons. The library room is adequate for the stock of books and the number of pupils using it. The school's swimming pool is a good facility for younger pupils, but older children have swimming lessons off site. The grounds are of adequate size and are being developed well as an educational resource. The courtyard is attractively planted out and this contributes to a stimulating environment.
85. Resources for learning are adequate overall. There are satisfactory resources for children under five, pupils with special needs and to support all subjects of the curriculum. However, there is a need to increase the range of resources in some subjects, such as science, history and music, to extend the learning opportunities for pupils. The school has spent significant sums of money on resources to support the literacy and numeracy hours in accordance with its current priority. Both are properly resourced, with considerable help with funding from the parent-teacher association. The stock of library books is satisfactory

in terms of quality, although there are very few books in some areas, such as information technology, music and art.

86. The school makes good use of outside resources. Pupils visit the village library on a regular basis, visiting speakers take part in lessons and assemblies, and the local area is well used as a venue for educational visits.

The efficiency of the school

87. The efficiency of the school is good. This is an improvement since the last inspection. The work of governing body, head teacher and staff with management responsibilities ensures that the school's planned developments are appropriate to the needs of the pupils and underpinned by good financial planning.
88. A fall in pupil numbers has meant that a reduction in teaching staff was required. The governing body was keen, at an early stage in the school's recovery after the last inspection, and after the appointment of a new headteacher, to avoid an immediate cut in the number of classes. This would provide time for new leadership, improved procedures and a new ethos to be established. The school agreed this arrangement with the local education authority (LEA) and obtained a licence to present a deficit budget. The carefully-made decision to delay a reduction in the number of teachers to allow time for a planned introduction of mixed-aged classes has had good results. Teachers were able to modify curriculum plans to suit the new arrangements and parents were reassured by the school's thorough preparation.. The reduction in the number of teachers has been managed successfully.
89. Financial planning is good, despite the need to operate a planned deficit. The governing body works in close co-operation with the LEA to ensure that the benefits of the agreement are fully realised and that the school has a realistic action plan to reduce its deficit within three years. The governing body meets regularly to review the finances and approve expenditure. The headteacher provides good levels of financial information to the governors' finance committee which, in turn, offers informed advice to the full governing body. Financial planning procedures are linked effectively to developments. This has addressed part of a key issue raised in the last inspection report. Spending plans are purposeful and relevant, and money is used carefully and well. For example, the school has made effective use of additional priority support funding from the LEA to improve learning resources and to provide extra classroom support in mixed-age classes. Earmarked funds for staff training are used effectively and budget allocations for pupils with special educational needs are also used well.
90. The school makes good use of its experienced and committed teaching and classroom support staff. The administrative staff provide efficient and effective support for the central purposes of the school, allowing senior members of staff, teachers and classroom assistants to focus on their work with pupils.
91. The school makes good use of its accommodation and the available resources for children under five and for pupils at both key stages. For example, teachers ensure pupils have good access to computers and to the school library. The accommodation is used well for teaching during the school day and for pupils' activities after school. The resources for pupils with special educational needs are deployed effectively.
92. The school provides a good curriculum that is broad, balanced and relevant to the needs of its pupils. A high proportion of the teaching is good or better and the pupils are well supported by a committed team of teaching and support staff. The school promotes good attitudes to learning among its pupils, and it successfully promotes a positive ethos in which pupils are encouraged to think for themselves and work hard. It has successfully re-established a positive partnership with parents and the local community.

93. The pupils make overall good progress and standards in English and mathematics have steadily improved since 1996. Pupils' attitudes, behaviour and personal development are good. Costs per pupil are average and the quality of education is good. Taking account of these factors, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

98. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

94. The school has recently set up an Early Years Unit which is open in the mornings in the spring and summer terms. Many children who have birthdays in autumn or spring attend the Early Years Unit for the term or terms after their fourth birthday. All children are able to attend the Reception class from the start of the school year in which they have their fifth birthday. They attend full time after a part-time induction period over the first two weeks. At the time of the inspection the Early Years Unit was not in operation and 28 pupils had been in the Reception class for three weeks. Two pupils had just had their fifth birthday and the others were all under five.
95. Baseline assessments are conducted within the first weeks following admission to Reception and had not been completed for the current group. Assessments from the previous year show that the children show an overall broad and evenly spread range of attainment on entry to the school. The teaching in the Reception class is good, and the children, including those with special educational needs, have made at least sound progress in all areas of learning. In their personal and social development children's progress is good. By the age of five, most children have achieved the national expectations in all areas of learning. Some pupils exceed them. Children in the current Reception year are on course to attain at least the same goals overall, and the mainly good quality of teaching seen may raise the overall performance of the new cohort.
96. Progress in children's personal and social development is good, and many are on course to attain beyond the national expectations. They are happy and confident and soon have a good understanding of daily routines and cope well with playtimes. They know when to sit quietly and how to respond appropriately, for instance during registration or when the teacher calls for their attention by playing some music quietly. They are able to work independently and many show good levels of application and effort. They relate well to adults and show a growing ability up to the age of five to sustain their concentration in the well-planned activities. Their behaviour is good and they learn to work well in groups and take turns when sharing, for example, small-world toys and puppets, and materials. Children respond well to simple responsibilities, such as sharpening their own pencils. They show independence when changing for physical activities in the hall and when getting their coats and bags to take home.
97. In language and literacy, children make satisfactory progress and are on course to attain the expected outcomes. They listen attentively to stories. Some respond well to questions about the story and also ask their own questions. Many contribute to discussions, recall events and talk about their experiences, and some do this particularly well. Many children know that words have meaning and that text in books is followed from left to right and from top to bottom. Some, early in the school year, can write their own names although letters are not always formed well. Others are able to write their names by tracing accurately or are still learning to form letters independently. The work of children previously in the Reception class shows them beginning some free writing around the age of five, and the majority variously using pictures, symbols, familiar words and letters appropriately to communicate meaning. Children take part in role play, either through the use of toys or in the role play area, currently set up as a home. Most children are beginning to write and to recognise letters and also to know their names and sounds. By the age of five children show an appropriate range of reading skills, reading with varying degrees of confidence and talking about characters in stories and their favourite parts of stories.
98. Children develop their counting skills, number recognition and mathematical language appropriately. Early in the year they make sound progress as they begin to recognise and order numerals up to 10 and identify criteria, such as colour, for sorting objects. They enjoy counting-rhymes and songs. Playing with sand and water promotes the

understanding of volume and capacity. Some are confident about the names of shapes, such as square, circle and triangle. At the end of the Reception year, most children have made satisfactory progress and show they can match objects, calculate using simple addition sums, know mathematical language, such as 'shorter' and 'longer' to describe the relative size of objects, and identify 2D shapes.

