

INSPECTION REPORT

Coleham Primary School
Shrewsbury

LEA area: Shropshire

Unique Reference Number: 123389

Headteacher: Mrs L Rathmell

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 22nd – 25th November 1999

Under OFSTED contract number: 707730
Inspection carried out under section 10 of the school inspections act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| Type of control: | County |
| Age range of pupils: | 5 - 11 |
| Gender of pupils: | Mixed |
| School address: | Greyfriars Road Shrewsbury Shropshire SY3 7EN |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr M Charlesworth |
| Date of previous inspection: | June 1996 |

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|---------------------------------|--|--|
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| Mr L Kuraishi Lay Inspector | | Attitudes, behaviour & personal development Attendance Support, guidance & pupils' welfare Partnership with parents and the community The efficiency of the school |
| Mrs C Deloughry | Special educational needs Mathematics History | |
| Mrs L Short | Science Design & technology Information technology | Curriculum & assessment |
| Mrs S Wilkinson | Equal opportunity Music Religious education | Pupils' spiritual, moral, social & cultural development |
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MAIN FINDINGS

What the school does well

- The attitudes, behaviour and personal development of pupils are very good. Relationships are excellent.
- Attainment levels are high in mathematics and science.
- Pupils are making good progress in most areas of the curriculum.
- The quality of teaching is good.
- A good curriculum is provided at both key stages.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The support guidance and measures taken to ensure the welfare of pupils are good – there are very good procedures in place for monitoring and promoting discipline and good behaviour.
- The partnership that the school has with parents and the community is good overall – the community aspect of these links is very good.
- The leadership and management of the school are good and within this the leadership of the headteacher is very good.
- Staffing, accommodation and learning resources are good and there is very good provision for the professional development of all staff.
- School administration, financial control and maintenance of the building are very good.

Where the school has weaknesses

- I. The school does not currently plan its curriculum for pupils under five in such a way as to take full account of the desirable learning outcomes for children who are under five.

This is a good school. This area for improvement is far outweighed by the many strengths of the school. It will form the basis of a governors' action plan and parents will be informed of this.

How the school has improved since the last inspection

The school has made very good improvement since the last inspection. This is principally due to the appointment of the new headteacher. The school has successfully addressed the key issues of the previous inspection report. Assessment results are now more effectively analysed. Teacher expectations have been raised and there is now a greater pace to pupils' learning. Standards have been raised in mathematics and there is now a greater degree of progression and continuity between Key Stage 1 and 2. The roles of the headteacher, the deputy and the curriculum coordinators have been developed so that the monitoring and evaluating of standards are now regularly undertaken. The necessary feedback to teachers is now provided and co-ordinators are given every opportunity to fulfil their roles. The school's capacity to continue to improve is very good.

Standards in subjects

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

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

These figures show the performance of a cohort of pupils of whom 30 percent were on the school's register of special needs. Within that cohort 8 per cent of pupils had statements of special educational need. Significantly the performance of pupils at Level 5 in the national tests is very much in line with the national average and the performance of pupils in similar schools. The performance of pupils at the end of Key Stage 1 is well above the national average and the average for similar schools in English and mathematics but is below in science. The attainment of pupils in information technology at the end of Key Stage 2 is below the national expectation but they are now making good progress. Their attainment in religious education is in line with what might be expected for pupils of their age.

Quality of teaching

| Teaching in | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|--------------|-------------|--------------|
| English | Satisfactory | good | Good |
| Mathematics | Satisfactory | good | Good |
| Science | | good | Good |
| Information technology | | good | Good |
| Religious education | | good | Good |
| Other subjects | Satisfactory | see below | see below |

Teaching was satisfactory or better in 99 per cent of lessons. It was satisfactory in 32 per cent, good in 43 per cent, very good in 21 per cent and excellent in 3 per cent. Unlike teaching in both key stages which is good the teaching for the under fives is satisfactory because planning does not focus carefully enough on the desirable learning outcomes for children at age five. In classes for children under five which also contain pupils of reception and Year 1 age the overall quality of teaching is good.

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

Other aspects of the school

| Aspect | Comment |
|---|--|
| Behaviour | Very good – not only in the classrooms but throughout the school, in the dining hall, the playground, as pupils generally move about from one area and activity to another and when they travel outside the school |
| Attendance | Good – but unauthorised absence which is very carefully and accurately monitored has risen to become higher than the national average |
| Ethos* | The ethos of the school is good – all share an understanding of the aims of the school and there are many and obvious examples of a commitment to high and improving attainment |
| Leadership and management | Good – the headteacher has provided very good leadership and in a short time has overseen the introduction of procedures and structures that are now resulting in the good progress that pupils are making |
| Curriculum | Good – it is broadly balanced and meets the requirement to teach the National Curriculum and religious education. A particularly pleasing aspect is the importance attached to the arts |
| Pupils with special educational needs | Good progress as a result of good provision and support |
| Spiritual, moral, social & cultural development | Very good |
| Staffing, resources and accommodation | Good with very good provision being made for staff development |
| Value for money | The school is providing good value for money – an improvement since the last inspection |

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

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

What most parents like about the school

- II. That their children like coming to school
- III. That the school encourages parents to play an active part in the life of the school
- IV. That the school is approachable
- V. That the school enables children to achieve good standards
- VI. That the school encourages the right attitudes

What some parents are not happy about

- VII. Whilst some individual issues were who were unhappy about any one issue

The inspection confirms the positive views that the parents have about the school.

· **KEY ISSUES FOR ACTION**

In order to address the issue of the unsatisfactory planning of the curriculum for the under fives and to raise the rates of progress that these children are making, the school should arrange to plan and teach a curriculum for under fives that is in accordance with the nationally agreed areas of learning.

Paragraph references – 7, 30, 39, 71, 86, 87, 88, 89, 90, 91, 92

· **The following are not key issues but the governing body should also consider:**

· Improving independent learning by extending the use of the library.

Monitoring the good rates of progress seen in information technology at Key Stage 2 so as to be able to confirm that standards are continuing to rise.

· Monitoring the content and information provided in pupils' annual progress reports.

Addressing the now higher than average level of unauthorised absence.

· **INTRODUCTION**

· **Characteristics of the school**

- 1 The school is situated in the Belle Vue ward of Shrewsbury. It has 364 pupils on roll of whom 184 are boys and 180 are girls and this is much bigger than other primary schools. At present there are 60 pupils on the school's register for pupils with special educational needs. This figure is above the national average. Seven pupils have statements of special needs. All pupils follow the National Curriculum. There are no pupils from homes where English is the second language.
- 2 The percentage of pupils known to be eligible for free school meals is just over 8 per cent. The attainment of children entering the reception class is broadly in line with what might be expected nationally. Children are admitted into the reception class in the term in which they are five.
- 3 The school roll has risen slowly since 1994.
- 4 The school aims to provide an appropriate curriculum in positive surroundings, supplemented by a wide range of extra-curricular activity. It aims to enable pupils to use their skills, knowledge and creativity in problem solving and to equip them with social skills in order for them to be able to function effectively in today's multi-ethnic society. Through equality of opportunity and through the fostering of good behaviour, independence, responsibility and self-discipline, pupils are encouraged to strive for high standards in all that they do.
- 5 The school's main priorities relate to raising standards in information communication technology, mathematics, assessment and equal opportunities. The school development plan also contains a range of subsidiary targets as well.
- 6 Targets have been set for both key stages in English, mathematics, science and information communication technology up to and including 2001. These projections are based on reliable data.
- 6
- 6

