

# **INSPECTION REPORT**

Highley County Primary School  
Highley

LEA area : Shropshire

Unique Reference Number : 123371

Inspection Number: 187841

Headteacher : Mr P Desborough

Reporting inspector : Mr A C Jolly  
T8750

Dates of inspection : 13<sup>th</sup> – 16<sup>th</sup> September 1999

Under OFSTED contract number: 707728

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Highley County Primary School

## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Grasmere Drive Highley Nr Bridgnorth Shropshire WV16 6LP
Telephone number :	01746 861541
Appropriate authority :	The Governing Body
Name of chair of governors :	Mr J Murdo
Date of previous inspection :	29 <sup>th</sup> April – 3 <sup>rd</sup> May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr A C Jolly, Registered Inspector	English History Physical Education	Attainment & Progress Teaching The efficiency of the school
Mr R Jones, Lay Inspector		Attitudes, behaviour & personal development Attendance Pupils' spiritual, moral & social development Support, guidance & pupils' welfare Partnership with parents & the community
Mr C Edwards	Mathematics Design & Technology Art	Leadership & Management
Mr A Evans	Science Geography Religious Education	Equal Opportunities Staffing, accommodation & learning resources
Mrs M Hirst	Information Technology Music	Under fives Special educational needs The curriculum & assessment

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Standards are above average for science and mathematics for the oldest pupils.
- The school receives very good support from the parents who share its values.
- There is good provision for extra-curricular activities.
- The school has a caring ethos and pupils' personal development is good.
- Relationships at all levels are very good.
- Provision for moral and social development is good.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards are below average in Key Stage 1 in information technology.
- II. The quality of pupils' writing is below average throughout the school.
- III. There is no outdoor play area for the under-fives.
- IV. There is insufficient monitoring of teaching and the curriculum to ensure that consistent standards are maintained.

The weaknesses are outweighed by what the school does well but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made significant progress in raising standards in reading and science since the last inspection. Standards are now above average in science at the end of Key Stage 2.

Standards have fallen in information technology, particularly at the end of Key Stage 1 where they are below average. Standards have also fallen in religious education but have improved in mathematics at the end of Key Stage 2 and in music and physical education where they are now good. The school has only had limited success in developing more effective procedures for monitoring the curriculum.

The school has set realistic targets for the future but needs to give greater emphasis to developing clear strategies that will ensure their attainment.

### 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
English	C	D
Mathematics	A	A
Science	B	B

Key	
<i>well above average</i>	
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	
<i>D</i>	
<i>well below average</i>	
<i>E</i>	

The information for 1998 shows for example that while standards in English are average, they are worse than in similar schools. Standards are above average in science and well above average in mathematics.

In 1999, however standards fell in English and mathematics against the national trend.

Standards are above average in mathematics, science, art, music and physical education at the end of Key Stage 2. Standards in information technology and in writing in Key Stage 1 are below average. Standards in all other subjects are average.

## QUALITY OF TEACHING

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

Teaching is at least satisfactory in 92 per cent of lessons. In twenty seven per cent of lessons teaching is good and it is very good or excellent in a further eleven per cent. A small proportion of teaching was unsatisfactory during the inspection: amounting to eight per cent of the total.

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



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Consistently good and often very good.
Attendance	Satisfactory: has improved during the last academic year.
Ethos*	Relationships are very good and the school is a calm, orderly environment for learning.
Leadership and management	The headteacher and governors continue to provide good leadership for pupils' moral and social development but have not effective strategies in place to ensure higher academic standards.
Curriculum	The school has a broad, balanced curriculum, accessible to all pupils. Provision for extra-curricular activities is good.
Pupils with special educational needs	Satisfactory provision for pupils with special educational needs although higher attaining pupils often make less progress than they should.
Spiritual, moral, social & cultural development	Good overall, with opportunities for pupils' moral and social development a particular strength.
Staffing, resources and accommodation	There are sufficient teachers and support staff to meet the needs of the curriculum. Accommodation and resources are both satisfactory overall.
Value for money	The school provides sound value for money.

\* *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
V. The school is approachable. VI. Their children enjoy going to school VII. The parents think highly of the headteacher. VIII. The school's involvement in the community. IX. Parents' help is appreciated.	X. A few parents thought there was some practice.

Many positive views were given about the school both at the parents' meeting and in writing. The inspectors shared the same positive views about the caring and community atmosphere of the school. Homework policy and practice were judged to be satisfactory.

## KEY ISSUES FOR ACTION

In order to raise standards further the headteacher, staff and governors should:

\*Raise standards in information technology in Key Stage 1 (paragraphs 12, 33, 105,117, 120, 123, 125-128,130,133 and 156) by:

- XI. ensuring all the required strands of the information technology curriculum are taught;
- XII. ensuring that information technology is used effectively to support and complement work in other subjects;
- XIII. providing professional development to enhance staff expertise and confidence in the subject.

\*Improve the standard of pupils' writing (paragraphs 11, 27, 41, 91, 95-97, 103, 119, 122, 123, 156 and 162) by:

- XIV. identifying clear targets for improvement when marking pupils' work;
- XV. providing greater opportunity for pupils to write at length;
- XVI. discussing the features of good writing more clearly with pupils to identify what is required to improve texts;
- XVII. developing further the use of thesauri and dictionaries in the drafting process of texts to improve the language content of pupils' writing;
- XVIII. raising the expectations of teachers of the potential of pupils, particularly those capable of above average standards
- XIX. improving the standard of presentation in handwriting.

\*Monitor the curriculum provided and teaching more effectively to identify and develop clear strategies to raise standards (38, 54-57, 60, 124, 134, 140, 157, 161 and 176) by:

- XX. developing further the analysis of the previous year's Standard Assessment results into positive strategies to raise standards;
- XXI. ensuring curriculum evaluation is based on systematic classroom observation;
- XXII. providing regular non-contact time for co-ordinators to monitor the teaching of their subject throughout the school to enable them to provide appropriate advice and support for colleagues;
- XXIII. extending the opportunities for governors to be more informed of curriculum development in the school.

\*Provide an outdoor play area for the under-fives to improve the facilities and provision for their physical and social development. (Paragraphs 64, 86 and 87)

In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan:

\*Providing more opportunities for personal investigation (18, 28, 99 and 156).

\*Ensure the Governors' Annual Report to Parents fully meets requirements on the reporting of the Standard Assessment Test Results. (Paragraph 51)

## **INTRODUCTION**

### **Characteristics of the school**

1. Highley County Primary School, situated in the village of Highley near Bridgnorth in South Shropshire, has 257 pupils on roll. Highley is a former coal-mining community but after the local colliery closed in 1969, the only significant employment in the village is a light industrial factory mainly employing female labour.
2. The percentage of pupils identified as having special educational needs and of pupils with statements of special educational needs is both above the national average. The percentage of pupils eligible for free school meals is average and there are very few pupils who speak English as an additional language. The percentage of adults in Highley with higher educational qualifications is significantly below the national average.
3. Over half of the local housing is privately owned. Some children live on a large municipal housing estate and others in terraced housing built specifically for those who are involved in coal mining. Pupils begin school in the term in which they are five and leave at eleven years of age. Almost all children attend the village playgroup prior to entry to the school, which is located on the school site for three days a week. There is a broad range of attainment when pupils are first enrolled but overall attainment is average on entry to the school.
4. The school's main target is to raise standards in English, particularly writing. The school places a firm emphasis on being part of the local community. There have been a number of recent staff changes and the school aims to continue to raise standards and absorb curriculum changes with a developing staff team.

## Key Indicators

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

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

Year	Boys	Girls	Total
1999	13	22	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	9	11
	Girls	17	15	17
	Total	25	24	28
Percentage at NC Level 2 or above	School	71(84)	69(80)	81(100)
	National	82(80)	83(81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	10	10
	Girls	17	17	15
	Total	26	27	25
Percentage at NC Level 2 or above	School	74(84)	77(92)	71(92)
	National	82(81)	86(85)	87(86)

<sup>1</sup>

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

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

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

Year	Boys	Girls	Total
1999	12	24	36

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	8	11
	Girls	15	16	20
	Total	19	24	31
Percentage at NC Level 4 or above	School	53(66)	66(74)	86(83)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	7	10
	Girls	15	17	18
	Total	19	24	28
Percentage at NC Level 4 or above	School	53(74)	66(79)	78(81)
	National	68(65)	69(65)	75(71)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
	Authorised Absence	School	5.1
		National comparative data	5.7
	Unauthorised Absence	School	0.4
		National comparative data	0.5

## Exclusions

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

## Quality of teaching

Percentage of teaching observed which is :			%
	Very good or better		11
	Satisfactory or better		92
	Less than satisfactory		8

## **PART A: ASPECTS OF THE SCHOOL**

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

#### **Attainment and progress**

5. In the 1998 Key Stage 1 National tests, standards were average in reading and writing compared both nationally and with similar schools. Standards in mathematics were well above the national average and very high compared with similar schools. Standards in science were average overall. The results over a three-year period showed an upward pattern for the overall test results.
6. In the 1998 Key Stage 2 Standard Assessment Tests, the percentage attaining the expected level was well above average in mathematics and above average in science compared both nationally and with similar schools. There was a similar pattern for those exceeding the expected standard – well above average in mathematics, above average in science and below average in English.
7. In the Key Stage 2 1999 Standard Assessment Tests in science the percentage attaining the expected standard has risen further and the percentage exceeding that standard is also high. However, results have fallen in mathematics and English.
8. There is clear evidence to show that the cohort of pupils who were in Year 6 last year produced academic results below other year groups and was thus untypical. The most telling information was their 1995 Key Stage 1 test results that compared unfavourably with other cohorts of pupils.
9. However, results also fell in Key Stage 1 in 1999 in reading, writing, mathematics and science. There was little available evidence to support the reasons for decline in this cohort of pupils and the pattern of end of key stage results has fluctuated in the last five years more than would be expected.
10. The level of attainment on entry to the school based on the baseline tests is average and the under fives make sound progress in their work to achieve the required standard at the time of entry to Key Stage 1. Progress is also sound overall in Key Stage 1.
11. Standards in mathematics, science and English are average at the end of Key Stage 1. In English there is strength in speaking and listening achievement and the improving standard of reading, though writing is of an unsatisfactory standard. Standards of literacy and numeracy are, however, sound overall. Progress generally in English, mathematics and science in Key Stage 1 is satisfactory.
12. In information technology standards are unsatisfactory at the end of Key Stage 1. Control technology is currently under emphasised and pupils' experience of using information technology across the curriculum is too limited. Whereas standards in English, mathematics and science reflect the findings of the last inspection report, standards have fallen in information technology throughout the school. There is an improvement in Key Stage 2 so that standards are average in information technology when pupils leave the school, but this remains below the standard found at the time of the last inspection.
13. Standards have also fallen in religious education and are now sound, rather than the above average levels found in the last inspection. However, all the requirements of the locally Agreed Syllabus are met.