99. Children make sound progress as they develop a satisfactory knowledge and understanding of the world around them. They are encouraged to observe, explore and describe what they see and experience through activities. In discussions, they contribute ideas from their own experiences, but are less able to pose questions of their own at this early stage of their time in Reception. They begin to learn about parts of the body. Children explore and learn the use of different tools and materials and, by the age of five, previous children in Reception have used scissors, glue, paint, card and paper to make models, cutouts and pictures. They use technology, such as tape recorders and a computer appropriately with some help.
100. In their physical development children make satisfactory progress as they begin to work towards the expected learning outcomes. They show control in movement. They move confidently and with care and control; for example, jumping carefully with their feet together and their knees bent. They explore the difference between running and skipping, although some find skipping difficult to do. There is a good range of large wheeled toys for use outside, but these were not seen in use during the inspection. Children use a variety of construction toys with confidence and complete jigsaws and matching games appropriately. They handle pencils, scissors, glue and equipment for sand and water activities with increasing control.
101. Creative development is satisfactory. Children explore sound well through singing nursery rhymes and have access to easy-to-handle musical instruments. They draw effective pictures to illustrate their work and paint portraits of themselves, exploring the use of colours. In a range of activities, they have experience of shapes, textures and spaces. They play creatively with large construction toys and enjoy role-play. They also enjoy and join in well in counting songs, such as '1, 2, 3, 4, 5, once I caught a fish alive' and in other songs when they sing with older pupils.
102. The children under five in the Reception class are taught religious education, as required for this age range. They were seen to be attaining appropriately when retelling the story of Jonah. They expressed their own feelings well about what makes them afraid or unhappy, speaking clearly and confidently.
103. The children respond well to the teaching. They enjoy the activities and most listen carefully to the teacher and to each other, and are keen to answer questions. Children are usually busy and interested in what they are doing. Some take a while to settle down but become engaged by the activities that are provided. They often work independently but also work well together when required. Children behave well, handle resources with care and enjoy their time in class.
104. Teaching is mainly good. Children make overall satisfactory progress but, in some of their work, progress is good as a result of good teaching. The trained nursery assistant works effectively with the teacher. The understanding by all adults of the needs of the youngest pupils contributes to the sound, and in some cases good progress that children make. The work is planned effectively. The scheme of work and the experiences provided focus well on the Desirable Outcomes for Learning, and full account is taken of the National Curriculum as children progress towards it. The nursery nurse responsible for the Early Years Unit works in conjunction with the Reception class teacher and uses the same scheme of work as the basis for the appropriately pitched activities in the Unit. There are high expectations of the children's involvement, efforts and behaviour, and they are widely achieved. Good opportunities are taken in all lessons to reinforce the children's speaking skills and vocabulary. Relationships are good and children are well managed and respond

positively. The lessons are well paced, and the performance of the children is carefully monitored and discussed in the planning of subsequent teaching. Children take books and other activities home and the links with parents are very good. Children with special educational needs are well supported and make sound progress. The school has developed good induction procedures including several visits for the children to the class and meetings for parents to learn about the provision for their children.

ENGLISH, MATHEMATICS AND SCIENCE

English

105. Standards of attainment have improved since the last inspection and, at both key stages, results have improved faster than national standards from 1996 to 1998.
106. In the 1998 tests at Key Stage 1, the percentage of pupils reaching at least the expected level in reading was close to, just above, the national average. The proportion of pupils attaining the higher level in reading was above the national average. In writing, the percentage of pupils reaching both the expected level and a higher level was well above the national average. Overall, the average performance of pupils in reading was above the national average, and in writing it was well above average. However, when compared with similar schools the pupils' performance in reading was below average. The extent to which this was the case was slight and the particular cohort of pupils currently shows standards of reading above expectations. Standards in writing in comparison with similar schools were above average. Test results in 1999 show a fall in reading but they have been maintained in writing. The 1999 cohort of pupils was relatively small and included a high proportion of pupils on the school's register of special educational needs. There are no national results for 1999 available for comparison.
107. At the end of Key Stage 2 in 1998, test results show the percentage of pupils reaching both the expected level and the higher level in English was above the national average. In comparison to similar schools, the overall performance of pupils in English was in line with the average. Test results in 1999 show a small improvement but no national data is available for comparison.
108. The results over the three years from 1996 to 1998 at Key Stage 1 show the average performance of the pupils improving each year in writing, and improving in reading except for a slight fall in 1998, while still maintaining the overall above national average standards. The trend at Key Stage 2 in English shows a rise to above average standards in 1997, maintained in 1998 despite a small drop in the percentage result. The results over the last three years show girls performing less well than boys in reading, and girls performing better than boys in writing at Key Stage 1 and in English overall at Key Stage 2.
109. The school emphasises the importance of speaking and listening skills in English lessons and throughout the curriculum. They are developed in discussion with the whole class, in groups, in debates, drama productions and in presentations made to the class or in assemblies. However, during the inspection there were relatively few opportunities for pupils to take part in discussion with others as part of their work, as a strategy for promoting speaking and listening skills. Teachers insist that pupils listen carefully, speak clearly and take turns to make contributions so that discussions are orderly and sensible. Overall, this creates good standards of speaking and listening. At Key Stage 1, most pupils speak confidently when answering the teachers' questions. They contribute well to discussions and join enthusiastically in language games, including reciting rhymes and poems from memory. Most listen well in lessons, though some are inattentive occasionally, particularly during whole-class sessions. At Key Stage 2, most pupils are good speakers. They are able to express thoughtful viewpoints on a range of topics. They listen well, with

close attention to teachers.

110. Standards in reading seen during the inspection are above national expectations in Key Stage 1. An appropriate and structured reading scheme is used which pupils enjoy, and teachers help pupils to develop a range of word attack skills including phonic, word recognition and contextual clues. Teachers read aloud expressively to their classes from a range of texts, including long-established children's fiction, folk and fairy tales. Children are able to choose their own reading book from the library each week, and other texts are also available. The great majority of pupils know a good range of terms relating to books and are able to read accurately by the end of the key stage, but some without much expression when reading aloud. In Key Stage 2, fluency increases and there is some very good work to develop reading skills in line with expectations in the National Literacy Strategy (NLS). Attainments are above average and pupils overall are on course to attain at that level at the end of the key stage. During the inspection, good shared reading of texts by well-known authors was seen. Pupils responded well and were able to refer to the text and discuss with understanding aspects of the writer's use of language to create setting and character. There are suitable opportunities for pupils to develop their own reading, encouraged by quiet reading time at the beginning of the afternoon sessions.
111. Standards overall in writing are above national expectations. Pupils across the school produce a wide range of written work, such as stories, descriptions, personal news, factual accounts, letters and poems. These are all attempted from an early stage. Imaginative and original expression is encouraged, but there is also an appropriate emphasis on technical aspects of punctuation, spelling and sentence structure, particularly for the older children. At the end of Key Stage 1, most pupils are able to write simple sentences, correctly demarcated with full stops and capital letters. The more able write extended pieces clearly and imaginatively. By the end of Key Stage 2, most pupils organise their work into paragraphs and use punctuation correctly within sentences. All are able to write in a range of styles with increasing depth and involvement. There is an effective structured programme for handwriting in place. By Year 6, most pupils write fluently and neatly, and spelling is generally accurate.
112. Standards of reading and writing across the curriculum are in line with pupils' overall attainments. Teachers make some effective links in other areas of the curriculum to promote literacy, in particular history and religious education. In mathematics and science lessons, there is an appropriate emphasis on the correct use and spelling of technical vocabulary. Computers are used effectively in English lessons. Children are able to use a word processor and redraft their work on screen. They also use appropriate programs which reinforce their understanding of spelling and dictionary work.
113. Pupils make good progress in English in Key Stage 1, particularly towards the end of the key stage. In Key Stage 2, pupils build upon their previous learning and made satisfactory progress in the lessons seen, developing breadth in their reading and writing skills. Above average standards of attainment are maintained by the age of 11. However, the overall progress of pupils in Key Stage 2 is good as they work towards rising standards each year at the end of the key stage. Pupils with special educational needs also make sound progress, in line with their abilities. They are supported well by teachers and classroom assistants during lessons. At the beginning of Key Stage 2, the school has begun to provide effective additional literacy support, using national guidance, for those who have more difficulty in the subject.
114. Overall, pupils' response in lessons is good. At Key Stage 1, most pupils are keen to co-operate and participate. They concentrate on tasks and work well with each other. In some lessons, a minority become restless and waste time, particularly if the pace of teaching slows or the task is inappropriately matched to their ability. At Key Stage 2, pupils have consistently positive attitudes and contribute well to lessons.