Key indicators**Attainment at Key Stage 1**

| | | | | |
|---|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for latest reporting year: | Year | Boys | Girls | Total |
| | 1999 | 24 | 32 | 56 |

| | | | | |
|--|----------|---------|---------|-------------|
| 6 National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
| Number of pupils at NC Level 2 or above | Boys | 23 | 22 | 23 |
| | Girls | 31 | 30 | 31 |
| | Total | 54 | 52 | 54 |
| Percentage at NC Level 2 or above | School | 96(88) | 93(92) | 96(97) |
| | National | 82(80) | 83(81) | 87(84) |

| | | | | |
|---|----------|---------|-------------|---------|
| 6 Teacher Assessments | | English | Mathematics | Science |
| Number of pupils at NC Level 2 or above | Boys | 22 | 22 | 21 |
| | Girls | 31 | 31 | 28 |
| | Total | 53 | 53 | 49 |
| Percentage at NC Level 2 or above | School | 95(88) | 95(95) | 88(89) |
| | National | 82(81) | 86(85) | 87(86) |

6 Attainment at Key Stage 2

| | | | | |
|---|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for latest reporting year: | Year | Boys | Girls | Total |
| | 1999 | 28 | 33 | 61 |

| | | | | |
|---|----------|---------|-------------|---------|
| 6 National Curriculum Test Results | | English | Mathematics | Science |
| Number of pupils at NC Level 4 or above | Boys | 15 | 17 | 20 |
| | Girls | 24 | 22 | 25 |
| | Total | 39 | 39 | 45 |
| Percentage at NC Level 4 or above | School | 64(68) | 64(66) | 74(81) |
| | National | 70(65) | 69(59) | 78(69) |

| | | | | |
|---|----------|---------|-------------|---------|
| 6 Teacher Assessments | | English | Mathematics | Science |
| Number of pupils at NC Level 4 or above | Boys | 11 | 17 | 19 |
| | Girls | 21 | 20 | 21 |
| | Total | 32 | 37 | 40 |
| Percentage at NC Level 4 or above | School | 52(46) | 61(61) | 66(54) |
| | National | 62(65) | 69(65) | 75(72) |

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

| | | | | |
|---|--|--------------|---------------------------|--------|
| 6 | Attendance | | | |
| | Percentage of half days (sessions) missed | | | % |
| | through absence for the latest complete reporting year: | Authorised | School | 4.38 |
| | | Absence | National comparative data | 5.7 |
| | | Unauthorised | School | 0.25 |
| | | Absence | National comparative data | 0.5 |
| 6 | Exclusions | | | |
| | Number of exclusions of pupils (of statutory school age) during the previous year: | | | Number |
| | | | Fixed period | 1 |
| | | | Permanent | 0 |
| 6 | Quality of teaching | | | |
| | Percentage of teaching observed which is: | | | % |
| | | | Very good or better | 25 |
| | | | Satisfactory or better | 99 |
| | | | Less than satisfactory | 1 |

6 PART A: ASPECTS OF THE SCHOOL

6 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 The attainment of children entering the reception class as under fives is broadly in line with what might be expected nationally. By the time they are five, most are meeting the desirable learning outcomes which cover language and literacy, mathematics, knowledge and understanding of the world, creative development, personal and social development and physical development. Their progress is satisfactory, but as the curriculum is not planned specifically to the desirable learning outcomes, their rate of progress is restricted and is not as good as that seen in the rest of the school.
- 2 Children's personal and social development is satisfactory. They are secure and confident and they relate well to familiar adults. They behave and play well. In the area of language and literacy they talk about things they have brought to school and can ask and respond to simple questions. They all write their name and are beginning to explore and write letter sounds. In mathematics they are able to count and order numbers to ten and enjoy singing number rhymes. They are able to discuss what happens when a balloon is blown up and use computers to develop work on patterns. They move confidently and can cut, stick and build. They have a good awareness of space and are able to role play being inside a big balloon in dance sessions. Visiting artists give children the opportunity to express ideas and feelings in a creative way. In music they show that they are developing good control of instruments and also that they enjoy role playing.
- 3 In national tests in 1999 the attainment of pupils at the end of Key Stage 1 in reading was well above the national average at the expected level (Level 2 and above) and that it was also well above the national average at the higher level (Level 3). When compared with pupils from a group of schools, which are designated 'similar' by virtue of having roughly the same number of pupils known to be eligible for free school meals, the pupils' performance is well above the average at both levels. Performance over the three years from 1996 to 1998 has been consistently above the national average. The attainment of this cohort of pupils in writing tests was above the national average at both levels and was well above similar schools at the expected level and above at the higher level. Attainment over time has always been above the national average and was seen to rise in 1998. The attainment of pupils in mathematics was well above the national average at both levels and was well above the average for similar schools at both levels. In teacher assessments for science, the attainment of pupils at the expected level was below the national average and as no pupils reached the higher level this performance was well below the national average. The pattern was the same for the similar school comparison.
- 4 In national tests in 1999 the attainment of pupils at the end of Key Stage 2 in English was below the national average at the expected level (Level 4 and above) and was in line with the national average at the higher level (Level 5). In comparison with similar schools this performance was well below at the expected level but was in line at the higher level. Attainment levels over time rose from below in 1996 to an in line position in 1997 and 1998. In mathematics, attainment levels were below the national average at the ordinary level and were in line at the higher level. In comparison with similar schools they were below at both levels. Over time, standards show a steady improvement from a well below position in 1996 to an in line position in 1998. In 1999, the attainment of pupils in science tests was below the national average at the ordinary level but was in line with it at the higher level. In comparison with similar schools this performance was well below at the ordinary level and in line at the higher level. The attainment of pupils over time has risen well from being below in 1996 and 1997 to above in 1998.
- 5 The performance of pupils in tests at the end of Key Stage 2 in 1999 should be set in the context of a cohort that had over thirty percent of its pupils on the school's register of special educational need. Eight per cent of that cohort had statements of special educational need. The effect has been to depress the levels of attainment at the ordinary level. Significantly, the higher attaining pupils have achieved the levels that would be expected

of them and this is a more dependable indicator when considering the effectiveness of teaching, the curriculum and performance trends over time.