14. In Key Stage 2 pupils make good progress in mathematics and science to achieve above average standards at the end of the key stage. In English, although the quality of writing remains unsatisfactory, the general standard of English is in line overall with what would be expected at the end of Key Stage 2.
15. The general pattern is of improved progress in Key Stage 2. This is noticeable in art and music where standards are good at the end of Key Stage 2. Standards are also good in physical education. In history, geography and design technology standards are sound. Standards have improved in physical education and music but otherwise remain the same for the other foundation subjects as in the last inspection report.
16. There is no clear pattern of varying attainment by gender, ethnicity or background. Throughout the school, the progress made by pupils with special educational needs is satisfactory overall. When pupils receive additional teaching support from well-trained non-teaching assistants their progress is often good. Teachers and non-teaching assistants assess and record pupils' achievements daily. This practice to continually monitor pupils' progress enables teachers to adjust work programmes to meet the needs of pupils more accurately. Whilst work for the majority of pupils is suitable, the provision for higher attaining pupils is less rigorous and challenging.
17. The school has undertaken analysis of this year's national test results and has set realistic, yet positive targets for the future. Insufficient evaluation of the fluctuating test results has taken place, however, and clear strategies have not been developed to ensure future targets will be met. These are the current priorities to be achieved by the school.

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

18. Pupils' attitudes are generally good throughout the school in all subjects. They show interest in their work and are able to sustain concentration in lessons. They work well together and demonstrate that they are able to share equipment such as computers in a constructive and mature way. However, too few opportunities are provided for personal investigation, although new arrangements for homework compensate partially for this. Pupils behave very well in communal activities such as in assemblies, while dining and in lessons. Their behaviour is at least good and on occasions very good. Property is treated with respect and attractive floral displays and shrubs around the school site is evidence of the care pupils show for their surroundings. They are allowed to stay inside for part of their lunchtime and show that they can be trusted to behave sensibly without the need for adult supervision. Good standards of behaviour were reported at the time of the last inspection and it remains a strength of the school.
19. The quality of relationships also commented on in the previous report, remains very good. Pupils are helpful to each other. Many instances of this were seen including an example in the extra-curricular technology club of pupils of all ages working in a collaborative and friendly manner on a project. The relationships between pupils and teachers are also good and they show respect for other's feelings, values and beliefs.
20. There are some opportunities for pupils to take responsibility and enhance their personal development. There is a good range of extra-curricular activities and residential visits. Pupils run the tuck shop and have been involved in some decision making on school rules and activities. Pupils undertake a range of voluntary work in the locality and fund raise for charities such as Hope House and the Macmillan nurses.

### **Attendance**



21. The last published attendance figures show attendance levels below the national average .The standards now are satisfactory. As a result of measures taken by the school to target poor attendance and tighten up procedures, attendance levels rose significantly during the last academic year and are currently above national average. There is though, a growing problem of pupils being taken out of school for holidays in term time and this has an adverse effect, not only on attendance figures, but also pupils' learning.
22. Pupils generally arrive at school on time and can enter the school to prepare for work ten minutes before registration. The arrangements in force facilitate a prompt start to the morning session and lessons usually begin on time.

## **22. QUALITY OF EDUCATION PROVIDED**

### **Teaching**

23. Over nine-tenths of the teaching in the school was judged to be at least sound and almost two-fifths of the total was good. This broadly reflects the findings of the last inspection report.
24. Children who were under five had been in the school for less than a week at the time of the inspection. All the teaching in reception is sound and occasionally it is good. At this early time in their school life children are introduced into a caring atmosphere where there is a sensitive understanding of their particular needs. Teachers' assessment is of a good standard and informs the lesson planning. Support staff make an important contribution to the quality of learning throughout the school and are particularly valuable in reception.
25. In Key Stage 1 most of the teaching is satisfactory with one-sixth of the teaching good and a small amount very good. However, the teaching in one eighth of lessons is unsatisfactory.
26. The quality of planning is consistently satisfactory throughout the school and clear objectives are set for lessons. Relationships are consistently very good and all classes are well managed.
27. When the teaching is less than effective in Key Stage 1 it is often because teachers have too low expectations of what pupils can do. This is noticeable particularly for potentially high attaining pupils especially in their writing. Work of a barely satisfactory standard in writing is often inappropriately praised when higher attainment in written English should be encouraged
28. Introductions to lessons and some aspects of work are often too prolonged, thus limiting the amount of time available for pupils to make sufficient progress. There are too few opportunities for pupils to display initiative because tasks are too often over-directed by teachers, which was also a finding of the last inspection report. These factors combine in the least effective lessons to produce teaching of a slow pace, which does not drive the pupils' learning forward sufficiently. Information technology is used infrequently across the curriculum to support pupils' learning.
29. The quality of teaching is better in Key Stage 2 where it is good or very good in almost three-fifths of lessons. Teachers' strong subject knowledge in physical education, mathematics and art and high quality specialist support in music contributes towards the maintenance of high standards. The best teaching is characterised by a good pace in lessons and suitably high demands being made of pupils.
30. The school has successfully introduced both the National Literacy Strategy and National Numeracy Strategy. However, some of the least effective lessons in Key Stage 1 are in mathematics. The weakness is usually attributable to a slow pace, though speed is an implicit requirement in the National Numeracy Strategy.

31. New arrangements have been introduced for homework; some parents had criticised the previous consistency of provision. Currently, the work pupils are expected to do at home, with a consistent emphasis on reading, spelling and mathematics is satisfactory.
32. The teaching of pupils with special educational needs is satisfactory in both key stages. Teachers and support staff make regular assessments of pupils' identified individual targets and use this information to inform planning and support the next stage of learning. Satisfactory individual educational plans are drawn up for pupils. These are predominantly for language development though there is one, which is for mathematical development. Overall these plans give clear guidance, set targets and most are modified when the targets are achieved. To improve the provision, individual plans, should place more emphasis to other subjects in addition to language. Pupils receive effective support within class and those with hearing impairment also receive good support from the local education authority's Hearing Impaired Service. Teachers ensure that pupils are able to participate in all lessons by being given work that is generally matched to their needs. Teachers' planning for higher attaining pupils is inconsistent throughout the school and overall work provided lacks sufficient match and challenge

### **The curriculum and assessment**

33. The previous inspection report judged that the school's curriculum was sufficiently broad and balanced in almost all subjects except science. The school has dealt with this in full. This improvement is reflected in the standards achieved by pupils in science at the end of Key Stage 2. The curriculum provided by the school now for pupils at both key stages is broad, balanced and relevant and prepares them well for the next stage in their education. Although the school has reviewed the allocation of curriculum time to provide more time for English and mathematics, the overall balance between subjects is satisfactory. There is an appropriate emphasis given to the teaching of literacy and numeracy which is reflected in the good progress made by the end of Key Stage 2. All subjects of the National Curriculum are taught at Key Stages 1 and 2 and statutory requirements are met, except in information technology at Key Stage 1 where there is incomplete coverage of the programmes of study of the National Curriculum for this subject.
34. The curriculum for children under five in the reception class is satisfactory. They are provided with a range of practical experiences enabling them to make satisfactory progress towards achieving the standards of learning appropriate for children of this age. Good planning and on-going assessment enables children to make a smooth transition to the work provided in the programmes of study of the National Curriculum at the age of five.
35. Good provision is made for pupils' personal and social development. A carefully planned programme incorporating sex and drugs education is taught effectively throughout both key stages. The good relationships which exist between staff and pupils is an over-riding factor contributing significantly to pupils' social, moral, intellectual and physical development. All pupils are given full access to the curriculum regardless of gender or ethnic origin.
36. The curriculum provision for pupils with special educational needs is satisfactory and fulfils the requirements of the Code of Practice. Most pupils receive well-targeted support in lessons. Pupils with hearing impairment are provided with good specialist support from the Local Education Learning Support Centre. All pupils with special educational need benefit considerably in lessons from the very good support that they receive from non-teaching assistants. In day-to-day lessons, work is often planned to include different levels of challenge so that most pupils experience success. However, there is insufficient planning to challenge the higher attaining pupils.
37. Extra curricular provision is good. The range of activities provided includes competitive sport, art,

gardening and information technology. Day trips to The Severn Country Park, Blists Hill Museum, Telford Town Park and The Black Country Museum all enhance curricular provision. Additional activities provided for older pupils in Year 5 and Year 6 to participate in a residential visit to Arthog Outdoor Centre further extends their learning and reinforces the positive drive to raise standards. Reading homework is given daily and has a positive effect on the standards achieved by pupils at the end of both key stages. Homework to support other areas of the curriculum is given to pupils on a more ad hoc basis by teachers and is less rigorous in helping to raise standards, although the use of homework is satisfactory overall.

38. Planning for progression and continuity in learning is satisfactory. There is thorough long and medium-term planning. This ensures that pupils' knowledge, understanding and skills are acquired systematically. There are policies and schemes of work for all subjects. This is an improvement on the last inspection when there was no policy for information technology. Teachers work well in teams to produce detailed termly plans. These focus effectively on National Curriculum programmes of study and identify appropriate learning objectives. Weekly planning is less detailed than longer-term plans but when linked to half-termly planning provides a satisfactory vehicle in helping to raise standards. Teachers' planning is seen but not formally monitored by the headteacher or subject co-ordinators. Teachers evaluate the success of their planning together in their year groups but this process is largely informal and does not contribute systematically to curriculum development. Procedures for monitoring the curriculum were criticised in the last report and are still not sufficiently effective.
39. Early assessment procedures in the reception class are good and used well to ensure that the needs of the children are met. Baseline assessment begins when children enter school and their progress from this starting point is monitored throughout the year. The use of an Assessment Booklet developed by the reception class teachers is useful and very effective in tracking children's progress. Throughout Key Stage 1 and Key Stage 2 weekly planning shows that teachers' daily evaluations of lessons and pupils' learning helps to inform their planning for the following week. Whilst this feature has a positive impact on the progress of most of the pupils, it is not sufficiently rigorous for those pupils reaching the higher levels. It is particularly effective in the identification of pupils with special learning difficulties.
40. There is annual, standardised testing of reading, writing, spelling and mathematics. These results and the end of key stage National Tests in English, mathematics and science are carefully analysed. This is beginning to help the school to track its progress in raising standards and to identify strengths and weaknesses. Use of such information, although in early stages of development, is beginning to track and inform the judgements about the progress of individual pupils and cohorts of pupils. This is an improvement in such practice on the last inspection where target setting was highlighted as an area for development.
41. Teachers know their pupils' learning strengths and weaknesses satisfactorily and accurately identify their levels of attainment in the core subjects of English, mathematics and science. Samples of pupils' work are collated and assessed against the attainment levels of the National Curriculum and satisfactory records are kept. This information is used to identify individual targets for pupils and to monitor progress. Whilst there is a school marking policy, this is used inconsistently by teachers. In some areas of work, such as in writing, the overall quality of marking is unsatisfactory. This results in missed opportunities to support and guide pupils about how to improve their work.