115. Teaching has improved since the previous inspection, and all of the teaching seen was at least satisfactory. The improvements in teaching have contributed to the rising standards of attainment at both key stages. At Key Stage 1 the teaching seen was satisfactory or good in equal proportions. At Key Stage 2, teaching was good, with examples of satisfactory and very good teaching also. This leads to the overall good progress pupils make and to the improving standards. Lessons are well-planned with clear objectives for what pupils will learn, matched to their different levels of attainment. On some occasions at Key Stage 1, tasks were pitched at an appropriate level for particular groups of pupils but were not structured to extend pupils' learning sufficiently within the lesson. Teachers draw on a good, detailed draft scheme of work. Teachers have a sound knowledge and understanding of the subject, with high expectations of good behaviour and learning. They use appropriate teaching methods based firmly upon good use of the Framework of the NLS. There has been considerable investment in new books and other resources recently, which are used to good effect. Teachers mark work regularly, making helpful comments to highlight pupils' strengths and weaknesses. The results of assessment are used well in the planning of future work and teaching strategies. Effective specialist teaching is provided in lessons focusing on extended writing. Where there are, on a few occasions, weaknesses in teaching, the lesson is too much teacher-led. In these cases, opportunities for pupils to plan some of their work and extend their own learning are lost. This includes opportunities for pupils to evaluate their own work and achievements more and contribute to personal targets for further progress. Teaching is supported by a knowledgeable and enthusiastic co-ordinator who gives a strong lead to curriculum development and to supporting and monitoring the work of colleagues.

120. **Mathematics**

116. Standards of attainment in mathematics have risen since the previous inspection. The school's test results at both key stages have improved from 1996 to 1998.

117. The school's results in the 1998 national tests for pupils at the end of Key Stage 1 show that the proportion of the pupils attaining Level 2, the expected level, was above average and that the proportion achieving a higher level was well above the national average. The average performance of the pupils in 1998 was well above average and, in comparison with similar schools, was above average. The performance of boys and girls from 1996 to 1998 has been similar. The 1999 tests results show a fall in the proportion of pupils reaching the national expectation. National comparative figures for 1999 are not yet available. The 1999 cohort of pupils was untypical in size and in the proportion of pupils with special educational needs. A high number of pupils was absent on the day of the test. The evidence of the inspection indicates that the pupils in the current Year 2 group are on course to match the earlier results rather than those attained this year.

118. In the tests in 1998 at the end of Key Stage 2, the proportions of pupils attaining both the expected standard and a higher level were above the national average. The average performance of the pupils was above average and, in comparison with similar schools, was in line with the average. The school's test results have improved since 1996 and the performance of girls has exceeded that of boys over the period from 1996 to 1998. The 1999 test results show that the percentage of pupils attaining the national expectation has risen considerably but comparative national figures are not yet available. The levels of attainment among pupils in the current Year 6 group indicate that pupils overall are on course to reach above average levels of attainment.

119. The inspection findings indicate that, by the end of Key Stage 1, the pupils have a good knowledge of how to make simple calculations using a good range of mental strategies. In one lesson, for example, nearly three out of four pupils responded promptly when asked to calculate mentally numbers involving 2s and 10s. During some classroom activities, a high proportion of the pupils discuss their work using familiar mathematical language and accurately use symbols and diagrams. Most pupils ask appropriate questions about their

work, and some find for themselves ways of overcoming difficulties that arise when solving problems. Nearly all pupils count sets of objects reliably and have begun to understand the place value of each digit in numbers up to 100. They recognise sequences of numbers, including odd and even numbers. Most pupils recognise common mathematical shapes, know their names and describe some of their properties such as the number of sides and corners.

120. By the end of Key Stage 2, standards of attainment are good. Most pupils develop a good range of strategies for solving problems which they use in working within mathematics and in applying mathematics to practical problems. For example, as part of a homework assignment, pupils used different ways to measure the height, width, length and diameter of a large range of objects. They search for patterns in numbers when, for example they use a multiplication table grid to investigate the properties of equivalent fractions. Nearly all the pupils have a good understanding of place value and use it successfully to multiply and divide whole numbers and decimals. The pupils use nets accurately to construct three-dimensional shapes. Many pupils know how to collect and record data in frequency tables. They understand and use vocabulary associated with probability, including 'fair', 'certain', 'likely'. A significant proportion of the pupils accurately interpret graphs, including pie charts and use them to draw appropriate conclusions.
121. Overall, the pupils make good progress at both key stages in most aspects of mathematics, but particularly in developing and using an appropriate range of mental strategies for carrying out simple calculations using the four rules of number. Good examples of this were seen in every year group across both key stages. By Year 6, for example, the pupils accurately calculated equivalent fractions without the use of a table grid. Most pupils make at least satisfactory progress in using and applying mathematics when, for example, in Year 1, they investigate how to give change using a range of coins with a value up to 20p. The pupils at Key Stage 2 maintain the above average standards attained at Key Stage 1 but also make good progress in most lessons. This contributes to the rising standards year-by-year at the end of the key stage. The pupils who have special educational needs make good progress in relation to their prior attainment because the teachers make good use of classroom assistants to ensure that the pupils' needs are well met.
122. The pupils have good attitudes to learning. They show interest in their tasks, are willing to ask and answer questions and try hard to complete the work set for them. The pupils at Key Stage 1 quickly learn to work together, to share equipment and ideas and to support each other. The pupils at Key Stage 2 build on this good foundation. Nearly all pupils enjoy explaining what they are doing and are keen to learn more. They show a high degree of thoughtfulness and maturity in both their work and their relationships. Throughout the school, pupils show respect for their teachers and are courteous and polite to other adults. The pupils attain high standards of behaviour which have a positive effect upon the quality of learning because teachers rarely have to spend time reminding pupils of the need to listen carefully or to get on with their learning tasks.
123. The quality of teaching, overall, is good. It has improved significantly since the previous inspection at Key Stage 2. At Key Stage 1, the quality of teaching in the lessons seen was at least satisfactory, and in one out of three lessons it was good. At Key Stage 2, the teaching was good in most lessons seen, and, on one occasion, it was very good. The good teaching makes a particular contribution to good progress in lessons and the rising standards. The teachers have a good knowledge and understanding of the subject. They make effective use of a wide range of methods to teach numeracy and have made a very good start to implementing the National Numeracy Strategy (NNS).
124. A significant strength of the teaching is the quality of teachers' weekly planning. It clearly identifies appropriate learning objectives and states how these are to be achieved through carefully selected tasks and activities. The plans also indicate the key vocabulary that pupils must understand if they are to make good progress. Most teachers, particularly