- 6 Inspection evidence shows that attainment at the end of Key Stage 1 is now above the national expectation for reading, writing and speaking and listening and confirms the findings of national tests in 1999. Attainment is above the average in mathematics and in science it is in line. Attainment is in line with national expectations in information technology and is in line with what might be expected from pupils using the same agreed syllabus in religious education. At Key Stage 2 the attainment of pupils in mathematics and science is above national expectations, it is in line with national expectations in English and is average for religious education. It is below expectations in information technology.
- 7 At the end of Key Stage 1, pupils join eagerly in discussion and talk confidently about the books they are reading and higher attaining pupils are beginning to express preference for what they read. They are mostly reading independently and use a range of strategies to read unfamiliar words. Pupils are able to write for a variety of purposes and their writing includes poetry. Sentences are properly demarcated and with fluent joined script, writing shows developing structure and organisation. In mathematics most pupils have a good understanding of number and make accurate calculations. They have a good knowledge of 2 and 3 dimensional shapes and are estimating and measuring weight and length using standard and non-standard measure. In science they have a basic understanding of materials and their properties and can observe and report on how they use their different senses. The understanding of fair testing is being developed and pupils are beginning to make simple measurements in their experimentation. In religious education they are able to talk about feelings and family and know about how different religions celebrate special occasions. In information technology they display good keyboard skills and good levels of skill in the use of art software. They are able to log on and retrieve their own files. They print and save and are beginning to manipulate text.
- 8 At the end of Key Stage 2, most pupils read fluently from a wide variety of texts and are able to talk about their preferences. They use dictionaries and thesauruses and are able to refer to text when writing. They are able to talk about contentious issues and can write about them in appropriate styles. They use their speaking and writing skills well across, and in support of, other areas of the curriculum. They write for a wide range of audiences and in so doing use complex sentences with adventurous language. In mathematics they use decimals to two places, and can work with fractions, decimals and percentages. They have a good understanding of units of measurement and are beginning to use algebra. In science they understand fair testing and are able to conduct tests with one variable. They observe and record accurately and higher attaining pupils are able to draw conclusion from their work. They have knowledge of life processes and can talk about materials in terms of their changing state.
- 9 In information technology they work with spreadsheets but are unable to suggest applications for them. They have average word processing and data handling skills but they have not yet had enough experience of control and modelling. In religious education they have looked at the creation as perceived by different religions and have also used and supported its work with some very good art. They have generally explored differences in other peoples' lives and beliefs and have compared them with their own.
- 10 Standards in literacy and numeracy are well developed in both key stages and this contributes to many areas of the curriculum. Pupils are making good progress. Information technology is used well within the computer suite but less so in support of individual areas of the curriculum within the classroom.
- 11 Progress across Key Stage 1 is good in English, mathematics, information technology, religious education, art and history. It is satisfactory in science, design and technology, music, physical education and geography. In Key Stage 2 progress is good in all the core subjects, art and history and is satisfactory in design and technology, music, physical education and geography. Good rates of progress are attributable to the good levels of teaching, the good quality curriculum and good levels of management that the school provides.
- 12 Pupils of varying attainment and those with special needs make similar rates of progress for their levels of attainment. The school, in response to issues raised in the previous inspection report, has been successful in raising the performance of boys. Pupils with special education needs are making good progress towards the targets set for them in their individual education plans. The school has been successful in reaching the targets

set for pupils in 1999.

18 **Attitudes, behaviour and personal development**

- 13 The personal and social development of children who are under five is satisfactory. The children settle well into their routines. They demonstrate personal independence in different ways, for example by taking responsibility for hanging their coats and bags up. They take the dinner register to the school office and at the end of the session help to tidy away sensibly and quickly. Children begin to develop relationships with each other and enquire with concern when one of their friends is away ill. They are provided with many opportunities for selecting activities and playing alongside and with each other.
- 14 Throughout Key Stage 1 and Key Stage 2 pupil's attitudes to learning are very good. They concentrate for appreciable periods and complete their work with enthusiasm and enjoyment. Where pupils are less clear about the purpose of the task and how they are to accomplish it, their attitudes are generally satisfactory, but at times, they fall short of overall accepted standards. This was especially evident when tasks were not sufficiently matched to the different levels of pupils' attainment.
- 15 Pupil's behaviour throughout the school is very good. Pupils understand the need to take turns in whole class lessons and are attentive in listening to the teacher and to each other. They ask for help politely without calling out and generally wait patiently for support when necessary. This is an improvement since the last inspection. Pupils are courteous and polite to visitors and the staff. They often give very good support to each other and share resources willingly. Pupils enjoy opportunities to engage in purposeful conversation during playtime and lunchtime. They move about the building in an orderly manner. They show a high level of awareness for need to be quiet when lining up for assembly and leaving the hall to return to classrooms. Throughout the school pupils always display good manners by holding open doors and greeting visitors politely.
- 16 Pupils play well and behave properly with their friends in the playground. There was no evidence of bullying or other unacceptable behaviour during the inspection. Pupils show respect for those with special educational needs and often give them help and encouragement, especially when working in small groups. There is high level of respect between pupils and adults. There is good racial harmony. One pupil was excluded for a fixed period during the school year.
- 17 Pupil's personal development is good. Excellent relationships throughout the school enable pupils to gain confidence and raise self-esteem. They listen carefully to what others have to say. Pupils develop awareness of the diversity of beliefs, attitudes, and social and cultural traditions through many areas of curriculum and visiting specialists.
- 18 Pupils willingly take on responsibility. They carry out duties seriously when taking dinner registers to the school office and while helping teachers to tidy up the classrooms and by putting away chairs after the assembly. However the inspectors noted that there were limited opportunities for independent learning or for using the library for research work.
- 19 Parents expressed satisfaction at the high level of behaviour encouraged by the school through the praise and reward system. They are happy that the school has maintained good standards and improved the behaviour throughout the school since the last inspection.

25 **Attendance**

- 20 The school has maintained good levels of attendance, but unauthorised absences have increased and remain higher than the national average since the last inspection. The school is putting procedures in place to address this issue.

- 21 Attendance registers are completed twice daily and the school meets statutory requirements for the safe keeping of attendance records. Nearly all pupils arrive punctually at school and both morning and afternoon sessions start promptly.

Teaching

- 22 The quality of teaching is good. And this makes a strong contribution to the standards achieved by the school. It was satisfactory or better in 99 per cent of all lessons. It was satisfactory in 32 per cent, good in 43 per cent, very good in 21 per cent and excellent in 3 per cent.
- 23 The previous inspection report pointed to about fourteen per cent of unsatisfactory teaching in both key stages. Reference to unsatisfactory teaching pointed to insecure subject knowledge and expectations of behaviour that were too low. There was insufficient challenge especially in Key Stage 2 and lesson pace was too slow. Consequently, in those lessons, pupils were making unsatisfactory progress. The marking policy was being inconsistently applied. The key issue required the school to increase teachers' expectations of pupils' attainment and to ensure that there was greater pace to the pupils' learning. These shortcomings have been successfully addressed and this is reflected in the much improved quality of teaching that was observed during the inspection.
- 24 Good or better teaching was seen in all phases and in all subjects. The two reception classes contained both Year 1 pupils and children of reception age some of whom were still under five. The overall quality of teaching for children under five is satisfactory. There is some good focused teaching which enables children to make sound progress. Strengths in teaching include clear planning in focused teaching using 'Big' books, good story telling strategies and good relationships with children. However the unsatisfactory curriculum followed by the school limits the opportunities for children's learning. Rates of progress for these children are not as good as those seen in the rest of the school. Whilst baseline assessment data is available this is not used to place children on the special needs register at this age.
- 25 In Key Stage 1 and 2, the teaching of the pupils with special educational needs is good. The teachers are responsible for setting the targets and in most lessons provide special tasks to match their abilities. The non-teaching staff frequently work very effectively with the special needs pupils and are very aware of their needs.
- 26 Teachers in both key stages show that they have good knowledge and understanding overall and in the best lessons this is excellent; for example one member of staff is designated as a leading mathematics teacher and models good practice for visiting teachers from across the authority. Where there are high levels of subject knowledge, pupils are able to make very good progress as was observed in an art lesson where pupils were taught the elements of proportion in drawing the human figure. They are well equipped to teach the National Curriculum and religious education. Teachers are good at questioning and through that process are able, as was the case in a science lesson, to develop pupils' thinking about how investigations could be carried out and the findings recorded.
- 27 The school's strategies for teaching literacy and numeracy are very effective in promoting progress in pupils' learning. Teachers are using the teaching framework sensibly and make good use of the opportunities provided at the end of the session for pupils to review what they have learned.