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

42. The overall provision for pupils' spiritual development is good. Spiritual matters are addressed primarily through the religious education curriculum and are supported by a daily act of worship

that gives opportunities for pupils to reflect on the values taught by the school. The quality of collective worship is consistently sound. On occasions the singing of hymns provides an uplifting experience and in subjects such as art, pupils were seen expressing wonder at the creativity of famous painters.

43. Pupils' moral development is good. Moral and ethical values are widely taught through discussion, story, role-play and personal example. Pupils are given an opportunity to reflect the consequences of their actions and there is a moral dimension to some lessons. For example, in geography, pupils are taught about caring for the environment and a physical education lesson was used to emphasise the need to respect rules.
44. The provision for pupils' social development is also good as it was at the time of the last inspection. Social skills are promoted through a range of extra-curricular activities where pupils of different ages work together. Pupils are confident in their dealings with adults, reflecting the respect and care shown to them by their teachers and other staff. They learn clear principles, which distinguish right from wrong.
45. Pupils' cultural development is sound. The school subscribes to the 'Value in Arts' package which has resulted in visits by writers, theatre groups and musicians. Pupils' work with other schools on music and drama productions and extra-curricular activities currently include a Canadian Art Club. There is only a limited amount of multi-cultural reading material in the school library. Pupils are taught to appreciate their own cultural traditions but insufficient emphasis is given to learning about the richness of other cultures.

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

46. The arrangements for the support and guidance of pupils have remained good since the last inspection, thus addressing effectively a key issue of the last inspection report. Effective procedures are in place for monitoring pupils' progress in the core subjects of the curriculum and detailed profiles follow pupils as they move from one class to another.
47. The monitoring of behaviour and personal development is carried out through a strong informal network based on sharing knowledge and this is facilitated by the fact that a number of staff live in the locality. The well-established code of conduct is at the centre of the school's successful promotion of good behaviour. Overall the school is a caring and supportive community.
48. Sound systems are in place for recording and monitoring attendance and following up reasons for absence. There are also clear child protection procedures and the school receives good support from a range of other agencies including health visitors, the school nurse, education welfare officer and social services. The headteacher is the designated person for child protection. There are also good links with the secondary school to which most pupils transfer. This ensures they are well supported in their transition from Key Stage 2 to 3. Pupils with special educational needs are given good support that enables them to participate equally in the curriculum.
49. The school provides a safe and secure environment for pupils. Health and safety issues are identified and dealt with properly and appropriate first aid and fire precaution measures are in place.

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

50. The links between the school and parents are very good, confirming the findings of the last inspection. Parents report that the staff of the school are approachable. Over twenty parents regularly help in classes or with other activities, including in one case, helping teachers to devise

language resources for the younger pupils. The quality of their help significantly extends the range of learning experiences available to pupils. Fundraising by parents has also enabled the school to purchase additional resources, including setting up the computer suite.

51. A number of measures introduced by the school enable parents to be constructively engaged in their children's learning and support their view that the school keeps them well informed. Curriculum evenings for parents have been held and further sessions including model lessons on the National Literacy and Numeracy Strategies are planned. A half-termly class newsletter has recently been introduced, setting out details of what is being studied and homework diaries and reading and spelling books provide opportunities for parental involvement. Annual reports on the progress of each pupil are generally detailed and helpful, giving clear information on their progress. However, the Governors' Annual Report to Parents fails to report Standard Assessment Test Results in the required format.
52. The school is deeply involved with the local community. Pupils participate in events and concerts and undertake voluntary work, such as planting flowers in the village. Such activities make a valuable contribution to their personal and social development. The locality is also used as a learning resource with visits to the local factory and walks around the area providing opportunities to study local history and geography, as well as aiding their project work.
53. Parents of pupils with special educational needs are pleased with the provision their children receive and are happy with the progress they are making. They are kept fully informed. Most parents are invited to attend all reviews. The school has a good rapport with all external agencies such as the Hearing-Impaired Service and uses them to good effect.

53.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

54. The headteacher and governors continue to provide the good leadership for pupils' moral and social development commended in the previous inspection report, but have not sufficient effective strategies in place to ensure that pupils will achieve higher academic standards.
55. The headteacher promotes most effectively the welfare and happiness of pupils and staff and is respected by parents and the local community. Since his appointment he has achieved his first aim that was to provide a calm and ordered environment for learning. The school has been successful in maintaining a broad and balanced curriculum whilst recognising the need to raise standards in English, mathematics and science. There is a clear commitment to raising standards but the school has yet to set in place the necessary strategies, routines and supporting documentation to ensure consistent improvement.
56. The Governing Body is supportive, meets regularly and fulfils its statutory duties including the provision of a daily act of collective worship. Governors pay frequent visits to the school. There are committees, which meet to respond to their statutory duties, but the appointed Finance Committee do not have the necessary routine of regular meetings, with recorded minutes, to ensure and record their oversight and management of the school's finances. Although the governors consider the curriculum at their full meetings, they have not yet appointed a committee to provide effective oversight of the school's academic development.
57. There are curriculum leaders for all subjects and they have provided suitable policies and programmes of study. They support their colleagues with information, training and resources. Their role in raising and monitoring standards of achievement is not sufficiently emphasised in their job descriptions or in practice. The school has recognised this shortcoming and last term co-ordinators

were given release from their class to monitor colleagues' teaching. This must be further developed to ensure that clear targets are set and that headteacher and curriculum co-ordinators monitor and evaluate teaching and learning, and respond appropriately. There is effective leadership and management for the education and well being of pupils with special educational needs.

58. The school is successful in achieving its published aims of providing a broad education within a caring, ordered environment. This is reflected in the school's high standards in art and physical education as well as in the range of clubs and sporting opportunities offered to pupils.
59. The school has a development plan that correctly identifies the improvement of children's writing as a high priority. The current plan includes a useful review of previous planning and identifies what initiatives have been successful and what remains to be achieved. Whilst the plan briefly describes intentions and says who will lead developments and what they will cost, the means of achieving these intentions are not sufficiently described and consequently the document does not make a sufficiently effective contribution to school development.
60. The school's ethos is of a caring community where the needs and feelings of children and adults are respected. Relationships are very good and the school is a calm, orderly environment for learning. At the time of inspection due to a teacher exchange the headteacher had assumed the role of special educational needs co-ordinator for twelve months. The co-ordinator's role is clearly defined and they liaise closely with all class teachers. The headteacher, classroom assistants and staff ensure effective provision for pupils with special educational needs integrating them fully into the life of the school. A named governor for special educational needs has a satisfactory overview. He meets regularly with the co-ordinator and feeds back all information to the full governing body. The school works hard to support pupils' attitudes and personal development and to raise their self-esteem. Satisfactory developments have been made in monitoring outcomes of national tests and tracking pupils' progress and this is helping the school to set more focused individual targets. However, the monitoring of the quality of teaching and learning of pupils in the classroom is insufficient.

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

61. The school has sufficient teachers, with appropriate qualifications and a sufficiently wide range of experience, to meet the requirements of the National Curriculum. This reflects the findings of the previous inspection. The pupil-teacher ratio is slightly better than the national average. Four teachers are relatively new to the school, but the whole staff are working well together as a team. Two teachers share responsibility for the Reception class and a Year 5 and 6 class is also shared between teachers. These teachers plan closely together each week. The school has a good number of experienced classroom support assistants, who work well with the teachers to support pupils with special educational needs and others. All the teaching and non-teaching staff have satisfactory, agreed job descriptions. Most of the teachers have responsibility for at least one subject. A specialist teacher visits the school weekly to teach music to pupils in Key Stage 2. The headteacher has had temporary responsibility for co-ordinating special educational needs provision until the recent return of the co-ordinator. The secretary provides sound administrative support. The janitor and cleaners maintain a high level of cleanliness throughout the school. The kitchen staff and midday supervisors contribute well to daily routines.
62. Arrangements for the professional development of staff are satisfactory, which reflects the findings of the previous inspection. The teachers continue to develop their knowledge and expertise by attending training courses in and outside school. They have all had recent training in literacy, numeracy and information technology. There is an opportunity each term for every subject co-ordinator to attend relevant training. A written policy on the appraisal of teachers' performance has

been in place for many years, but the system is currently on hold. Classroom support assistants have had relevant training opportunities. There has been no recent training of midday supervisors; they meet formally with the headteacher about once a term. There is no formal policy in place for the induction of newly qualified teachers or new teachers to the school. However, in practice, the deputy headteacher offers effective support to new members of staff.