those at Key Stage 2, have high expectations of their pupils. The tasks set are often challenging and provide many opportunities for pupils to add to their understanding of mathematics. The teachers make effective use of resources to promote mathematical understanding. Sometimes this leads to mathematics contributing to pupils spiritual development when, for example, pupils in Year 6, discovered something of the beauty of mathematical patterns exhibited in a times tables chart they were using to identify equivalent fractions. Teachers make satisfactory use of numeracy in other areas of learning when, for example, pupils are taught a simple computer language to direct a screen turtle, and when graphs are used to present findings in science. No significant weaknesses were identified in the teaching. Occasionally, however, the pace of lessons and the level of challenge for the higher attaining pupils at Key Stage 1 are not always sufficient to ensure good progress. This happens most often in the main part of the lesson once the direct teaching has been completed and pupils are working independently on a range of tasks.

125. Teachers at both key stages make good use of assessment. They are skilful at using questions to assess how well individual pupils and groups of pupils have understood their work. The teaching also makes good use of end-of-unit tests to establish rates of progress in different aspects of the subject. Teachers also use a range of commercially produced tests which are useful in helping to assess the attainment of their pupils against the levels described in the programmes of study of the National Curriculum.
126. The steady improvement in pupils' attainment and progress since the last inspection is largely because the subject is well led and staff have made good use of opportunities for professional development to help them implement the NNS. Another factor is the positive ethos for learning established throughout the school by the headteacher and senior staff.
131. **Science**
127. Standards of attainment observed in Key Stage 1 match national expectations and reflect those seen at the last inspection. However, teacher assessments in 1998 show mixed but overall above average attainment. At Key Stage 2, standards of attainment in tests in 1998 were average. The underachievement of more able pupils identified at the last inspection has been addressed and there is now a level of higher attainment slightly above the national average.
128. Teacher assessments at the end of Key Stage 1 in 1998 show pupils' attainment overall was above the national average and the number of pupils who reached higher standards than those expected of pupils aged seven was well above the national average. In relation to similar schools the proportion of pupils attaining the national expectation is average and the proportion of those attaining higher standards is well above average. There were variations in the results in different aspects of the subject and pupils did less well overall in their work on materials and on physical processes. Teacher assessments in 1999 show a drop in the levels of attainment but data on national averages for comparison is not yet available. The 1999 cohort of pupils was untypical in its relatively small size and the high proportion of pupils with special educational needs.
129. The results of the 1998 National Curriculum tests at the end of Key Stage 2 show the number of pupils reaching national expectation was close to the national average, and the number of pupils attaining at a higher level was also close to the national average. In comparison with similar schools, the pupils' performance in the science tests in 1998 was well below average in relation to the number attaining the national expectation but average in the proportion attaining at a higher level. Over the last three years, pupils' attainments have been at, or above overall national averages and, over the same period, boys and girls have achieved at the same levels. Results of tests in 1999 show a rise but national results are not available for comparison.
130. Scrutiny of the pupils' work and lesson observations show current cohorts of pupils at Key

Stage 1 to be on course to attain in line with national expectations, with evidence of above average attainment at both Years 1 and 2. Pupils cover work in topics which relate to all aspects of the required programme of study. They learn about materials and their properties as they explore, for example, changes in chocolate, ice and margarine at different temperatures. They also investigate light and dark, sounds and the extent to which they travel through different barriers, and various building materials. They make simple electrical circuits while working on physical processes. Pupils investigate materials well when they learn about parts of the body, and the senses and the related organs in their work on life processes and living things.

131. Teachers' assessments show pupils' attainments in life processes and living things have been relatively lower at both key stages but evidence seen at inspection and 1998 Key Stage 1 tests do not confirm this picture. They show standards, in the work seen and tested, to be average.
132. At Key Stage 2, the inspection evidence confirms the picture of overall average attainment. Attainment in lessons is mainly at the expectations for the ages of pupils, including appropriate levels of attainment by pupils of higher and lower ability. Younger pupils at Key Stage 2 compare the properties of different papers; some sort them by translucency and opacity while other successfully investigate the absorbency properties of various papers. Pupils consider bone growth and discuss the best methods for measuring and recording their findings and think about making generalisations. Older pupils in the key stage plan, with some help, how to conduct an investigation into the effects of exercise on pulse rates and how to note, record and compare recovery rates. By Year 6, many pupils understand the need for a fair test and often make a series of observations and measurements when, for example, investigating the effects of increasing the downward force on an elastic band.
133. Pupils enter Key Stage 1 with overall appropriate levels of attainment at the age of five. They make satisfactory progress during the key stage and by the age of seven are at least matching national averages and, in 1988 for example, a higher proportion attained or exceeded the expected level. Pupils maintain satisfactory progress at Key Stage 2 to attain consistently at, or in 1997 above, the national expectation.
134. The progress pupils make in lessons reflects this overall pattern. Progress is at least satisfactory in all lessons across the school and in one lesson at each key stage it was particularly good. From their practical investigations at Key Stage 1 they gain appropriate levels of understanding of, for example, familiar materials and organise them into sets based on their physical properties. They identify the senses used to perceive different objects or experiences and justify their choices with good reasons. In all their work they practise and extend their use of the correct vocabulary. Pupils record their findings appropriately using pictures and simple diagrams. Higher attainers show more advanced recording when they write freely, producing simple but well-structured accounts of what they have done, including in one case a graph of things found in a pond. Elsewhere, recording is done similarly by pupils of all abilities. While simple ticks or pictures on worksheets may be an efficient checksheet, such recording used routinely does not sufficiently challenge and stretch higher attainers.
135. In Key Stage 2, pupils consolidate their knowledge of materials and the appropriate terminology for talking about them. The quality of support from the teacher and special needs assistant in one lesson enabled all pupils to make good overall progress. Pupils collect and record data at increasing levels of precision across the key stage, when they identify reasons for using more than one child as a sample in collecting evidence and drawing up generalisations about growth, collecting data on pulse rates and on the effects of forces. The well-planned structure of lessons ensures that pupils take full part in the learning experiences but recorded work over the year shows that investigations and the pattern of recording is sometimes routinely the same. This ensures that pupils become familiar with standard methods but precludes them from having sufficient opportunities to

plan their own investigations, select equipment and decide the best ways of presenting their findings.