- 28 Teachers demonstrate high but realistically achievable expectations of what their pupils can achieve. They also have high expectations in terms of the behaviour and application they expect from their classes and of pupils throughout the school. Planning to good standards for the varying attainment of pupils also indicates teachers' commitment and this contributes well to the good progress that pupils in both key stages are making. Planning is good in both key stages and is particularly effective as a result of it being undertaken as a joint exercise by teachers in parallel classes. Provision is made for pupils of varying levels of attainment and lesson objectives are clearly laid out. In good lessons these objectives are made clear to pupils at the outset. Day to day assessment of pupils' work is generally satisfactory but where subject knowledge is good, assessment is usually better and this allows teachers to show pupils how to improve their work. A good example of this was seen in a physical education lesson where pupils were asked to evaluate the demonstration they had watched after which the teacher took the points and used them to refine the performance further.
- 29 Teachers are good at selecting appropriate ways of teaching their lessons. They also use opportunities to develop other areas of the curriculum such as literacy and numeracy in support of their lesson objectives. The carousel of lessons provided under the blanket of 'arts' is particularly important and effective as it brings pupils of different ages together. The management of pupils is good and this contributes significantly to the very good levels of behaviour that are seen throughout the school. Good relationships are fostered and it is clear that pupils are confident in their teachers. Pupil control is very effective and because of good strategies, pupils know what is expected of them. As a result classes are typified by an atmosphere which is at the same time both purposeful and relaxed. Teachers make good use of resources in supporting the good curriculum that is on offer and this is also exemplified with their use of time and the good pace with which teaching occurs. They make very good use of extra-curricular and extra-mural opportunities and of opportunities to introduce pupils to a wide range of interesting and stimulating visitors to the school. Satisfactory use is made of homework and parents expressed satisfaction with what their children were expected to do.

35 **The curriculum and assessment**

- 30 The previous inspection highlighted four key issues involving some aspects of the school's management of curriculum and assessment. The main areas for development arose from the incomplete policies and schemes of work for mathematics, information technology, music, art and design and technology; the need for more effective monitoring of pupils' work, results and progress; and development of the roles of the headteacher, deputy and curriculum co-ordinators to monitor and evaluate academic standards achieved in their subjects.
- 31 Other areas of weakness identified in the report included judgements that findings from standardised attainment tests needed to be scrutinised more rigorously to target further development and there was inconsistent implementation of the marking policy.
- 32 All of the issues identified in the last report have been addressed fully. The school has made very good progress since the last report, and with present curriculum leadership and the assessment systems now in place, the capacity for further improvement is very good.
- 33 The curriculum for children under five is planned from the National Curriculum programmes of study and not directly linked to the six areas of learning as appropriate for the children, which is unsatisfactory. The Literacy and Numeracy Strategies have been introduced for this age group and there is too little regular planning for children's learning through play either in the classroom or outdoors.

- 34 The curriculum for pupils in Key Stage 1 and Key Stage 2 is good. It is broad and meets the requirements of the National Curriculum and religious education. There is emphasis on literacy and numeracy and this is having a very positive impact on attainment in literacy and numeracy across the curriculum. The school carefully analyses the amount of time given to each subject to ensure there is adequate time given to foundation subjects, so ensuring standards are maintained. The quality of provision for personal and social development is good and has a positive impact. Health education, sex education and drugs awareness are taught effectively with input from the nurse. Extra curricular clubs enhance pupils' attainment particularly in information technology, art and sport. Parents are given details of homework for each year group and there is a homework club at school for pupils in Year 5 and Year 6. Pupils are well prepared for the next stage in their education.
- 35 The school is committed to equality of opportunity for all pupils including those with special educational needs. This is evident through the planning for different groups and level of support given to enable them to access the curriculum.
- 36 The provision for pupils with special educational needs is good for pupils in Key Stages 1 and 2. Effective procedures are in place to identify and assess pupils, although baseline assessment is not used rigorously enough for this purpose for children under five. In Key Stage 1 and Key Stage 2 individual educational plans are well matched to the pupils' needs and used appropriately in planning. Progress made against individual targets is reviewed regularly.
- 37 Considerable improvement has been made in curriculum planning since the last inspection. The school has a structure of agreed long, medium and short term planning formats in place and the use of these is rigorously monitored by co-ordinators and senior management. All subjects now have a policy and schemes of work which have the potential to develop pupils' skills, knowledge and understanding in a continuous and progressive way. The outcomes of this planning are monitored to ensure continuity and progress across the school. This also addresses the key issue related to ensuring a greater degree of progression and continuity between Key Stage 1 and Key Stage 2. The planning for the Literacy and Numeracy Strategies are particularly effective. Teachers are beginning to identify learning objectives in most subject areas at the beginning of each half term. This good practice is followed through into lesson planning by most teachers, although in some lessons the objectives are not always specific enough to enable teachers to assess pupils' attainment and plan the next small step towards the next level of attainment.
- 38 There is a good programme of extra curricular activities that enriches the curriculum particularly for pupils in Key Stage 2. The programme includes art for Key Stage 1 pupils and sport, mathematics, French, drama, music and information and communication technology for pupils in Key Stage 2. The school provides pupils with the opportunity to take part in a variety of educational opportunities that contribute to pupils' learning experiences. These include visits to places of interest in the local community and visitors coming in to school, for example when involved in a topic related to bridges pupils observed the bridges in Shrewsbury and local architects came in to school to work with the pupils. The residential visit at the beginning of Year 6 provides invaluable opportunities for pupils to experience and excel in a variety of outdoor activities. It also helps to develop team working and group relationships which enhance their personal and social development.
- 39 Procedures for assessing pupils' attainment are good. Since the previous inspection the school has implemented an improved assessment system that is aimed at informing planning and target setting. Baseline assessment is used when children start in the reception class although the use of this information is not used effectively enough to plan appropriate activities adjusted to children's abilities. For example, whilst the baseline assessment indicates that children have achieved the desirable learning outcomes expected for children by the age of five, it also shows that some children have not, and so planning to National Curriculum programmes of study is inappropriate for these children.

40 The school effectively uses a range of formal tests in English and mathematics. Statutory assessment tests are administered to pupils in Year 2 and Year 6. Staff are given good guidance of how assessment should be included in curriculum planning and how to use assessment. Particular assessment tasks are set for pupils and the information is recorded so that progress can be monitored. Information from assessment is used to group pupils in all classes and to set pupils in Key Stage 2 for numeracy. The systems have been recently implemented and the co-ordinator has a clear vision. Through the implementation of a rigorous monitoring system the co-ordinator has made a very good start in ensuring that assessment is carried out consistently across the school and that data is analysed and targets set. This indicates a very good capacity to continue to improve.

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

41 Provision for pupils' spiritual, moral, social and cultural development is at the centre of the school's work and overall it is very good. It contributes effectively to the ethos of the school and to the quality of the education provided.

42 Provision for pupils' spiritual development is good. Pupils are encouraged to think about the deeper meanings of life in assemblies and daily collective worship, as well as in subjects such as religious education and art. Assemblies are planned to incorporate the different festivals of the major religions and to develop pupils' understanding of personal development and relationships. Time for reflection allows pupils to think about the focus of each assembly, for instance during an assembly exploring the concept of light and dark, pupils are given time to think about how they can bring 'light' to others. Sensitivity is encouraged and pupils have opportunities to think more deeply about spirituality when writing about their beliefs or when writing poetry. There are services held in the local Christian churches for the festivals of Harvest and Christmas. The quality of collective worship is mainly Christian and meets statutory requirements.