63. The open plan building provides satisfactory accommodation for effective teaching. The classrooms are big enough for the numbers of pupils, with sufficient space for computers, books, resources, coats and bags. Furniture is of a good standard and the classrooms are carpeted. Each classroom has access to adjacent shared areas for practical work and for work involving water. There is a good-sized hall for physical education, assemblies and dining. An attractive computer suite has recently been developed. There are three separate library areas. These are very small, but are easily accessible from all the classrooms. During the inspection, toilet areas were clean and tidy at the start of each day. There is no toilet for the disabled. There are also some steps that make access for pupils with limited mobility rather difficult. There is no designated medical room. A separate, demountable classroom houses the pre-school playgroup, which encourages close links between children of this age and children in the Reception class.
64. The school occupies a very attractive, elevated rural site, with mature trees, shrubs and hedgerows. It has the potential to be an excellent stimulus for learning. A very small courtyard is being developed as an attractive 'millennium garden', complete with picnic tables, flowerbeds and murals painted by the pupils. The three separate playgrounds are adequate in size for the numbers of pupils. They are marked out for creative games and netball. There is no separate designated play area for children aged under five. The building is generally in good decorative order, though some external doors and window frames need repainting. There are extensive grass areas, a 'wild area' and a very large field. The pupils take pride in the school's appearance. There is no evidence of vandalism and very little litter.
65. There are good resources to support learning in physical education and science. For all other subjects and for special educational needs provision, learning resources are adequate, which reflects the findings of the previous inspection. However, the school relies on loans of religious artefacts from local education authority sources and there is a lack of large outdoor play equipment, slides and climbing apparatus for children aged under five. The previous inspection found a need for a wider range of fiction books in Key Stage 1 and for more atlases in Key Stage 2. These criticisms have been addressed satisfactorily. Most of the reference books in the library areas are of good quality. Appropriate resources have been bought to support the new national initiatives in literacy and numeracy. The teachers make sound use of the schools' library book loan service to support topic work. They also make sound use of the school grounds, the locality, visits and visitors, in order to enhance pupils' learning.
66. The co-ordinator for pupils with special educational needs is well qualified and has good knowledge of procedures and practice. There is very good support for teachers and pupils' from non-teaching assistants who work closely with class teachers planning and assessing pupils on a daily basis.
67. There is a satisfactory range of easily accessed and organised resources to support pupils with special educational needs. These are of satisfactory quality and known to all staff.

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

68. The total income per pupil is below average compared with metropolitan, shire and unitary authorities. The total expenditure for each pupil is higher but still below average. The funding for pupils with special educational needs is used effectively to finance a number of educational

support assistants who help pupils with special educational needs.

69. The school has carried forward a financial surplus although expenditure exceeded income last year. This, surplus is being used sensibly to finance increasing teacher costs and to plan for staffing stability.
70. In the last auditor's report, financial systems and controls were considered effective, with the exception of a few recommendations for necessary action. The school has since responded positively to all the recommendations.
71. The arrangements for the budget to be managed and administered by the headteacher and governors' finance committee are as indicated in the last report. However these arrangements are not sufficiently formal in practice. Meetings are irregular and minutes are not produced to ensure the finance committee is monitoring the school budget effectively. Nevertheless, the administrative assistant and local education authority personnel scrutinise and reconcile the accounts on a regular basis.
72. The school makes satisfactory use overall of resources, accommodation and time.
73. Taking into account the context of the school, the below average costs, the satisfactory quality of education overall and the average standard of attainment, the school is giving sound value for money.



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

### **73. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

74. Children enter the reception class at the beginning of the term in which they become five years of age. Almost all the children have attended the local playgroup prior to entry. This is located for three days a week in a temporary classroom within the school grounds and a further two days a week are spent in accommodation in the centre of the village. During the three days spent at the school children share school facilities such as the toilets, hall and playground. The strong liaison between the school and playgroup prepares children well for the transition into school at the beginning of each term.
75. At the time of inspection there were ten children in the reception class and all were under the age of five. Baseline assessment results indicate that on entry into school, children's attainment is average. Children make at least satisfactory progress in all areas of learning and are well on target to achieve the Desirable Learning Outcomes recommended for their age. By the age of five children are well prepared for compulsory education and many are beginning to study the National Curriculum programmes of study.
76. The practice of two half-day induction sessions, prior to formal entry to the school, involving children and parents is very effective. It provides a sound basis for building good relationships between home and school and offers opportunities for children to meet and talk to their new teachers prior to starting school. Useful information is given to parents via the school's prospectus and weekly newsletter and this is an important factor in the smooth transition of the children into their new environment.
77. The children in the reception class are taught effectively by two teachers in a job-share arrangement. There is very close liaison between both teachers, ensuring good continuity and progression of curriculum delivery. The detailed assessments of pupils' progress made by all staff working with reception children provides good evidence on which to base future work.

### **77. Personal and social development**

78. Children make good progress and are likely to exceed the desirable learning outcomes in this area by the time they are five. They settle quickly into routines, behave well and are beginning to concentrate long enough to complete a task. Children display a well-developed sense of right and wrong. Most children are confident and speak out well when questioned during lessons. They share resources and show respect for the teacher and each other. For example, they help each other when changing clothing for physical education activity and look after their own and each other's belongings very well.
79. Overall teaching in this area of learning is good. Teachers and non-teaching staff work very effectively together, planning the curriculum carefully and complementing each other's expertise. There is a good balance between different types of organisation such as whole class, group and individual learning opportunities. All staff make very good use of praise to encourage children to try hard to raise their self-esteem and promote their confidence in learning. Generally there is a calm, ordered atmosphere of mutual respect. Most staff control children effectively and explain the expectations of behaviour thoroughly. This supports and helps children develop positive attitudes and good working routines from the time they start school.

### **79. Language and literacy**

80. By the time children are five, all have made satisfactory progress and most are in line to achieve the levels expected. Children are beginning to listen for sustained periods, make their needs known and are learning to express themselves verbally. For example, they sit on the carpet and take turns to tell their daily news before talking about activities for the day and completing the weatherboard. Most children recognise and know single letter shapes and their sounds. Three quarters of the children can separate the initial sound from the rest of a word and have established good foundation skills for reading. Almost all children join in with stories and enjoy sharing a story from a Big Book with the teacher. For example, in the story of 'Titch' they join in with repetitive parts and show satisfactory knowledge of common high frequency words such as *I*, *big* and *had*. Children have good attitudes to writing and are confident in copying from word cards. All the children can write their names and almost half enjoy having a go at writing independently. They are learning to form letters correctly and some are beginning to write words and simple captions to pictures.
81. The quality of teaching is sometimes good but is satisfactory overall. Specific activities to promote children's language and literacy development are carefully planned and there is good daily assessment of children's achievement in these aspects. These daily assessments by teachers and non-teaching staff are used well to inform the planning of the next stage in the children's learning. Questioning is clearly focused and teachers take good advantage in the rest of the curriculum to reinforce children's learning in speaking and listening, reading and writing. Children's early efforts at mark making and writing simple sentences are valued by all the staff and are displayed around the classroom. This helps to raise children's confidence in their ability to read and write and contributes to their progress.

81.

### **Mathematics**

82. By the time children are five, most have made satisfactory progress and are in line to achieve the levels expected. Most children can count forwards to ten pointing to the corresponding symbols on a number line. About half the children understand the value of the numerical symbol and can make numerical sets with confidence to represent numbers to ten. The children can recognise familiar shapes such as circle, square and triangle and most can identify three-dimensional solid shapes such as cube, cylinder and cuboid. Children are encouraged and are beginning to use correct mathematical vocabulary with precision. For example, all know the meaning of *bigger*, *shorter* and *longest* and use these words when sorting regular mathematical shapes. The development of mathematical learning is well promoted through practical activities such as making towers of cubes and shapes and singing a variety of number rhymes. However, children have too few opportunities to work in sand and water to promote their early conceptual understanding of quantities, space and properties of these media. Children use the computer effectively to practise writing number symbols and to consolidate their understanding of number values. Children are beginning to understand the concept of time through the use of a daily chart of activities and most are able to recognise significant times of the day such as break and lunchtime.
83. The quality of teaching is satisfactory overall with good examples. Teachers have good knowledge of how to teach mathematics and satisfactory use is made of practical activities to allow children to become familiar with number and other mathematical ideas. Staff continually reinforce children's mathematical understanding in others areas of learning. For example, the nursery nurse used the language of shape and size to describe three sizes of triangle during a role-play activity. Generally in lessons staff have high expectations of the children. On a few occasions, towards the end of the week, behaviour deteriorates and this has an effect on the children's progress.

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

84. The children make sound progress in the development of knowledge and understanding of the

world around them and satisfactory understanding is achieved at five years of age. Children talk about their homes and some of the things they pass on their way to school such as shops, post boxes and the policeman. They are able to name different parts of their bodies and can identify parts of a plant such as its leaves and stalk. Through their Big Book story children understand that 'Titch' would have to water his seed to make it grow. They know that plants need sunshine as well as water to create growth. Children make good observations about the weather and comment on the different clothes they need to wear for different conditions, such as coats and gloves for cold days and wellingtons for wet days. They link these observations to their favourite computer programme where they 'Dress Teddy'. Children can use the mouse effectively to click and drag pictures of clothing across the screen to dress teddy correctly. Children show satisfactory knowledge of different methods of fixing things together, such as glue and sticky-tape and most understand that these are used to join paper and card. They are beginning to understand the passage of time and most children know that grandparents are older than their parents.

85. The quality of teaching is satisfactory. Teachers provide a range of opportunities for children to discuss and explore the world around them. They link activities with other areas of learning such as language and literacy and the story about 'Titch'. For example, this story enabled the children to investigate the growth of seeds, discuss the weather, explore different designs for bicycles and tricycles and to consider family relations such as brother and sister. These opportunities are a rich source of information and they enable the children to develop their knowledge and understanding of the world by providing them with new experiences and challenge.

### **Physical development**

86. By the age of five children are in line to achieve the levels expected. Overall progress is satisfactory. Children's progress in the development of small movements, such as handling pencils, jigsaws, scissors and in manipulating buttons and other items of clothing when dressing and undressing is good. Their progress in large movements is satisfactory overall. Weaknesses in the provision for outdoor play such as the lack of an enclosed play area and access to large wheeled toys and climbing frame restricts progress in this area. However, children are able to develop large motor movement satisfactorily during physical education lessons that are timetabled to take place in the school hall. Children show satisfactory attainment in travelling in different ways around the space in the hall and in hopping, jumping and balancing. They listen and can follow simple instructions effectively. Most children are beginning to control their movements well and are aware of others around them.
87. The quality of teaching is satisfactory overall. In class, satisfactory provision is made for children to develop their small motor movements. However, there are too few opportunities provided for children to develop skills such as pouring water from one container to another, squeezing sand and play-doh to make models and building structures. In the physical education lesson seen, the teacher planned well, had good organisation and used the time available effectively. There was a clear expectation of children's behaviour and instructions for tasks were given carefully. This provided children with good opportunities to complete all the planned activities and to achieve the intended learning outcomes. The lack of access to an outdoor play area restricts the overall range of opportunities that can be provided for teachers to plan activities to develop children's skills in balancing and control; for example, the control of balls, hoops and skipping ropes to ensure that the children have confidence in the co-ordination of their own bodies.