136. Pupils' response to the work is good. They are attentive, work with interest and follow instructions carefully. Occasionally, the enthusiasm of younger pupils leads to some noise but they are well behaved and interested in the activities. At Key Stage 2 pupils work well and respond positively to the expectations of teachers. They contribute to discussions, ask questions and maintain themselves well in the activities, working well with other pupils. Work is often well matched by teachers to the needs of different pupils, including those with special educational needs, and this contributes to the sound progress made by the majority of pupils.
137. The quality of teaching is good overall across the school. At Key Stage 1 the teaching seen was satisfactory or good in equal proportion. At Key Stage 2, the teaching seen in one lesson was satisfactory; in the others, teaching was good. In most of the lessons where teaching is good, pupils make good progress. However, the good teaching is not yet having an impact on overall progress across the key stages, although unreported test results in 1999 at the end of Key Stage 2 show an improvement.
138. Teachers' good planning is linked well to thematic work at Key Stage 1. At Key Stage 2, teachers use a sequence of units linked to national guidance for the teaching of science. This helps ensure that the pupils build on previous learning. Classes at Key Stage 2 which have mixed year groups are reorganised into discrete year groups for science lessons. This is an effective strategy for planning the work for pupils and also ensures that time for the subject is provided consistently, addressing a weakness identified at the last inspection.
139. Across the school, lessons are made relevant to the experiences and needs of the pupils. Teachers have a secure understanding of what they are teaching and use a variety of approaches that are well matched to the purposes of the lesson. There is a high proportion of direct teaching, which is effective. The needs of all pupils are given attention and in many lessons the approaches are particularly successful. Good questioning is used across the school to probe pupils' knowledge and to check their understanding. Pupils are encouraged to think, share ideas and try to decide what makes a fair test. Lessons are well organised and managed; the pace is usually good and this, along with high expectations, helps maintain interest and effort. Teachers regularly assess and record pupils' attainment in their science knowledge and skills, which gives them good information on their standards and progress. Good use is made of homework; science activity packs are used at Key Stage 1 at intervals and, at Key Stage 2, research or consolidation activities are set as appropriate. Parents are also involved through termly information sheets which include the subject vocabulary being learnt in school for them to reinforce at home. Teaching is supported by the work of an effective co-ordinator who monitors planning. Currently, the co-ordinator does not monitor the teaching of the subject. There were adequate resources for the lessons seen and they were used well but the overall range would benefit from extension and improved availability to pupils. The quality of reference books is good but they are insufficient in number.

144. **OTHER SUBJECTS**

Information technology

140. The pupils attain standards at the end of both key stages that match national expectations. This reflects findings in the previous inspection.
141. By the time they are seven, most pupils use computers to construct and communicate short texts. They store and retrieve their work and, with the support of their teachers, edit it to more closely match their intentions. Most pupils make satisfactory use of a good range of

tools in simple graphics programs to create and print their own pictures and designs. For example, pupils in Year 2 designed attractive labels for their bedroom doors. They centred text and added colourful geometric designs before printing them.

142. Nearly all pupils successfully use an appropriate range of keyboard skills and the mouse device to manipulate screen images and execute tasks. They are beginning to understand how to use a simple database, and they know how to control a robotic device by typing in instructions. A significant minority of pupils are attaining above the expected standards. This is mainly because teachers are effectively supported by subject co-ordinators when they draw up teaching plans and because teachers are skilled at managing the pupils' access to computers.
143. The pupils at the end of Key Stage 2 attain the nationally expected standards. A significant minority of pupils exceeds these expectations because planning is good and teachers adopt effective strategies to support their pupils' learning. Most pupils are confident keyboard operators and have a sound understanding of what can be achieved with computers. In one lesson, for example, pupils used a modelling program to design a classroom and furnish it with desks and computers. They have an appropriate understanding of how the Internet works and how they can access pages on the world wide web. They know how to send e-mail messages and are beginning to understand aspects of etiquette when using electronic mail. Most pupils know that they can use databases to store, manipulate and retrieve information. They use graphics programs to create good posters and cards. Many know how to access reference programs using CDs and can cut and paste text and clip art. The pupils are beginning to understand how spreadsheets work and how to use simple logo instruction to manipulate the movements of a screen turtle. They are less secure in their knowledge and understanding of how to use technology to monitor data from sensors or for measuring and recording physical variables.
144. All pupils, including those with special educational needs, make at least satisfactory progress. A significant minority makes good progress. There is evidence that the recent changes to the planning and to the quality of the hardware made available to pupils are beginning to have a positive impact upon rates of progress.
145. The pupils at both key stages have good attitudes to learning. They concentrate well in lessons, persevere with tasks and are good at sharing equipment and supporting each other. Nearly all pupils take pride in their work and are keen to learn how they can extend their skills to make better use of information technology.
146. The small amount of teaching seen was satisfactory at Key Stage 1 and good at Key Stage 2. There is also other evidence of much good practice. The main strengths are good planning and good management of the pupils' access to computers. Teachers, with effective support from the co-ordinators, have put much time and effort into the planning and this is providing a good level of progression and continuity in what the pupils learn. One result of this is that tasks are now well-matched to pupils' needs and support learning in various areas of the curriculum. A common feature of the teaching is the teachers' skill in managing time and resources so that pupils benefit by having as much access as possible to the available technology. Teachers at Key Stage 2 make effective use of a range of strategies to teach large groups efficiently, including encouraging pupils to make notes during direct teaching sessions which can be used by the pupils when they are working independently on information technology tasks. Approaches to the assessment of pupils' progress and attainment are satisfactory.
151. **Religious education**
147. Standards of attainment by pupils at both key stages meet the expectations of the locally agreed syllabus. This broadly reflects the findings of the previous report. Pupils make satisfactory progress throughout the school, but in the lessons seen in Key Stage 2 some

particularly good progress was evident.