43 Very good opportunities are provided for moral development. Teachers have high expectations of behaviour which are seen in all aspects of school life. The right way to behave is set out in school rules, then each class decides on its own class rules. There are suitable rewards for behaviour and work which are awarded in assemblies. Pupils look forward each week to hearing which of the four 'Houses' in Key Stage 2 has been awarded the most points. They wait eagerly to hear if they are 'star of the week' for their class. Achievements are celebrated, such as successes in the early rounds of the national mathematics challenge or sports successes. Pupils are taught to recognise the worth of other adults and pupils in the school community. Teachers and other adults set very good examples of personal behaviour and teach the difference between right and wrong at every opportunity.

44 Provision for pupils' social development is very good. It is achieved through the consistent application of rules and rewards. The celebration of effort and achievement help to create a positive climate which fosters good relationships. Adults provide good role models for pupils. They are respectful and patient, taking pupils' concerns seriously. Pupils with special educational needs are helped to take a full part in the school's activities. Wider social responsibilities are promoted through fund-raising for charities which are organised by older pupils. In response to the last report, pupils take on many responsibilities in the school and in their own classrooms. Pupils in Year 6 have extra responsibilities such as checking and controlling playtime play equipment, and helping mid-day supervisors to organise the dinner queue. Teachers encourage pupils to use their initiative and are prepared to help pupils with ideas for fundraising. There is a good response to the wide range of extra-curricular activities which include indoor and outdoor sports, music, art, French, media and an environmental club. Pupils take part in book quests, science weeks, sports afternoons and cycle training. The school regularly presents concerts and shows such as 'Joseph and his Technicolor Dreamcoat'. Pupils look forward eagerly to their residential visit to the Stottesdon outward bound centre, and on a horse-riding weekend. These visits have helped to develop and nurture relationships between pupils and teachers.

45 Provision for pupils' cultural development through the curriculum is very good. Aspects of pupils' cultural knowledge and understanding are well promoted through art, music, dance, poetry and history. In addition a good range of relevant educational visits is organised, for instance to the theatre to see productions such as 'Charlotte's Web' and 'Peer Gynt'. A visit to the same show as pupils were preparing to perform, 'Joseph', helped them in their presentation. Visitors to the school have included artists in residence working with pupils from Reception to Year 6. Visiting poets have helped pupils to produce moving poetry. Music from other cultures is regularly included in assemblies and there is a good range of books in classrooms and the library, for pupils to learn about lifestyles and customs of peoples around the world. Pupils have worked with Punjabi artists and Bhangra dancers. They have visited the local Mela, where they have taken part in Asian crafts and hand painting, and tasted Asian food. These activities form the basis of a very good programme which has deepened pupils' understanding of our multi-cultural society. The school's commitment to equal opportunities is evident in its work.

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

46 In line with the findings of the last inspection, the school remains aware of the needs of its pupils and provides them with good support and guidance. The teachers and support workers know the children well and are sensitive to their needs, providing suitable opportunities for them to discuss matters of concern or any problems. Account is taken of pupils' medical needs, and a caring climate ensures that older pupils as well as adults support younger and more vulnerable pupils. The pupils' achievements are recorded regularly and their successes are celebrated through a range of rewards and certificates in the school assembly.

47 The school's behaviour code for zero tolerance is very effective in ensuring pupils behave well and make progress in academic as well as personal development. Parents confirm that the staff deals sympathetically with minor incidents, and take effective steps to prevent repetition. The families of pupils with behaviour and learning difficulties are given support and guidance for helping their children at home.

48 Whilst the school takes appropriate steps to monitor attendance including requesting reasons for absence and discouraging parents to keep their children at home for minor illnesses, in practice there is slow follow up, therefore, unauthorised absence in some classes is unacceptably higher than the national average.

49 The child protection procedures comply with the Children Act 1988 and responsibilities for these are undertaken by a senior member of the staff, who has received appropriate training and liaises effectively with outside support agencies. Newly appointed members of the staff and mid-day supervisors are fully aware of the necessary procedures and have received formal in-service training.

50 The school has a health and safety policy and complies with the Health and Safety act 1974. Regular checks are made on the buildings, grounds and equipment. There are records for the inspection of fire fighting equipment. The school caretaker ensures that the highest standards of maintenance and security are maintained throughout the school. The school regularly undertakes fire drills, which are properly recorded in the logbook. There is an adequate number of qualified first aiders and first aid boxes are properly stocked and strategically placed in the school.

51 A range of other policies and practices ensure that pupils' well being is considered on a day-to-day basis. Adults are aware of their responsibilities in providing a safe environment. Parents feel that their children are safe and secure in the school. If a child becomes ill at school parents are confident that the school will take appropriate action, including contacting them if necessary. Support and advice from agencies outside the school make a good contribution to the progress and welfare of the pupils with special educational needs.

57

Partnership with parents and the community

- 52 The quality of the school's partnership with parents is good. Parents are very supportive of the school and value the work of the staff highly. They appreciate the friendly atmosphere and find the teachers and the administration staff welcoming and helpful.
- 53 There are regular newsletters and notices of good quality, which give information about school events and dates. Letters advising parents of forthcoming special functions and school visits are sent out in good time. In response to the parents' concern during the last inspection the school now publishes a termly diary, which outlines dates for forthcoming events during the term. This is an improvement since the last inspection.
- 54 There are three parents' evenings each year. Parents of those children, who have secured reception places are invited to a pre-school induction day in summer term to meet the staff and look around the class rooms. This provides useful opportunity for parents and teachers to forge relationships prior to the children starting the reception classes.
- 55 Staggered entry for younger children and pre-school visits in the school enables them to familiarise themselves with the school procedures. The school provides valuable information in the 'Book for New Children' to ensure that parents are well informed about the school before their child starts.
- 56 Annual reports to parents are satisfactory overall but do not contain information on pupils' attendance. Parents liked the information given on pupil's progress, future targets and that pupils themselves were able to add their own comments at the end of the report. The school gives parents of children with special educational needs regular and more personalised reports and provides them with the opportunity for participating in an annual review. The school prospectus and governing body's annual report to parents are written in user-friendly language and contain statutory information.
- 57 The school encourages parents to take part in their children's learning and a number of them assist in class rooms by hearing readers or helping with other activities such as cooking, sewing and art work. A successful 'Friends of Coleham' association organises many functions for fund raising and social events, which makes a significant contribution to the resources and the ethos of the school. Parents are informed when their child is to be placed on the school's register for pupils with special educational needs and they are invited to all the reviews. A booklet for parents, "Your Special Child", has been produced by the school, and a support group meets twice termly. This is excellent practice.
- 58 The school benefits from the generous support of the local business community both in terms of donations and the provision of free professional services. Links with the local community and neighboring schools are well established. The school has co-operated on art and science projects with the neighbouring senior school and has established constructive working relationships with other schools in the area. This helps pupils' smooth transfer to the next stage of learning.
- 59 The school contributes to various charitable appeals and maintains links with those organisations, which support pupils with special educational need, for example local churches, pre-school play groups, and the community police. The school has hosted exhibitions of local artists' work and provided an opportunity for visiting artists to work with the pupils and staff. This raises pupils' commercial and cultural awareness and enhances the quality of learning throughout the school.