### **Creative development**

88. Children are likely to achieve the levels expected by the age of five. They make good progress, which is particularly noticeable in music. They learn the words of well-known songs and rhymes and participate enthusiastically in singing activities such as the alphabet song. They try hard to

learn the words of songs sung in morning assembly and many succeed. Children know the names of some percussion instruments such as triangle, tambourine and drum and can tap out the rhythm of their names. In role-play they use their imaginations satisfactorily to construct simple situations and dialogue. Children are able to paint pictures of the growth of a seed, showing different stages of growth and height. They are beginning to show an awareness of colour, line, shape and form. Most pupils can name a wide selection of colours including grey and pink.

89. The quality of teaching is satisfactory. Little direct teaching of art was seen but the quality of teaching of music by all staff was good. The teacher, supported by the nursery nurse, organised the class well. Good routines and organisation allowed children to choose their own instrument. The use of good questioning provided reinforcement of children's learning of musical instrument names and the use of clear instruction enabled children to play instruments in the correct way. Throughout the school day all adults work well together. They provide very good role models in the consideration they have for each other and the caring relationships they have with children.

## **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION AND COMMUNICATION TECHNOLOGY, RELIGIOUS EDUCATION**

### **English**

90. In the 1998 Key Stage 1 National Curriculum Tests the percentage of pupils attaining the expected standard in both reading and writing was in line with the national average. When compared with similar schools, standards were average in reading and below average in writing. The three-year pattern from 1996-1998 was one of improvement. However in 1999 results fell in both reading and writing.
91. Standards arising from inspection in English at the end of both key stages are average overall. This, however, masks a clear weakness in writing where standards are unsatisfactory. Pupils' attainment is average on entry to Key Stage 1 and progress is satisfactory in both Key Stage 1, and Key Stage 2 where it is a little better. The pattern of attainment is similar to the findings of the last inspection report.
92. A key issue in the last inspection report was to raise the attainment in reading of some of the pupils of average ability, particularly boys. The standard of boys' reading is still below that of girls but it is an improving picture. The school completes regular standardised reading tests that confirmed the findings of the inspection that standards are average and improving overall. The pupils' reading diaries, which are taken home regularly, give valuable advice for parents on how to help with their children's reading development. Very good parental support is given and the school supplements this with the provision of regular reading sessions for pupils. One particularly good example was observed with the older pupils where different groups listened to a tape, developed advanced research skills with reference books, answered comprehension questions from a passage they had read and read free choice books for enjoyment. The oldest pupils could confidently talk about favourite authors and different types of characters in stories they had read. Pupils who found reading less easy generally understand phonic strategies that would help them decode words.
93. The standards of speaking and listening are good throughout the school and pupils make good progress. Pupils in Key Stage 1 confidently discuss the passages read together in class and respond to questions asked. In Years 3 and 4 pupils are keen to read out their own writing. In Years 5 and 6 a number of pupils acted out parts from Macbeth both fluently and expressively.
94. The school is giving considerable emphasis to spelling in both key stages. Mistakes are regularly identified in the pupils' written work and pupils complete the appropriate corrections. Weekly

spelling tests include both words encountered in topic work and particular patterns of key spellings. In Key Stage 2 an effective start to a lesson was observed where pupils were using correctly the 'look, cover, write, check' method for learning spelling. Insufficient emphasis however, is given to the value of dictionaries as an aid for pupils checking their spellings in their writing. Nevertheless standards have improved and are generally sound.

95. The standard of writing is unsatisfactory throughout the school. Pupils' work too often lacks care, application and development. Although writing as a task is often identified in lesson planning, pupils have too few opportunities to develop what they have to write. In a number of lessons observed the introductions to writing sessions were prolonged and tasks tended to be too restrictive rather than open-ended to help pupils develop flair and imagination in their writing.
96. Although the drafting process is encouraged, there is little differentiation and development between the first draft and the final copy, discouraging some pupils from taking sufficient pride in the finished version. There are isolated examples of the use of thesauri but generally both dictionaries and thesauri are not used sufficiently in Key Stage 2.
97. The standard of handwriting is generally unsatisfactory. There are exceptions in both key stages but on the whole the presentation of work is not given sufficient care. Although handwriting is given due attention, a significant proportion of the younger pupils do not form their letters properly.
98. The standard of literacy is sound overall at the end of both key stages. The National Literacy Strategy has been successfully introduced and grammatical points are emphasised in their natural context to develop the pupils' understanding. Pupils in Year 6 for example, can recognise the role of punctuation such as exclamation marks and semi-colons. Older pupils can also both recognise how connectives link sentences together and also identify them in sentences. Year 2 pupils can identify pronouns in sentences.
99. The pupils are interested in their work and sustain their concentration. They generally behave very well in lessons with only occasional restlessness when introductions to lessons are too prolonged. They work well both individually and in groups but too few opportunities are provided to help pupils to show initiative and take responsibility for relevant aspects of their work.
100. All the teaching is satisfactory in both key stages and occasionally it is good, particularly in Key Stage 2. Lessons are well constructed, both with the Weekly Literacy Plan and half-term scheme of work. Homework is used sensibly, particularly with the use of reading and spelling tasks to supplement the pupils' learning. Assessment procedures are sound and influence lesson planning. Pupils are invariably well managed and relationships are very good.
101. In Key Stage 1, support assistants are used particularly well to help less able pupils. Teachers read passages expressively and generally give clear phonic guidance. The less effective feature in Key Stage 1 is the low expectations by teachers, particularly of higher attaining pupils. The pace of lessons is often too slow. Thus in one lesson with Year 2 a few pupils who had finished the task then coloured in work, rather than being provided with some task which would extend their learning.
102. The pace of teaching is generally better in Key Stage 2 where all the good teaching was observed. Considerable encouragement is given to the development of the skills of speaking and listening. Opportunities were taken in lessons on 'Macbeth' for the older pupils to act the parts, which they did with conviction. Teachers' questioning is often open-ended and challenging in Key Stage 2, eliciting perceptive answers from the pupils and making greater demands of them. Although the plenary sessions are often too short, they are generally used effectively to summarise the learning objectives of a lesson.

103. The quality of marking is variable, although work is always acknowledged. It is only rarely that constructive comments are made on how to improve. This is particularly the case in responding to pupils' writing. The features of effective writing are not discussed sufficiently with pupils. In 1999 three-quarters of the pupils failed to attain the expected standard in writing at the end of Key Stage 2. Insufficient efforts are made to outline the qualities of writing which enable pupils to reach this expected level, so that pupils understand what needs to be done and are involved in improving their own standard.
104. The co-ordinator is setting a very good example with how she responds to her pupils' writing. She is already providing sound leadership, with a clear grasp of the strengths and weaknesses of the subject in the school. There has been recent monitoring of the teaching of the subject, particularly in the context of the National Literacy Strategy.
105. The subject meets statutory requirements and provides equality of access and opportunity for all pupils. Pupils with special educational needs make sound progress but higher attaining pupils do not always attain the standards of which they are capable. There was only limited evidence to show that information technology is being used for basic word processing.
106. There are sufficient resources generally to support the pupils' learning and there are now more extended fiction books in Key Stage 1. However, in some classrooms there are insufficient dictionaries and thesauri to aid the pupils' writing.

## **Mathematics**

107. Pupils' attainment in the national tests at the end of Key Stage 1 in 1998 was well above the national averages. The number of pupils achieving the expected level or better was very high when compared with national averages, and of these two-fifths achieved the higher level, which was well above the national average. Overall these results were very high when compared with similar schools. The 1999 results show a decline from the exceptionally high results achieved in 1998. Evidence from scrutiny of pupils' work and classroom observations show that the attainment of most of this year's Year 2 pupils is average and in line with national expectations. Most pupils can count confidently to 20, carry out simple mental additions and subtractions, recognise odd and even numbers and some are able to place simple numbers sets in Venn diagrams.
108. Pupils' attainment at the end of Key Stage 2 in the national tests of 1998 was well above both the national averages and those of similar schools. In that year three-quarters of pupils achieved the expected level and of these one-quarter achieved the higher level. In 1999 these figures declined to two-thirds achieving the expected level or better and of these two-fifths reached the higher level. Observation of lessons and scrutiny of pupils' work indicate that this year's Year 6 pupils' overall attainment is above national expectations. Most pupils can carry out rapid mental calculations to multiply numbers by ten and 100 and devise and describe efficient strategies to multiply two digit numbers. They are able to classify triangles and describe their properties. During lessons in probability the highest attaining pupils can calculate chances and show their results as percentages.
109. Pupils in Key Stage 1 have made satisfactory progress over the past year. During Year 1 they have extended their numeracy skills and by the end of the year most are able to count confidently to 20, recognise odd and even numbers and begin to understand the importance of place value. In their second year, this knowledge has been extended so that they can add and subtract two digit numbers and are able to apply this knowledge to solve real problems. However during the inspection the progress of many pupils observed during lessons in Years 1 and 2 was unsatisfactory because they were not sufficiently involved in question and answer sessions and

were often unable to understand the lesson's subsequent activities. This was a reflection of early difficulties with implementing the National Numeracy Strategy after only one week of the term.