148. Religious education (RE) includes the study of the Christian and other faiths. By the end of Key Stage 2, pupils are aware of the six main world religions and have studied the principal beliefs and customs of Christianity, Islam and the Jewish faith in more depth. The subject also addresses the importance of relationships, emotions and morals. Stories from the Old and New Testament are used, as well as those from other religions and cultures. In all aspects, the school places particular emphasis on pupils' own response to the issues raised. Teachers make effective attempts to relate ideas, which are frequently profound, to the child's own experience. Appropriate time is allowed for reflection and discussion, an area identified for improvement in the last report.
149. At Key Stage 1, work is linked to themes which apply to other subjects and are also used in key stage assemblies. During the inspection, the theme for the half term was Ourselves. In one lesson, pupils considered the emotion of fear and how they coped with it in their own lives. They then learned the story of Jonah and the whale and made good attempts to compare how their own experience of fear related to it. The relationship between Jonah and God was also explored thoughtfully.
150. At Key Stage 2, teachers make the most of opportunities to link RE with pupils' studies in other subject areas. A lesson at Year 3 had the challenging objective of considering religious persecution, using the context of the life of Henry VIII and the break with Rome, which had formed part of their study in history. They learned about the martyrdom of Latimer and Ridley, and explored, with some insight and understanding, the meaning of standing up for your own beliefs and its significance in their own lives. Year 6 pupils also study aspects of Christianity in Victorian times.
151. The subject makes a very good contribution to the spiritual, moral, social and cultural education of the pupils. One example during the inspection was a Year 5 lesson dealing with the Moslem faith. Pupils saw and discussed a video outlining some of the main customs and traditions of Islam, which also included contributions from young Moslems in this country, who considered the significance of Mohammed in their own lives. Pupils were able to discuss some of the main features of Mohammed's teaching, and related his importance to role models in their own lives. Time was allowed for reflection on the meaning of 'inspiration' in the context of religion and everyday life.
152. Teaching seen in the subject was good overall. At Key Stage 1, the two lessons seen were satisfactory in one case and good in the other. At Key Stage 2, the teaching in one lesson was good and in the other it was very good. This led to good progress by pupils in those particular lessons. Teaching is not, however, consistently good enough to lead to good overall progress by pupils across the school. Lessons are planned well, based on a two-year cycle which ensures continuity and progression for all pupils. Lesson plans identify useful opportunities for the assessment of pupils' progress. Teachers present issues in a lively and imaginative way and this contributes to pupils' good attitudes to the subject. Teachers make good use of the resources available, which are adequate. Study of the subject is also represented in the school's programme of external visits. One wall display gave a well-presented account of a worthwhile visit to an Anne Frank Exhibition in the previous term. Pupils' letters written after the visit showed that they had taken part with considerable thought and sensitivity. Teaching is supported by a knowledgeable co-ordinator who has published his own books on the teaching of religious education and its links with literacy and personal and social education.
157. **Art**
153. Only one art lesson was seen during the inspection. The following judgements are, therefore, based mainly on the scrutiny of the pupils' previously completed work, the teachers' planning and discussions with pupils and teachers. Across the school, the pupils'

attainments are appropriate for their ages in their understanding and use of a range of media and in the development of their knowledge of art and artists. Pupils make satisfactory progress across the school and some of their work is of a particularly good standard at both key stages. This broadly reflects the findings in the previous inspection, with more evidence now of good work at Key Stage 2.

154. Pupils use a variety of materials to record what they see, imagine and remember. They explore the use of paint, pastels, crayon, paper and textiles and begin to think about line, textures, colour and simple composition. This was evident, for example, in designs based on letters and their reflections at Key Stage 1 and in drawings of pot plants and of leaves made from direct observation at Key Stage 2.
155. Pupils have good opportunities to work from direct experience and record what they see from an early age. Work at Key Stage 1 based on observation, such as paintings of faces and children, show pupils' developing ability to represent what they see with care and attention to detail. Painting is often used to illustrate work in other areas of the curriculum, such as pictures of light sources in science work. Pupils begin to learn about the work of artists such as Klimt and explore their methods and techniques, producing some good designs. Other activities, for example where given outline shapes are filled in with screwed tissue paper, help reinforce some manual skills but show less explorative and individual work by pupils.
156. At Key Stage 2, the pupils continue to develop their skills of observation and representation when, for example, looking at the style and accuracy of representation of the pre-Raphaelite painters. They explore and reproduce the wide range of colour shades used, for example, to represent foliage. Some very effective Indian-style silk paintings have been completed and also work with textiles in an appliqué panel including a wide range of stitchwork. Pupils across the school have, with guidance, created effective animal masks and models which show careful and successful use of a variety of media.
157. Pupils' attitudes to their work in the lesson seen were good. They learnt about the purposes of portraits and showed great care in observing and accurately recording details from the portraits they were studying. Other pupils concentrated and persevered with a Tudor technique for copying outlines. The quality of much of the work on display around the school shows that pupils of all abilities are encouraged to work creatively and that they have taken care and worked with interest.
158. The small amount of teaching seen, which was at Key Stage 2, was good. The activities were carefully planned and a range of resources prepared to stimulate ideas and productive work. Work across the school shows that teachers have provided appropriate learning opportunities for pupils but there is less evidence of work resulting from individual response or the independent use of a previously learnt skill. A new scheme of work has been finalised to ensure that there is a secure breadth of experiences for pupils in drawing, painting, collage, sculpture, textiles and printing appropriate for their ages. The work of artists is used regularly to promote pupils' learning and reference is made to the work of a variety of artists, both old masters and others such as Grandma Moses, Lichtenstein and Arcimboldo. The art of other cultures, such as India and ancient Egypt, is also studied. Pupils have benefited from working with artists in school, learning the skills of batik and making sculptures using environmental resources such as sticks, stones, bark, feathers and gravel in the school grounds. Older pupils have also worked with artists in school and at Lichfield cathedral on making effective animal models and masks related to an inter-schools musical production.
159. The use of sketchbooks by pupils at Key Stage 2 to record their own observations as reference material for later work or to explore and try out ideas of their own has only begun recently. Computers are used very little to generate designs and pictures. Teaching is supported by a knowledgeable coordinator who monitors the subject as far as possible

through seeing teachers' planning and pupils' work. Resources, as at the time of the last inspection, are adequate but there continues to be a shortage of books to encourage investigation.

164. **Design and technology**

160. Only two lessons were seen during the inspection. The inspection judgements are based on the scrutiny of pupils' previously completed work, teachers' planning, discussions with the subject co-ordinator and teachers, and discussions with a number of older pupils.

161. Nearly all pupils, at both key stages, are attaining appropriate standards for their ages. This is similar to findings in the previous inspection. Most pupils at Key Stage 1 make satisfactory progress, and some make good progress. They suggest ideas for designs and are beginning to consider what materials would be appropriate to use in the construction of projects such as finger, glove and string puppets. They explore how the different characteristics of the materials they select can be changed to suit different purposes when, for example they consider the properties of wood, string, card and wire coat hangers as possible resources. In the lesson observed, pupils drew well on their previous experience when proposing ideas for designs. They went on to develop their ideas through shaping, assembling and re-arranging the materials they had selected. With support from adults, most pupils made at least satisfactory progress in measuring, marking out, cutting and shaping the materials they used.

162. At Key Stage 2, the pupils are working at nationally expected levels in designing and making a suitable range of products. These include large three-dimensional models, musical instruments, and pots and masks in traditional African and Indian styles. Pupils link science work to design when, for example, in Year 6, they experiment with different types of sail to determine which will be most effective in helping to propel model boats. Almost all pupils make at least satisfactory progress throughout the key stage, and some make good progress. They are beginning to clarify their design ideas, suggesting a range of criteria for determining success and evaluate what needs to be done to improve upon first attempts. The scrutiny of finished products indicates that most of the pupils make satisfactory progress in working with increasing accuracy when marking out, measuring and shaping materials to their purposes. Most of the pupils with special educational needs make good progress because the teachers plan appropriate tasks and classroom assistants support pupils without over-directing them.

163. Almost all pupils have good attitudes to learning. In the lesson observed at Key Stage 1, for example, the pupils persevered with challenging tasks set by their teacher or by themselves. They shared equipment well and supported each other when the need arose. They listened carefully to other adults who offered support and were diligent in following printed and verbal instructions. In the lesson at Key Stage 2, pupils were absorbed in tasks on evaluating the properties of a wide range of breads. They worked hard to complete their work and enjoyed opportunities to make their own bread.