65

Leadership and management

- 60 The leadership and management of the school are good. The previous inspection report highlighted several areas of weakness within the leadership and management of the school. The curriculum was not being satisfactorily monitored nor were academic standards. The relative performance of boys and girls was not being monitored effectively and insufficient attention was being paid to the analysis of end of key stage data and assessment data from national tests. The teaching section of the report noted unsatisfactory teaching levels of about 14 per cent in both key stages.
- 61 The governing body appointed the present headteacher two years ago and the present deputy was appointed a year later. During her first year, the headteacher did not have a deputy in school. Since her appointment, she has worked with the governing body to make very significant improvements to the school. In the short time since his appointment the deputy has also been able to make major contributions to that improvement.
- 62 The governing body is well trained, active and effective. There is a good committee structure that is able to report its recommendations to the governing body and those individual governors who have oversight of specific areas of school life are also well placed to report progress in the same way. There is a named governor who takes a personal interest in pupils with special educational needs. She makes visits to the school and is kept well informed by the coordinator and the headteacher.
- 63 The governing body is actively engaged in development planning and is kept well informed of progress by its committees and the head teacher's reports. The school development plan is an effective document. It contains appropriately prioritised targets and details of responsibilities and costs are clearly outlined. The budget is effectively allocated and regularly monitored and monitoring of the curriculum is now much more rigorous. The governing body has a clear view of the priorities and direction of the school and is meeting all its statutory requirements.
- 64 The headteacher provides very good leadership. She has the ability to identify and prioritise issues and is then able to effect the necessary change. As a consequence, the key issue of raising levels of attainment has been very effectively addressed. Contained within the key issue's objectives was the raising of teacher expectations and the pace of lessons. Inspection shows that this has been achieved. Standards in mathematics have improved significantly. There is now a seamless transition between the key stages; in part due to the restructuring and re focussing of the role of the coordinator.
- 65 The procedures for monitoring teaching and the curriculum that are now in place have enabled standards to rise where before they were falling. The effect on teaching has been very good. The monitoring and development work that has taken place in the curriculum has also contributed to the good rates of progress seen in both key stages. The quality of curriculum planning to the desirable learning outcomes for children under five is unsatisfactory and whilst great progress has been made in the curriculum as a whole, monitoring has failed to be effective in this instance. The result has been that whilst progress for the under fives is satisfactory it is not as good as it is in both key stages.
- 66 The school has made very good improvement since the last inspection and, as a result of the systems and procedures now in place, is now in a very good position to continue to improve further.
- 67 Some teachers have responsibility as members of the senior management team and share with others responsibility for areas of the curriculum. Others have specific responsibilities such as the coordinator with responsibility for the provision for pupils with special educational needs. By having and understanding clearly defined roles and with the support they receive, they are able to carry out their tasks and fulfil their roles effectively.

- 68 The school's aims and values are understood and shared by all and the school is successful in its pursuit of them. This is a school with a good ethos and, because of how this has been nurtured, it is a school that has been able to come a long way in a short time.
- 74
- 74 **Staffing, accommodation and learning resources**
- 69 There is a good level of teaching staff who are suitably qualified and experienced to teach the curriculum for children under five, the National Curriculum and religious education. Support staff are effectively deployed to support pupils with special educational needs. Teacher appraisal is in place and contributes effectively to the school's well planned staff development strategies. There is a good system of induction for newly qualified teachers who are well supported by a school mentor and other colleagues. Co-ordinators have clearly defined roles and give sound support to teachers in teaching across the whole range of National Curriculum subjects.
- 70 The school building is well maintained and cleaned to a high standard. The school environment is enhanced by the good use of displays that celebrate pupils' achievements, and provide an interesting place to work. All classrooms are of a suitable size for the number and age of the pupils. Pupils with special educational needs are benefiting from the very good quality of support they are receiving from the non-teaching staff and the specialist visiting teachers. Learning resources and accommodation, including facilities for the disabled, are good.
- 71 The temporary building housing two classes causes some difficulties for the Year 4 pupils in accessing all areas of the curriculum as pupils spend time moving between buildings and can not use the library easily. All available space is used effectively and the school has developed a library area and computer suite from spaces within the building. There is a conservation area which gives a range of opportunities in support of the curriculum. There is a rood screen which is a listed structure and a 'wild area' with a pond. The two large playgrounds and school field are well maintained and pupils treat their surroundings with respect.
- 72 The school has a satisfactory range of teaching resources. The school is building resources to meet the requirements of the curriculum. Resources for teaching reading are very good with an interesting range of reading texts for this area throughout the school. All learning resources are well stored and accessible to users. Where appropriate, the school makes good use of external resources including visits to museums, visits of professional artists such as poets, thus successfully extending learning opportunities.
- 78 **The efficiency of the school**
- 73 The school's budget is satisfactorily managed. There was a deficit at the beginning of the year which was brought about in order to maintain a consistent number of staff for the full school year. This problem has been overcome, with the approval of the Local Education Authority, by planning the future budget over a two year period. The school will have a moderate surplus by the end of the financial year, with a significant increase predicted for 2001.
- 74 The governors work hard to support the school. The Finance Committee meets regularly and receives clear and precise information in respect of the school budget. They are closely involved in the school development plan, which is clearly and realistically costed and prioritised for a period of three years. There are, however, no clear procedures for evaluating the effectiveness of some of the major spending decisions.
- 75 The delegated funds and support funding for special educational needs pupils is appropriately and efficiently deployed. Good use is made of funding to provide in-service training and professional development for the staff, in accordance with the priorities set in the school development plan.

- 76 The day-to-day administration is very good. The administration staff and procedures are very efficient. There are appropriate computer systems in place to assist in ensuring that the administration systems in respect of the budget are secure. The recommendations of a recent financial audit in October 1999 have all been carried out except an inventory of resources which is almost complete.
- 77 The teaching staff are deployed efficiently, and the support staff are used to very good effect, especially in supporting the pupils with special educational needs. This is having a positive impact on their progress.
- 78 The accommodation is well used apart from the library, which is under-used and is not easily accessed by the pupils in the mobile classrooms. This limitation is impacting on the pupils' opportunities to experience and develop the necessary skills for independent learning. The learning resources are used effectively and the school is paying very close attention to improving the pupils' literacy and numeracy skills.
- 79 There are weaknesses in the under-fives' curriculum. Attainment overall, throughout the school is average. Attainment is good in mathematics and science. Progress is good overall. Attitudes, behaviour and relationships are a significant strength in the school. The teaching in both key stages is good. The school is, therefore, providing good value for money.