110. Pupils in Key Stage 2 make good progress. Scrutiny of past work shows that they have worked hard and covered all areas of the curriculum. They are gaining confidence in making quick mental calculations and are increasingly able to explain their answers using correct mathematical language. Pupils' progress benefits from working in mixed year classes where the highest attaining pupils are encouraged to work alongside their older classmates. A good example of this was seen in the Year 5 and 6 classes where some Year 5 pupils are able to prioritise calculations using brackets, and carry out complex mental calculations, at a level required of pupils in their sixth year. Similarly other pupils benefit from being able to move at a slower pace and consolidate previous learning. Pupils with special educational needs make satisfactory progress and are well supported in both key stages.
111. The response of pupils to mathematics is good in the majority of lessons. Most pupils listen attentively to explanations and instruction and settle down quickly to their work. They enjoy the brisk mental arithmetic sessions and the interesting activities planned for them. They are very well behaved, co-operate with each other and work independently sticking to their task with a minimum of supervision. They are proud of their work and take care when using equipment. In a minority of lessons pupils become restless and inattentive when they are not sufficiently occupied or challenged by the tasks.
112. The school has recently adopted the recommended teaching methods of the National Numeracy Strategy that emphasises direct teaching and extended sessions of mental arithmetic. This is working well in Key Stage 2 where the teaching overall is good and sometimes very good. Currently these methods of teaching are less successful in Key Stage 1 and much of the teaching is unsatisfactory. In the Key Stage 2 lessons, teachers ensure that all pupils participate when the whole class is being taught and that they fully understand the subsequent group and individual activities. Lessons start with a review of recent learning and care is taken to ensure that pupils understand what they will learn and then practise during the lesson. At the end of the lesson, teacher and pupils consider the progress made and pupils are able to demonstrate and explain their success and consider any problems encountered. A hallmark of these successful lessons is good classroom organisation where good seating arrangements ensures that all pupils can see and be seen and that teaching strategies enable all pupils to attempt responses to questions. During such lessons the pace is brisk and careful questioning probes and extends pupils' understanding. Pupils enjoy these lessons and make good progress.
113. Unsatisfactory teaching occurs in Key Stage 1 when there are extended question and answer sessions in which only some pupils participate, followed by activities which are not clearly understood. During these lessons pupils become distracted, lose interest in their task, and make little progress. Too often children are cramped on a carpet area and are unable to see clearly and the teacher is unable to easily monitor their response. In these sessions the classroom assistants are unable to help and encourage pupils experiencing difficulties. In most lessons the range of teaching equipment and activities was too ambitious, leading to confusion. For example a lesson stressing the importance of numerical place value was not helped by a variety of quite complicated group games which were all new to the pupils. During this lesson the teacher was preoccupied with explaining the games and organising equipment and consequently pupils made unsatisfactory progress. Insufficient attention is paid to the introduction of the lessons or to the importance of finishing with a careful whole class review. In both key stages long term and medium term planning ensures complete coverage of the required curriculum. Greater attention should be paid to planning individual lessons that involve new or unfamiliar teaching strategies and pupil activities. Increasing use is being made of homework and provision is satisfactory.
114. The school has responded to the National Numeracy Strategy with yearly and termly plans that

carefully integrate a wide range of teaching materials and equipment to ensure equality of opportunity for all pupils including those with special educational needs. There are regular standardised tests to assess pupils' attainment in addition to the national Standard Assessment Tests and useful records are kept of pupils' attainment and progress. Information from the assessment and analysis of teaching success and of pupils' test results is used to guide planning.

115. Mathematics lessons make a valuable contribution to pupils' moral and social development. In all lessons pupils are encouraged to work hard and persevere when faced with difficulty. During whole class sessions they develop the capacity to explain and promote their ideas and answers and then to appreciate other people's point of view. Group and individual activities encourage teamwork and provide opportunities for pupils to behave responsibly.
116. The two subject co-ordinators provide good support for their colleagues and effectively oversee the planning of lessons and the management of resources. A start was made last term to monitoring teaching and this could profitably be extended so that the new teaching initiatives are successfully implemented. Similarly, arrangements for setting targets for the school and individual pupils need to be more clearly defined and their success closely monitored.
117. There are sufficient suitably qualified teachers for the subject who are well supported by classroom assistants. There has been recent in service training for teachers but the inspection reveals that further training is required to ensure the successful implementation of the National Numeracy Strategy in Key Stage 1. The accommodation is suitable for the application of a suitably wide range of teaching strategies and resources are good and readily accessible. There is insufficient use of information technology to develop mathematical understanding.

## **Science**

118. In the 1998 end of Key Stage 2 National Tests, pupils' attainment was above the national average at the expected level and at the higher level. Attainment was above average compared with schools with pupils from similar backgrounds. Boys outperformed girls. Over the past three years, attainment has been close to the national average. In the 1999 national tests, the proportion of pupils achieving the higher level doubled.
119. Inspection findings indicate that, by the end of Key Stage 2, attainment is above average, which is an improvement on the findings of the previous inspection. A key issue of that inspection was to continue to address the raising of attainment in aspects of science in both key stages. This has been done successfully. The pupils understand that the earth spins on its axis and that this is the reason for day and night. Many of them, however, whilst able to describe the apparent movement of the sun across the sky, have a limited understanding of where the sun 'goes to' at night. The pupils are beginning to understand that the earth orbits the sun once every year. The pupils understand the concept of balanced and unbalanced forces. They investigate air resistance in practical work on parachutes, thermal conduction in work on the differing properties of materials and the differences between series and parallel electrical circuits. The pupils use their mathematical skills to record their findings accurately in the form of bar charts and line graphs. There is, however, insufficient use of information technology to aid in this recording. Written accounts of findings are often handicapped by weak writing skills.
120. Teachers' assessment of pupils' attainment by the end of Key Stage 1 in 1998 was above the national average and above average compared with schools with pupils from similar backgrounds. Their assessment of attainment in 1999 was not so good. Inspection findings indicate that



attainment by the end of Key Stage 1 is average, which reflects the findings of the previous inspection. The pupils understand that there is a range of sounds heard by the human ear. They explore sounds that can be made by striking a variety of everyday objects, the different sounds of musical instruments and sounds that can be heard walking around the school grounds. The pupils know about the forces at work in a variety of toys. They understand how light can come from a variety of sources and they investigate shadows and the translucency of various materials. Many pupils find it difficult to draw conclusions from practical investigations and they are often handicapped by weak writing skills. There is insufficient use of information technology to record findings.

121. Most pupils in Key Stage 1 are making satisfactory progress in their knowledge and understanding of scientific concepts and in their ability to make careful observations and to carry out practical investigations. They understand that a scientific test must be fair. More able pupils are able to make simple predictions. The pupils are beginning to use appropriate scientific terms. Progress in Key Stage 2 is good. In a Year 3 and 4 lesson, the pupils identified the variables for a fair test of forces working in opposition. They are refining their ability to link science with mathematics, for example in constructing accurate bar charts of how far sounds travel. In this key stage, the correct use of scientific terms is increasing. In both key stages, pupils with special educational needs receive good support and they are making sound progress.
122. In both key stages, most pupils have positive attitudes towards their science lessons. They particularly enjoy practical investigations, working well with a partner or in-groups and treating equipment with respect. Most pupils listen attentively and settle down to work quickly. They are eager to answer questions and to contribute to discussions. Behaviour in all classes is good, with a quiet working atmosphere, conducive to good learning. Presentation of work is variable. Much work in Key Stage 1 is untidy, whilst in Key Stage 2, particularly with more able pupils, work is very neatly presented.
123. The quality of teaching is sound in Key Stage 1 and good in Key Stage 2. The scientific content of lessons is generally accurate and the teachers explain concepts clearly. In the best lessons, the teachers display an obvious enthusiasm for science. Teachers in both key stages are making good use of practical investigations to build on the pupils' knowledge and to develop their scientific skills. This is an improvement on the findings of the previous inspection. However, there is still a tendency for some teachers to talk for too long during introductory sessions. All the teachers encourage the pupils to use scientific vocabulary and to make careful observations and measurements. They encourage an awareness of environmental concern in the pupils. The teachers make good use of assessment to plan the next steps. Weaknesses in the teaching include insufficient use of information technology, low expectations of pupils' writing and general presentation in Key Stage 1, and insufficient match of work to different abilities.
124. A clear policy is in place that meets the requirements of the National Curriculum. A comprehensive scheme of work exists for Key Stage 2 and the newly appointed co-ordinator is developing one for Key Stage 1. He has not yet had the opportunity to monitor teaching of science throughout the school, but he has a good overview of standards of pupils' work and has developed a useful collection of pupils' work at agreed levels, in order to help teachers in the accuracy and consistency of their assessments. There are sound systems in place for recording pupils' attainment. There is a good amount of apparatus and equipment to support learning and there is a wide range of science reference books in the school libraries. The subject is making a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

#### 124. **Information technology**

125. Pupils' attainment in information technology is below national expectations at the end of Key Stage

1 and in line with national expectations at the end of Key Stage 2. This represents a deterioration in attainment since the last inspection when they were judged to be in line with national expectations at the end of both key stages.

126. During the last six months the school has improved its resources by installing seven new computers in a computer suite. This is in addition to at least one computer system in every classroom. Since the opening of the suite pupils at both key stages have had regular access and direct teaching of skills. This concentrated input of teaching has enabled pupils in Key Stage 2 to make recent good progress and to gain sufficient knowledge, understanding and skills to meet national expectations. All the required components of the subject are met but not all are given sufficient emphasis. For example, although pupils have covered aspects of monitoring they confirm that this is an area that they have least understanding, knowledge and skills.
127. Although pupils in Key Stage 1 receive teaching time in the computer suite, their overall progress in the subject remains unsatisfactory. This also applies in Key Stage 1 to pupils with special educational needs. Statutory requirements are not being met because all components of the subject are not being taught consistently. Teachers require further training to improve their confidence and competence in all areas of the subject. Throughout the school there are opportunities for pupils to have regular access to a computer in the classroom but these are used insufficiently by teachers to consolidate or extend pupils' learning. There are at least one third of classes where the computer is switched on but unused for much of the week. Overall, information technology is not being used sufficiently to support all areas of the curriculum. These weaknesses have been identified by the school and are being addressed through long-term planning. The continued introduction of a new scheme of work linked to focused staff training and further resources for the National Grid for Learning will allow for improvements to take place and the National Curriculum programmes of study to be fully implemented.
128. By the end of Key Stage 1 pupils perform below national expectations. Most pupils can use the keyboard correctly to select letters in order to write simple sentences. They have knowledge and understanding of some of the icons such as *print* and *file* and can use the mouse to activate this command. Half the pupils in Year 2 have a satisfactory knowledge of a *floppy disk* and understand how to load and select stored items. A small number of pupils know and understand how to shut down a programme correctly. Pupils can use a simple draw programme but with varying degrees of success. Younger pupils confidently use the mouse to *drag* images across the screen in order to 'Dress Teddy'. Although pupils in Year 1 have some experience of entering data such as the distance a ball will travel when kicked or rolled they were unable to recall this application.
129. By the end of Key Stage 2 pupils perform in line with national expectations. Pupils' competence in word processing and drawing software is satisfactory for their age. Pupils in Year 5 and Year 6 can use spreadsheets and can control, model and monitor using the computer. For example, for the control strand pupils confidently write a set of commands to draw a shape on the screen, they enter and then run the programme to see if it will produce the desired effect. By year 6, pupils can set up a work sheet and enter information. They do so in the context of average distances of the planets away from earth and temperatures for each of the planets. In this way pupils understand the use of spreadsheets in the proper context and use them as a tool. They know that collecting and storing information in an organised way helps them find answers to questions. For example, in science they examine the data whilst looking at the effects of heat on liquids stored in containers made from different materials.
130. Overall, progress in gaining information technology skills in Key Stage 1 is unsatisfactory. Similar programmes of work are used in reception and for pupils in Year 1. By Year 2 pupils have a limited knowledge, understanding and skill of word processing and data handling and virtually no

understanding of how to control a floor turtle or use a simulation exercise. This along with inconsistencies in the quality of teaching and few opportunities for pupils to gain access to a computer in the classroom, has prevented them from making the maximum possible progress. In Key Stage 2 pupils have more recently acquired appropriate skills, knowledge, vocabulary and concepts and they make satisfactory progress. Pupils make satisfactory and sometimes good progress in Key Stage 2 when lessons are taken in the computer suite and devoted specifically to the teaching of information technology. Pupils in Year 4 build satisfactorily onto their skills and confidently use a paint package to create repeat patterns based upon mathematical shapes such as circle, triangle and square. By the end of Key Stage 2 pupils can produce a poster using a variety of forms of graphic image. They change the font style, size and use bold typeface to highlight important words such as, *Fire Drill*. Pupils are beginning to make good use of the computers in the suite to improve the presentation of their work, especially when drafting and redrafting written work for display purposes.