164. The evidence of the two lesson observations, discussions with teachers and scrutiny of plans and pupils' work suggests that teaching is at least satisfactory and sometimes good. For example, in the lesson at Key Stage 1, the teaching was characterised by the effective use of extra adult support and by effective methods of organising a wide range of practical activities to enable all pupils to be usefully occupied. Teachers' planning, across both key stages, is a strength of the teaching. It provides a good level of continuity and progression in what pupils learn. Some examples of homework set for older pupils indicate that teachers sometimes have high expectations of what pupils can do when, for example, pupils were asked to design and build model gardens which had working water features. Another strength of the teaching is the value it places upon pupils' finished products. These are displayed well throughout the school and this encourages pupils to take pride in their achievements. There are no significant weakness in the teaching but, occasionally, the

tasks set do not provide pupils with an appropriate degree of freedom to explore their own solutions to design problems.

169. **Geography**

165. It was not possible to observe any geography lessons during the period of inspection. Judgements are based on the examination of pupils' work, teachers' planning and discussions with staff and pupils. The work produced is appropriate for the ages of the pupils, and there is clear evidence that study of the subject provides worthwhile experiences for them. Standards have been maintained since the last inspection.
166. Pupils in Key Stage 1 are making satisfactory progress in developing a knowledge of maps, and in understanding directional language. They produce clear plans of the classroom, with colour-coded keys, a map showing their journey from home to school and diagrams of Shenstone. They are also beginning to appreciate that the world extends beyond their locality. There was, for example, a well-organised exchange visit to another school in Birmingham in the previous term. The school was chosen because of the significant contrast of its urban environment with the rural setting of Shenstone. The visit provided a rich vein of comparison between school populations, grounds and buildings, the surrounding areas and the way that school life was conducted. Exchange letters, maps, drawings and photographs were all used to record the visit. Pupils made a very effective presentation of their findings in assembly. Altogether, it was a very successful learning experience for the pupils.
167. At Key Stage 2 pupils continue to make satisfactory progress and by the time they reach Year 6, most pupils are able to use maps satisfactorily to seek information, to locate features using four figure co-ordinates and to draw plans of their own, using an appropriate key. They are developing their understanding of environmental issues including the greenhouse effect, acid rain and other pollution and the significance of waste recycling. Many pupils understand the concept of the water cycle and can explain the changing nature of a river valley from source to mouth. Throughout the key stage, pupils make satisfactory progress in using correct geographical terms such as 'landscape', 'rural', 'urban', 'delta', 'deposition' and 'erosion'. In Year 5, they were beginning a study of a village in India. Pupils were using world maps to locate the country, and photographs and text to identify and compare the chief features of everyday life and landscape with their own locality.
168. Teaching is supported by a sound guidance document, drawn up by the newly-appointed co-ordinator in consultation with all staff, to promote balanced coverage of the curriculum and development of relevant geographical skills. It is supplemented by a detailed scheme of work which draws upon national exemplars.

173. **History**

169. In the work seen, pupils are attaining at appropriate levels for their ages, broadly reflecting the standards seen at the last inspection. Pupils' make satisfactory progress across the school, and good progress in the lessons seen at Key Stage 2.
170. At the beginning of the year, pupils at Key Stage 1 are developing a sound understanding of a time line, building upon their personal experience and chronology within the thematic study for the half term, Ourselves. They can sequence events and objects and are able to use common words relating to the passing of time with understanding. The great majority were able to map a three-generation family tree in one lesson observed. They also find out about the history of the school.
171. At the beginning of Key Stage 2, pupils were studying life in Tudor England. They have a sound knowledge and understanding of major personalities, events and the chronology of the Tudor royal family. In terms of historical skills, most were making good progress in

understanding the difference between fact and opinion when considering evidence of the way in which Tudor monarchs are presented and portrayed. Evidence came from a discussion led by the class teacher about differences between a portrait of Henry VIII by Holbein and a photograph of his suit of armour.

172. By the time they reach Year 6, most pupils are developing a sound ability to use a variety of primary and secondary sources to seek out information about the past. They can use text, pictures and information technology to find out about aspects of life in Victorian Britain, particularly the differences in the lives led by rich and poor people. A classroom display shows effective use of literacy and empathetic skills to write imaginary monologues by a range of everyday characters from different levels of society, in the style of Mayhew. In another lesson, the class investigated a range of primary source material to describe the chief features of life in a Victorian school, beginning to select and combine facts and information to produce a structured account.
173. Most pupils show real interest in history and behaviour is good in lessons. They listen attentively to teachers and settle down to work quickly. Presentation of work is good, with some very good classroom displays of artwork and writing based on historical study.
174. Only a small number of lessons were observed, but teaching overall was good. In Key Stage 1 it was satisfactory and in Key Stage 2 it was very good. This enabled the pupils to make good progress in those lessons but the good teaching is not yet sufficient to promote overall good progress by pupils. Teachers use correct historical terminology and encourage the pupils to do the same. At times the learning can be over-directed, but teachers are aware of the need to maintain a balance between giving information and enabling the pupils to have time to find it for themselves. Teachers plan and organise their lessons well, making links with other subjects in the curriculum and sharing learning objectives with pupils. Sound use is made of the resources, which are adequate but lack a good range of historical artefacts. Educational visits enhance the subject at both key stages but there is scope for greater use of local museums and historical sites. A sound new scheme of work has been drawn up by the new co-ordinator for the subject, which draws effectively on national guidance for the subject. The subject makes a good contribution to the pupils' social and cultural development by helping them to understand aspects of their country's history and engaging their empathy with people living under different conditions.
179. **Music**
175. From the work seen during the inspection, pupils make good progress in singing and their attainments in this aspect are also good for their ages. Pupils at Key Stage 1 know the words and tunes to many songs and hymns, sing tunefully in unison and show a good sense of rhythm and pitch. They sing with confidence and develop an appropriate understanding of tempo and phrasing. They learn that singing can be rehearsed and improved enjoyably. At Key Stage 2 pupils are introduced to more complex melodies and develop their understanding of rhythmic patterns, making good progress in learning to sing words to challenging melodies. In assemblies, pupils sing enthusiastically and join in actions to match the words when the music is live. Their performance when joining in with taped music in assembly and in a lesson observed was less lively and confident.
176. It was not possible to observe other aspects of music during the inspection. In the lessons seen, pupils in Key Stage 1 showed the ability to listen attentively to songs and also to music by Tchaikovsky. When listening to music they begin to have an appropriate appreciation of different musical moods and make thoughtful responses following careful listening. Pupils' singing was reasonably confident but lacked the vitality they demonstrated in a larger group.
177. In Key Stage 2 pupils make good progress in using percussion instruments to develop some sophisticated rhythms including rests. In Year 6, pupils work effectively in pairs and their

attainments in composing and performing are appropriate for their age. They compose music on glockenspiels, using simple structures to achieve a variety of effects and perform accurately and confidently. They consider effectively ways of improving and extending their compositions.