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 80 Children enter the reception classes with attainment levels that are broadly average. By the time they reach five they have made satisfactory progress and their attainment is in line with what might be expected nationally. At the time of the inspection there were only four children under five. Children start school at the beginning of the term in which their fifth birthday occurs. There will be two more sets of children admitted during this school year. The current reception children are in two classes together with Year 1 pupils who started school in the summer term 1999. These pupils move into the existing Year 1 classes at Christmas. Children attend on a part-time basis during the first two weeks in school. As the majority of children have turned five the inspection reports on the quality of provision for incoming four year olds and readiness of the five year olds to embark on programmes of study for the National Curriculum.
- 81 Children's personal and social development is satisfactory. They feel secure and are confident with familiar adults within the school. All children cope with personal hygiene. They behave well and follow school routines confidently. They play well alongside each other and some children playing in the puppet theatre can role play the conventions of audience and performer. All adults relate well to the children. Planned teaching to develop children's personal and social development which underpins all other areas of learning for young children is limited and fails to give the children sufficient opportunities to develop their independence, understand what they can do and develop confidence in their abilities to explore and discover in a variety of learning situations.
- 82 Children's attainment in language and literacy is satisfactory overall. They talk about things they bring to school. Some children ask and respond to questions about what children bring. When playing with construction toys they can describe simply what they have made. Some children play enthusiastically in the puppet theatre and enjoy using the puppets. They enjoy listening to stories and answer questions about characters in the stories. Focused teaching in reading is good. Children make good progress in reading the 'Big Books' and respond enthusiastically to the shared books. They make sound progress in writing. They explore and write letter sounds. In writing, children explore different ideas of writing through the writing corner. They dictate ideas to their teacher. All children can write their name. They are developing correct letter formation and beginning to write under the teacher's writing. Overall progress is satisfactory. The majority of children reach the national standard by the time they are five. Teaching in language and literacy is satisfactory overall. In the class reading lessons using the 'Big Books' teaching is good. The overall planning for language and literacy does not give children planned, structured activities where language can be systematically developed and explored. Teachers do not utilise the play opportunities in this important area of language development and consequently children do not make good progress.
- 83 Overall, children's attainment in mathematics is satisfactory. They are in line to achieve the national average by the time they are five. Children's mathematical development in number work is sound. They count, order numbers from 0 -10. They enjoy singing number rhymes and take great pleasure in correcting 'Wuffie' the puppet when he gets his counting wrong! Overall, teaching is satisfactory in mathematics. Many good teaching strategies are focused on the number teaching but planning for the whole mathematics curriculum does not follow the Desirable Outcomes for Learning. The breadth of mathematical experiences are not being planned into the curriculum and children's mathematical experiences are limited because of this.

- 84 The area of learning known as knowledge and understanding of the world provides a foundation for historical, geographical, scientific and technological learning. It focuses on children's developing knowledge and understanding of their environment, other people and features of the man-made world. Children enjoyed a visit from the Artist Tim Pugh early in the term. He worked with them outside creating 'pictures' on the ground with leaves, twigs, conkers and a variety of other natural objects. Children discuss what happens to a balloon when the teacher blows it up. They use the computer for games linked with patterns and can find the relevant icon to bring the game on screen. They are developing control using the mouse. Attainment overall is satisfactory and children are in line to achieve national learning outcomes by the age of five. Teachers plan to National Curriculum subject headings and objectives. This inappropriate focus fails to recognise the range of opportunities for learning within the topic. Teachers do not use support staff time effectively during some of the lessons in this area. Children do not have many opportunities to become actively involved in their learning. They listen and look but are not given sufficient opportunity to handle, use or explore a variety of material. This significantly affects progress the children make.
- 85 In the area of physical development children move confidently within the classroom and school. They handle scissors well and enjoy cutting and sticking. They build models with a range of table top construction toys. In PE they move confidently, show a good awareness of space and can run, jump and hop. The school has recently purchased a range of outdoor play equipment. This was not used during the week of the inspection. Teaching is satisfactory overall. However, the planning for pupils' development is only in the area of PE. The curriculum does not include planning or provision for children's physical development within the classroom or outdoors.
- 86 In the creative development area children are learning to express ideas and feelings in creative ways through art, craft, dance, music, storymaking and imaginative play. Children followed through the visit of artist Tim Pugh working with their teachers to 'write' a class poem about Autumn. They have used water colours to make observational paintings of their teddies. They have made observational drawings of an old or a new toy. The children enjoy imaginative play in the 'home' corner and Puppet theatre. They choose quiet instruments to show a balloon floating and a drum for rain. They have good control of their instruments. Overall teaching is satisfactory and pupils are in line to achieve the national average by the age of five. Good teaching was observed in music. Resources were well prepared. Planning had clear learning objectives. Overall planning does not give pupils sufficient opportunities to explore sound, colour or texture or use their senses in many aspects of their learning. Only a very limited range of materials was seen in use during the week of the inspection. The focus on National Curriculum subjects in this area fails to exploit the way children under five learn.

English

- 87 The results of the last three years' National Curriculum tests for seven-year olds indicate pupils' overall attainment is above the national average in Key Stage 1. In comparison with schools with pupils from similar backgrounds they attain above the average in reading and well above the average in writing. The inspection evidence agrees with this evidence. The results of the last three years' National Curriculum tests for eleven year olds indicate pupils' overall attainment in English is below the national average. Results for 1998 did show a significant increase in attainment. An improvement of 20 per cent more pupils achieving level four or above, moving from 48 per cent to 68 per cent. The results for 1999 have maintained this level. Pupils' attainment in 1998 was in line with the national average. In comparison with schools with pupils from similar backgrounds overall attainment is below the national average.
- 88 The inspection evidence indicates that pupils have consolidated their progress in Key Stage 2 to such an extent that they are in line to achieve the national average in all areas of English. The report written after the last inspection identified overall attainment as satisfactory.
- 89 The school was within 1 per cent of its targets for the year 1999. By the end of Key Stage 1, most pupils join eagerly in discussion, confidently answering questions and volunteering information and opinions. All pupils listen eagerly and attentively to stories. The younger pupils often interact well with the storyteller. They enjoy joining in with the story of the bear who wanted to be a bird. They talk confidently about books they are reading. They have good listening skills which help them to follow instructions, understand and complete a range of tasks. The majority of pupils read confidently, with expression and can talk about what is happening in the story. During whole class reading all pupils join in, reading enthusiastically and expressively. By seven years of age most pupils are reading independently. All pupils use phonic strategies for reading unfamiliar words. By the end of Key Stage 1, pupils are beginning to use a range of skills to read unfamiliar words. Higher attaining pupils are beginning to express preferences for choice of books. They can use the contents page when selecting a story to read and, with support, establish meaning of less common words. Pupils of lower attainment read accurately. They use phonic clues and pictures clues when reading unfamiliar words.
- 90 By the age of seven pupils write for a variety of purposes. They describe their route to school, write instructions for playing a game, plan and write stories, explore and write poetry. They write in sentences which are ordered and the majority of words are correctly spelt. Most pupils use capital letters and full stops appropriately in their writing. Their writing shows developing structure and organisation. Handwriting is fluent, well formed and neat. Pupils are writing in joined script by the end of the key stage.
- 91 At Key Stage 2 pupils extend their spoken and written vocabulary. They explore language in poetry and experiment with descriptive language. They use language across the curriculum to explore and extend their thinking. They are beginning to articulate ideas, express opinions and explore contentious issues. Pupils in Year 5 explore newspaper articles on a range of issues, discussing ideas and expressing view points. Pupils in Year 6 discuss Mary, the central character of 'The Secret Garden' and, through role play, answer questions from her viewpoint. By the end of Key Stage 2, most pupils read fluently from a wide variety of texts. They have clear views on the kind of books they enjoy reading. They use and enjoy both fiction and non-fiction books. They use texts well in related written work showing a good level of understanding of character's feelings. They read a range of texts including 'The Diary of Anne Frank' and the play 'The Working Children', in shared reading. They use dictionaries and thesauruses effectively to explore and develop their understanding of words.