131. Pupils with special educational needs make satisfactory progress by the end of Key Stage 2. They participate fully in all the activities set and work successfully alongside pupils of the same age in their class.
132. Pupils in both key stages have good attitudes to information technology and enjoy working with computers. They are confident enough to answer questions even though some pupils are unsure of the answer because of irregular and infrequent use of them. Pupils with computers at home have increased knowledge, understanding and skills in using information technology and they have developed more confidence. These pupils are sometimes used effectively to support and teach new skills to others. On these occasions pupils are very patient and show a good level of care and consideration.
133. The quality of teaching in Key Stage 1 is unsatisfactory but it is satisfactory in Key Stage 2. In one lesson the quality of teaching was good. Teachers are well supported by good collaborative planning. When using the suite, teachers' spend an appropriate amount of time explaining the concepts behind different applications and in this way pupils become aware of the benefits and advantages of using computers. Teachers' use of terms is accurate and they encourage pupils to discuss their work using similar vocabulary. Little direct teaching occurs in classrooms and pupils are often left to work at a computer with little teacher intervention. When this occurs, teachers ask few questions and pupils' progress and understanding of information technology is not extended. The assessment of pupils' skill level is recorded on a regular basis. Since the suite has been used for weekly teaching sessions, assessment of pupils' attainment has become more rigorous and meaningful. This provides a good basis upon which to report pupils attainment to parents.
134. The co-ordinator is aware of the weaknesses in the subject and acknowledges that since the last inspection all strands of information technology have not been taught consistently throughout the school and that standards have fallen. Some progress has been made in acquiring resources and hardware is now sufficient to cover all aspects of National Curriculum requirements. The school is part of the second phase of the *National Grid for Learning* Scheme and will shortly acquire a link to the *Internet*. Information technology development features prominently in the school's development planning and the co-ordinator is keen to implement all areas as soon as possible. The co-ordinator provides strong support to all members of staff in weekly and termly planning but does not have the opportunity to monitor the quality of curriculum delivery and standards of learning. This has enabled weaknesses in the subject to occur and go unchecked for several months.

## **Religious education**

135. By the ends of each key stage, pupils' attainment is satisfactory. Attainment in the previous

inspection was judged to be good. Key Stage 2 pupils understand the significance of numbers, both in people's everyday lives and in religion. In a Year 5 and 6 lesson observed, the pupils talked about numbers which were significant to them. The pupils understand how journeys have played an important part in various religions, such as the journeys of Moses, Paul and the Buddha. They realise the continuing significance of pilgrimage, such as the Hajj. Some pupils use their literacy skills to write a letter to a friend describing an imaginary journey to the Kabbah in Mecca. The pupils describe journeys that they themselves have made. The pupils know about the contributions made to society by people such as Gandhi, Dr. Barnardo, William Booth and Mother Theresa. They know about aspects of other faiths, such as Diwali and Hannukah.

136. Pupils in Key Stage 1 know about some of the Bible stories, such as the Creation, Noah's Ark and Jonah and the Whale. They know about some of the stories that Jesus told, including the farmer and the Seeds and the Good Samaritan. They understand why Christmas and Easter are of such importance to Christians. They know about aspects of Hinduism, such as the story of Rama and Sita. The pupils talk about feelings, about people they love and why family and friends are so important.
137. Pupils in both key stages are making good progress in widening and deepening their knowledge and understanding of aspects of Christianity and of other faiths. They are gaining in confidence in being able to talk about feelings and about everyone being unique and special to someone. They are developing respect for the beliefs of others and their concern for people less fortunate than themselves, for example in devising prayers for the people of Kosovo. Older pupils are refining their use of literacy skills, for example in retelling the story of the paralysed man from their point of view and in writing effective poems about nature. Key Stage 1 pupils have visited St. Mary's Church and have developed their knowledge of how different parts of the building are used. In both key stages, pupils with special educational needs are making satisfactory progress, particularly where they have additional support for their literacy skills.
138. Behaviour in lessons is good and the pupils show interest in the topics under discussion and have good attitudes. During a Year 5 and 6 lesson observed, the pupils were well aware of the rules of circle time. They listened with respect to the views of others. Most pupils listen attentively and they are eager to contribute to discussions. A minority is less confident to join in. Presentation of work is variable in quality.
139. Teaching is good in both key stages. The teachers have a good knowledge of the local Agreed Syllabus. They base learning on the pupils' own experiences and interests. For example, in a Year 5/6 lesson on the significance of numbers, the teacher introduced recent newspaper cuttings, including a photograph of a footballer's numbered shirt. The teachers provide good opportunities for the pupils to discuss and reflect on religious issues and they value pupils' contributions. Planning is sound and the teachers use day to day assessment well in order to plan subsequent work. In the best lessons, the teachers show enthusiasm for the subject and have high expectations. For example, in a Year 2 lesson, the teacher said, "I'm going to value your work". At times, there is a lack of rigour in teaching, which means that lesson objectives are not fully achieved. For example, in one Year 5 and 6 lesson, some pupils spent a considerable time just drawing a picture of their favourite number.
140. A clear policy helps meet the requirements of the local Agreed Syllabus and includes useful guidance on the teaching of skills. A clear scheme of work is in place. The two recently appointed co-ordinators realise that their monitoring role needs to be developed. Overall, there are adequate resources to support learning, though there is a lack of religious artefacts held by the school. There is a reasonable range of reference books on religions in the school libraries. Good use is made of the local St. Mary's Church as a resource for learning and the teachers have close links with the Vicar and Curate. The subject is making a good contribution to the pupils' spiritual, moral,

social and cultural development.

## **OTHER SUBJECTS OR COURSES**

### **Art**

141. The school has maintained the high standards of art seen during the last inspection and pupils' standards are above those expected for their age. Throughout the school there are attractive displays and each year group keeps a portfolio of pupils' work. These show that by the end of Key Stage 1 pupils have learnt to mix colours when painting and choose materials carefully when making collages. They have looked at the work of famous artists and produced paintings in the style of Bruegel and very successful pastel pictures inspired by Turner. Similarly the Key Stage 2 collections show that the works of William Morris, Van Gogh and Monet have inspired the pupils. On display are pictures showing that Year 6 have used a variety of painting techniques to respond to Monet's "Water Lilies" so successfully that these paintings were later "sold" to parents to raise money for charity.
142. Pupils make good progress across the school including those with special educational needs and are steadily introduced to new techniques and experiences. Year 1 pupils are learning to choose appropriate materials when making a collage of rain forest animals. Pupils in Years 3 and 4 have produced some outstanding paintings using thick paint techniques to illustrate stormy seas and have made and decorated clay tiles. Pupils in Years 5 and 6 are currently working in a variety of materials to make pictures and three-dimensional models of Egyptian artefacts.
143. Pupils thoroughly enjoy their artwork both in class and in art clubs. They take great care and soon become absorbed in their work. This enthusiasm and care can be seen in the schools' millennium art club where pupils from all classes are working together to paint a large mural in one of the school's courtyards.
144. The quality of teaching seen in the few lessons observed during the inspection was variable though it was satisfactory overall at Key Stage 1 and good at Key Stage 2. It was very good in one lesson when the teacher was able to demonstrate a variety of techniques with chalk and pastel and then explain the importance of composition to the class. In a similar lesson the teacher lacked the required subject knowledge to guide the pupils' efforts and consequently the results were less successful.
145. There is an art policy with a programme of study that ensures full coverage of the national curriculum for all pupils. This is sensibly linked to pupils' studies in other subjects; for instance good use is being made of the paintings of Holbein and other artists to illustrate Tudor life. There is good termly and weekly planning with provision for assessing the success of each activity.
146. Art makes an important contribution to pupils' spiritual, moral, social and cultural development. The works of famous artists inspires pupils and their appreciation is evident in their response.
147. The art co-ordinators provide good support for colleagues, maintaining resources and offering advice. There are sufficient teachers but some of these lack the subject knowledge to teach the wide range of activities in the art curriculum. The accommodation and resources are good and they are used well.

### **Design and technology**

148. There were no opportunities to inspect design technology lessons during the inspection but

examination of last year's pupils' work indicates that attainment and progress is in line with those expected for their age.

149. At Key Stage 1 the youngest pupils have learnt about baking bread and have gone on to design moving toys, fairground wheels and tackle the tricky problem of designing a crane to hoist animals into Noah's Ark. This experience is extended in Key Stage 2 with such projects as designs for pulley systems to link a lighthouse to the shore and the design and manufacture of musical instruments. This work demonstrates that the pupils can plan their projects using design sheets, construct their designs using a variety of materials and techniques, and subsequently evaluate their success.

150. Pupils respond with enthusiasm to these challenges and their results indicate the care they have taken with their work and the way they have persevered and been prepared to reflect upon success and make changes where necessary.

151. It was not possible to observe any teaching of design technology during the inspection. The curriculum, however, is well planned and meets national requirements. The projects planned set interesting and enjoyable challenges for pupils who are required to respond with carefully documented designs leading to finished products. Planning is carefully linked to work in other subjects and progress is assured by the regular introduction of new techniques and materials. The mix of individual and group work promotes pupils' moral and social development.

152. The recently appointed co-ordinator has worked hard to update the school's policy document which now includes a well structured curriculum framework, useful advice, and the necessary safety information. The accommodation and resources for the subject are good and they are well used.