178. Pupils enjoy all aspects of their music lessons and participate with enthusiasm. They settle quickly to lessons and to the different activities within them. Pupils across the school are nearly always attentive to teachers and listen carefully to music played solely for enjoyment or as part of learning a new melody. They sing with pleasure in lessons and in assembly, are keen to learn words and explore the use of instruments well. When required, pupils work together well. Oldest pupils showed mature attitudes and the capacity for effort and concentration in response to the very good quality of teaching given.
179. The quality of teaching was mainly very good in the lessons seen across the school. At Key Stage 1 teaching was at least satisfactory and, in one case, was very good. This very good teaching had a direct influence on the quality of pupils' learning. At Key Stage 2 the teaching seen was very good and promoted good or very good progress in those lessons. Lessons across the school often proceed at a very good pace and the subject knowledge of the teachers is often very good. Good instruction is given when learning new songs and teachers do not dwell overlong on any aspects, maintaining interest and motivation. Pupils are well managed and there are high expectations of their involvement and effort. Lessons are planned carefully with clear learning objectives and teachers assess pupils' progress and performance within lessons well. Approaches to assessment of attainment over time are not so well developed. Resources for learning are of good quality and adequate but, as was found in the last inspection, the range would benefit from more instruments from different cultures. The regular provision of piano accompaniment for singing at Key Stage 1 by a governor makes a significant contribution to the quality of pupil's work.
180. The musical experiences provided in lessons are effectively supplemented by opportunities to take part in school productions, such as Hosanna Rock presented at the parish church last Christmas and, more recently, in an inter-schools' presentation of Noyes Fludde at Lichfield cathedral.
181. The lack of effective leadership of the subject, identified at the last inspection, has been resolved and the subject is now well led. This has contributed to the higher standards of attainments since the last inspection. There are useful guidelines for the subject. There is still some reliance on taped broadcasts but, when one was seen used, the teacher intervened well, often stopping the tape to make planned teaching points. Some teachers lack confidence in the subject and the co-ordinator is providing increasingly effective support by planning model workshop-style lessons for use by other teachers. The opportunity to hear a range of recorded music and reflect on pieces heard during assemblies contributes to pupils' musical knowledge and their spiritual development.
182. Thirty-four pupils currently take advantage of instrumental tuition provided by LEA peripatetic teachers. The very small amount of tuition seen showed pupils working at an appropriate level. The instruments taught are violin, clarinet, guitar and keyboard. Many of these lessons take place over part of the midday lunch period but some take place over periods of the class timetables. As a result, a few pupils come out of literacy or numeracy lessons for their instrumental tuition. The school should consider ways of rotating the timings of individual pupils' lessons to minimise or remove the interruptions.
187. **Physical education**
183. The standards that the pupils attain throughout both key stages are broadly in line with what is appropriate for their ages and are similar to those seen at the last inspection. Pupils at Key Stage 1 plan and perform simple sequences involving the skills of catching and throwing small balls and bean bags. They show satisfactory control when they link

actions. Pairs of pupils, for example, successfully developed a series of movements which they later modified to include another pair of pupils and a greater range of levels when throwing and catching. In another lesson, younger pupils successfully explored dance steps and clapping rhythms which they combined in simple sequences of movements. They shared ideas with their teacher to help them improve their performances.

184. The number of pupils at Key Stage 2 who attain the expected standards in swimming is above average. Most pupils attain at appropriate levels in other aspects of the subject, including dance, games and gymnastics and some exceed them. In one lesson, for example, many pupils successfully explored a range of ways to move, including rolling, sliding, and balancing. They tested these ideas on apparatus such as boxes, beams and mats and produced good routines which they shared with others.
185. Throughout both key stages most pupils make satisfactory progress. In individual lessons, however, the pupils often make good progress. In these lessons teachers planned work that was well matched to the needs of their pupils. The good range of opportunities that pupils have to take part in physical activities after school contributes to the good progress some of them make. The after-school activities include football, netball and cross-country running. The school also provides facilities for various outside agencies to offer physical activities, including football coaching, karate and team games.
186. The attitudes and behaviour of the pupils are good. They listen carefully to instructions and have regard for safety when using apparatus. They collaborate when necessary and strive hard to improve their skills and performance. Although most pupils behave well, a few boys misbehave in extra-curricular activities offered by outside organisations. This sometimes reduces the available time for the activities and the pleasure of other pupils.
187. The overall quality of teaching is good. At Key Stage 1, it was satisfactory in one of the lessons seen and good in the other. At Key Stage 2, teaching in the lesson seen was good. The main strengths of teaching lie in the success teachers have in matching activities to pupils' needs and in providing pupils with opportunities to reflect upon what they learn and how they might improve their performance. In a Year 6 lesson, for example, pupils were given many opportunities to watch others perform well-executed movements and were encouraged to say how they could improve their own performance. This helped pupils to reflect on what they were learning and encouraged them to strive for better performances. Lessons are planned well and effectively paced. There are no significant weakness in the teaching. Teaching is supported by a satisfactory range of apparatus and equipment, a good-sized hall, and sufficient hard courts and grassed areas. There is a covered swimming pool used appropriately by pupils in Key Stage 1. Pupils in Key Stage 2 use a suitable pool off site.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

188. The inspection was carried out by a team of four inspectors. A total of 14 days was spent in the school. Before the inspection, school policies and other documents were read and analysed by the team. Thirty parents attended the meeting for parents arranged with the registered inspector. The analysis of information from 42 questionnaires returned by parents and written comments from parents were read and considered by the team.
189. During the inspection all teachers were seen teaching and 48 observations were made of lessons or parts of lessons, totalling over 34 hours. Observations were also made of registration periods, assemblies and extra-curricular activities. Pupils' knowledge and understanding in subjects were explored with them in discussions in lessons. Pupils' current and past work was examined. Eighteen pupils from across the school were heard to read individually and their reading discussed with them. Other pupils were heard to read in lessons. Recreational periods and lunch-times were also observed. More than 12 hours of discussions were held with members of staff and governors. The records kept on individual pupils, teachers' planning files, attendance records, governors' reports and minutes and budget papers were also inspected.

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
YR - Y6	172	4	25	12

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

7.0

Number of pupils per qualified teacher

24.6

Education support staff (YR - Y6)

Total number of education support staff

5

Total aggregate hours worked each week

98

Average class size

28.7

FINANCIAL DATA

Financial year:

1998/99

£

Total income	263879.00
Total expenditure	273258.00
Expenditure per pupil	1552.60
Balance brought forward from previous year	6990.00
Balance carried forward to next year	-2389.00

PARENTAL SURVEY

Number of questionnaires sent out:

167

Number of questionnaires returned:

42

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	52	45	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	38	7	5	0
The school handles complaints from parents well	11	58	29	2	0
The school gives me a clear understanding of what is taught	21	69	2	7	0
The school keeps me well informed about my child(ren)'s progress	19	67	10	5	0
The school enables my child(ren) to achieve a good standard of work	26	60	12	2	0
The school encourages children to get involved in more than just their daily lessons	26	55	19	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	57	5	12	2
The school's values and attitudes have a positive effect on my child(ren)	40	48	5	7	0
The school achieves high standards of good behaviour	38	48	7	7	0
My child(ren) like(s) school	68	29	2	0	0