## 152. **Geography**

153. It was not possible to observe any geography lessons in Key Stage 2. From observing lessons in Key Stage 1, from a scrutiny of pupils' work and from discussions with some older pupils, it can be judged that standards in geography are satisfactory, which reflects the findings of the previous inspection. The pupils have a basic understanding of the water cycle and they know about some of the features of a river and its valley from source to sea. They are familiar with the course of the River Severn. During local fieldwork, older pupils have measured the depth of water at various sites along Borle Brook. They have also undertaken fieldwork during a residential visit in North Wales. The pupils are familiar with some of the areas quoted in the radio-shipping forecast and with appropriate weather symbols.

154. The majority of pupils, including those with special educational needs, are making satisfactory progress in developing their mapping skills and their knowledge and understanding of geographical concepts. Pupils in Years 3 and 4 are able to use four figure grid references to locate features on maps and they understand the significance of scale. These pupils use their literacy skills to write differing viewpoints about the building of an imaginary motorway through a rural area. They understand some of the reasons for the growth of Highley and Telford and they compare these settlements with a village in rural India. Younger pupils are developing early ideas about plan views and their ability to observe daily weather. They talk about areas of the school that they like or dislike and about ways in which they might make improvements. The literacy skills of many of these younger pupils are weak and this hinders their ability to record opinions and observations. Older pupils are beginning to use correct geographical terminology. In both key stages, pupils with special educational needs are making satisfactory progress.

155. In the Key Stage 1 lessons observed, most pupils listened attentively. They are eager to answer

questions and are confident enough to offer ideas. They settle down to work quickly and they are able to work independently or in-groups. The presentation of work in Key Stage 2 is satisfactory overall, with some good examples among the ablest pupils.

156. In the Key Stage 1 lessons observed, the quality of teaching was sound. The teachers encourage the pupils to think critically about the environment around them and to offer reasons for statements as to likes and dislikes. They make sound use of fieldwork around the school and in the locality. A scrutiny of pupils' work indicates that the teachers place an appropriate emphasis on the development of the pupils' mapping skills and on their acquiring the use of correct geographical terms. Little evidence was seen of information technology being used in teaching or learning in geography and too little emphasis is placed on giving the pupils opportunities for research and for writing at length on geographical themes.

157. A clear policy and scheme of work are in place. The co-ordinator has had responsibility for geography for only one term and she recognises the need for her monitoring role to be developed. There are no whole school systems in place for assessing and recording pupils' attainment. Learning resources are adequate and there is a reasonable range of geography reference books in the school libraries. There are some new atlases in Key Stage 2. This was recommended in the previous inspection. The teachers make sound use of the schools' library service for additional material. They make appropriate use of local fieldwork. The subject is making a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

#### 157. **History**

158. Standards are sound in history which broadly reflects the findings of the last report. Pupils, including those with special educational needs make satisfactory progress throughout the school but fewer pupils attain above average standards at the end of Key Stage 2 than was previously the case.

159. The only lessons observed were in Years 3 and 4 and judgements on overall standards were based on previous work as little had been completed at the time of the inspection. Pupils in the lessons observed were however, clearly enthusiastic and interested in the subject. Pupils in Year 4 can recognise that events have consequences. They understand that after the Battle of Bosworth, Henry VIII became king, leading the House of Lancaster, and starting the Tudor period of history. Year 3 pupils can recall key historical events they have studied.

160. The teaching of history at Key Stage 2 is sound. One lesson had a very stimulating and effective introduction where pupils took the roles of historical characters in the Tudor period to explain the succession to the throne. There was an appropriate emphasis on the development of historical skills and knowledge in all the lessons observed.

161. The co-ordinator is providing sound leadership. There is a full policy and scheme of work. Very little monitoring of teaching has taken place and this needs to be developed, along with appropriate support and action, to raise standards. Assessment arrangements and resources are both sound.

162. Currently some of the work lacks depth and there are few examples of extended writing. More emphasis on this will help develop standards in history and also the quality of writing across the curriculum.

**162. Music**

163. By the end of Key Stage 2 all pupils, including those with special educational needs make good progress and achieve good standards.

164. In both key stages, pupils sing well with enthusiasm. Building on the nursery rhymes, counting songs and alphabet songs they learn in reception and year 1, pupils make satisfactory progress, so that by Year 2 they can sing tunefully and with expression. Later, these skills are developed further and the quality of pupils' singing continues to develop through Key Stage 2. By the time they are eleven, the majority sing tunefully; their diction is satisfactory and they can follow a conductor whilst performing a 'round'.

165. Progress in other aspects of music is generally good. Pupils have a good sense of rhythm that increases as they move through the school. They use the correct techniques to play a range of percussion instruments. For example, pupils in Year 2 know how to shake, scrape, blow and tap instruments in order to create sounds for a listening walk. This type of work is developed in Key Stage 2 and pupils make good progress in the knowledge, understanding and skills in composing. They listen well and then think carefully about the choice of instrument to use to create a sound to describe a scene such as shimmering water. Pupils are able to review and practise their accompaniment in order to produce an atmosphere suitable for a song about life in Egypt living beside the river Nile.

166. Pupils of all ages show obvious enjoyment in music. They are enthusiastic and very keen to join in all the activities. Pupils respect each other's efforts and co-operate well in-groups. Throughout all music lessons pupils show a willingness to share ideas and to support each other in-group music making. They store instruments tidily and show care when using and playing them in lessons.

167. The good standards that pupils achieve are a result of consistently satisfactory teaching throughout Key Stage 1 and good teaching in Key Stage 2. In Key Stage 2 classes are taken by a music specialist who has very good subject knowledge and understanding and a dynamic approach to teaching. Lessons progress at a good pace and include a variety of activities that keep pupils interested such as musical games and rhymes. High standards of pupil involvement are expected and pupils rise to these, refining their skills and techniques as the lesson progresses. The youngest pupils are taught music by their class teachers who are successful in introducing them to a range of instruments and in teaching a variety of songs.

168. Pupils have good opportunities to perform music in and out of school. Pupils sing and are involved in musical productions during the year. Pupils perform at Highley Music Festival, Bridgnorth Music Association, the pen factory and at an annual choral concert held in the village church. All these activities help to extend pupils' musical interest and skills.

169. The subject is managed well. The co-ordinator has recently re-written the policy and adopted a new scheme of work that meets the requirements of the school. Resources are satisfactory and adequately support the planned curriculum. Teachers with no specialist knowledge of the subject work hard to increase their expertise and confidence in teaching music and this is having a positive effect on standards. The visiting specialist teacher adds to the quality of music teaching offered to the pupils. Overall, music makes a good contribution to pupils' personal and social development and has a positive impact on the ethos of the school.

**169. Physical education**

170. Standards of attainment are good in physical education, which is an improvement on the last inspection report. All pupils, including those with special educational needs, make good progress



throughout the school. The school provides a balanced programme of activities and lessons in gymnastics and dance were observed. Swimming is taught to all pupils in the school in the summer term so there was no opportunity to judge standards.

171. In Key Stage 1 pupils can travel in different directions while balancing a bean bag on different parts of the body. They can evaluate why it is easier to catch one type of throw than another and can recognise the effect of exercise upon their bodies. Fifth and sixth year pupils can pass underarm and send chest passes and shoulder passes accurately to a partner. They can catch the ball accurately and play effectively in a team match of 'High 5 Netball'.
172. Pupils' attitudes to physical education are usually good and on occasions very good. Pupils are enthusiastic, yet responsible, playing readily with others and also behaving well in individual activities.
173. The teaching of physical education is always at least sound and usually very good. The best teaching is influenced by strong subject knowledge. Thus in a very well taught netball lesson demonstrations of types of passes were of a high standard.
174. Lessons are always well organised and the management of pupils is never less than good. Very good teaching was observed in both key stages. The effective teaching of the younger pupils is characterised by a calm, reassuring atmosphere and clear guidance on how pupils can improve.
175. In Key Stage 2 the best teaching developed the skills of team play, giving all pupils roles, including those of referee and scorer.
176. The co-ordinator is providing good leadership. There is a clear policy and scheme of work and all pupils have equal opportunities to participate in all activities. Assessment procedures are sound but will need further development. However, little monitoring of teaching has taken place to ensure the co-ordinator knows where support and advice is needed to ensure consistently high standards.
177. The school has good resources and satisfactory accommodation. A number of extra-curricular activities are provided both after school and in the 'clubs' session on a Thursday afternoon. Provision is made for 'High 5' league netball, football, rugby, rounders, athletics, swimming and cricket. The school has been successful in inter school events in rugby, netball and swimming and has also won awards for fair play.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

178. A team of five inspectors, including a lay inspector inspected the school over a period of four days, amounting to 19 inspector days in all. A total of 71 hours 24 minutes was spent in observing classes, discussions with pupils and evaluating the work they had done. In addition, interviews and discussions were held with the headteacher, teachers with curriculum responsibilities and members of the Governing Body. Representative samples of pupils were heard to read from all classes. There was an intensive scrutiny of pupils' work in all classes in every subject.
179. Inspectors attended assemblies and checked school registers and records. Before and during the inspection all necessary documentation was studied, including the school development plan, details of the school budget, policies and minutes of the Governing Body meetings. An analysis was made of 103 questionnaires completed by parents and the views of the nine parents at the pre-inspection meeting were taken into account.

## 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	257	4	52	34

### Teachers and classes

#### Qualified teachers (YR – Y6)

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

9
23.3 : 1

#### Education support staff (YR – Y6)

Total number of education support staff  
Total aggregate hours worked each week

9
95

Average class size:

25.7
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## Financial data

Financial year:

1998
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	£
Total Income	389,811.00
Total Expenditure	397,448.00
Expenditure per pupil	1,409.39
Balance brought forward from previous year	28,520.00
Balance carried forward to next year	20,883.00

## PARENTAL SURVEY

Number of questionnaires sent out:

257

Number of questionnaires returned:

103

### 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	34	63	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	32	0	1	0
The school handles complaints from parents well	33	50	17	0	0
The school gives me a clear understanding of what is taught	36	64	0	0	0
The school keeps me well informed about my child(ren)'s progress	41	57	2	0	0
The school enables my child(ren) to achieve a good standard of work	47	49	4	1	0
The school encourages children to get involved in more than just their daily lessons	50	47	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	45	41	7	8	0
The school's values and attitudes have a positive effect on my child(ren)	51	45	4	0	0
The school achieves high standards of good behaviour	45	51	3	1	0
My child(ren) like(s) school	75	24	1	0	0