- 92 By the age of eleven pupils are beginning to write for a range of audiences. They write letters in response to newspaper articles expressing clear view points. They argue the merits of school uniform. They write instructions for making a cup of tea. They respond in depth to a variety of stories, exploring and analysing plot and characters within them. By the end of the key stage, pupils are developing more complex sentences in their writing. The majority of pupils' writing is grammatically correct. They order ideas logically. Most pupils spell words correctly. Work is well presented and pupils write in neat joined script.
- 93 Pupils make satisfactory progress in speaking and listening at Key Stage 1 and good progress in reading and writing. Pupils make satisfactory progress when they consolidate previously learnt skills. In individual lessons pupils make good progress when they are challenged to use and extend their skills as, for example, they do in reading when asked to describe how a character feels. Opportunities for pupils to use and apply their very good reading skills in identifying and using a range of books to locate specific information were very limited during the week of the inspection.
- 94 Good progress in reading by the end of Key Stage 2 is a significant improvement from the report following the school's previous inspection when it was found to be inconsistent. Progress in writing is satisfactory overall, although within Years 5 and 6 progress is good. Speaking and listening shows significant progress in Years 5 and 6 and is satisfactory overall. Progress is good where pupils are challenged to think, reflect and use the knowledge they have acquired through stimulating and varied resources. Progress in developing library skills is less evident and planning for use of the library was not evident during the week of the inspection. In writing many challenging activities are developing. However, there was limited evidence of pupils editing their work.
- 95 Pupils enjoy English and participate enthusiastically in lessons. All pupils, throughout the school, respond well to teachers' questions. The majority of pupils work very well on independent tasks. They behave in an orderly manner in the classroom, they move quickly and quietly on to tasks. They concentrate well in groups and are often absorbed in their tasks. They take pleasure in discussing books. Pupils respond very well to challenging tasks. They are well motivated learners.
- 96 Teachers have implemented the recommended methods and organisation of the Literacy Hour very well. Its use is effective in promoting rigour, challenge and progress in pupils' learning. A good range of shared texts, which are a mixture of fiction and non-fiction, are well suited to the interests and ability of the pupils.
- 97 Overall the quality of teaching is good throughout the school. In Key Stage 1 the majority of teaching is good with some very good teaching. The quality of teaching in Key Stage 2 is good in over half the lessons. Where the quality of teaching is good teachers have a secure knowledge of the Literacy Strategy. They use it effectively in planning a range of activities which enable pupils to develop understanding and make good progress. Teachers have high expectations of pupils and often use effective questioning strategies. Where the quality of teaching is very good teachers make very good use of imaginative class teaching, supported by a range of strategies which give pace to the lesson and support and challenge pupils' learning. The organisation and management of pupils and resources is effective. Teachers' plan work carefully and ensure that pupils' activities are closely related to clear objectives. Planning work for pupils with special educational needs is satisfactory. Most teachers manage pupils very well, so that time is used efficiently. Classroom assistants are well used and their support has a good impact on pupils' progress. Pupils' work is marked regularly and day-to-day assessment is developing well.
- 98 The school has recently extended its English resources considerably and now has a very good range of books for the Literacy Hour which support pupils' learning very effectively. Pupils have access to a satisfactory range of non-fiction books in the library. Leadership for English is good; the coordinator gives clear support and guidance across the school. There are sound policies in place and the school continues to review and develop its curriculum well. This is particularly evident in Key Stage 2 where the developing strategies of extended comprehension and writing are beginning to improve pupils' progress significantly.

Mathematics

- 99 National Curriculum tests for pupils at the end of Key Stage 1 in 1999 show that attainment is well above the national average at the expected level (Level 2 and above) and that it is also well above the average at the higher level (Level 3). In comparison with similar schools, attainment is well above at both levels. Standards in mathematics have been improving since 1996.
- 100 At the end of Key Stage 2, attainment was below the national average at the expected level (Level 4 and above) and was in line with the national average at the higher level. This was below the performance of similar schools at both levels.
- 101 Between 1996 and 1998 standards have risen. The inspection findings, indicate that the overall achievement of pupils, at the end of both Key Stages is above average and that the pupils throughout the school are making good progress. The standards achieved by the most able pupils, at the end of Key Stage 2, are well above average. Pupils with special educational needs, are well supported and make satisfactory progress as they move up through the school.
- 102 It is important to set the Key Stage 2 data in the context of a cohort that had 30 percent of its pupils on the school's register of special educational needs and that, of that cohort, 8 per cent of the pupils actually had statements for special educational needs.
- 103 The previous inspection identified the need for a coherent and manageable scheme of work, and for the curriculum to be matched more appropriately to the needs of individual pupils. These shortcomings have now been addressed. The school has very effectively implemented the National Numeracy Strategy and the policy, in Key Stage 2, of organising each age group into two sets, enables the teachers to match the work effectively to the abilities of the pupils. The impact on standards is very positive.
- 104 In most classes, the daily practice in mental mathematics is proving very effective. The pupils are becoming very competent in quick mental recall and the use of number facts. They are developing the ability to explain the strategies they are adopting, very well.
- 105 By the end of Key Stage 1, most pupils have a good understanding of number. They can make accurate calculations, both mentally and on paper. Their knowledge and use of numbers to a hundred, counting forwards and backwards from different points, in ones, twos, fives and tens demonstrates their understanding of place value and the multiplication tables. Pupils have a good knowledge of shape and can recognise and name most common two and three-dimensional shapes, describing their properties in terms of numbers of sides, edges and corners.
- 106 By the end of Key Stage 2, most pupils have a good understanding of the four rules of number, and place value to 1000. They know their tables and can use decimals to two places. They are able to collect and interpret data and to use a range of graphical representations. The higher attaining pupils in Years 5 and 6 are making very good progress. They have a good understanding of the standard units of measurement and are able to round numbers up or down to two decimal points. They are able to calculate percentages and convert fractions to decimals. In one Year 6 class the pupils are able to investigate the extension of squares and triangles, express their results as an algebraic equation and represent them graphically.
- 107 Pupils have some experience of using and applying mathematics in other subjects, such as science and design technology, and approach problem solving tasks with confidence. There is some use of information technology to support learning in mathematics, but it is not integral to the scheme.

- 108 Pupils of all ages have very good attitudes towards mathematics. They listen attentively to their teachers and are eager to contribute during whole class sessions. Pupils of all abilities respond very well to challenge and persevere when the task is difficult. They often become totally engrossed when working independently and there are high levels of enjoyment. Pupils are able to work harmoniously and productively with partners and in small groups. Their behaviour is very good and contributes to the good standards attained.
- 109 The quality of teaching is good across both key stages. Fourteen lessons were observed during the inspection, in three of these the teaching was satisfactory, in seven it was good, in two very good and in two it was excellent. The best lessons, move at a good brisk pace, the teachers make excellent use of questioning to support learning, and set highly challenging and stimulating tasks. Teachers in both key stages have a good command of the subject which they use to good effect, helping the pupils to discover and explain the strategies they are using. Good use is made of praise and encouragement which fosters confidence in the pupils.
- 110 There are enough learning resources to allow full delivery of the National Curriculum, but there are some shortages in computer software, and insufficient use is made of the computers to support the learning. The curriculum is enriched by the Year 5 and 6 mathematics club, which is very popular and currently has a waiting list. The school has successfully participated in the national mathematics awards scheme and several pupils have gained certificates. The leadership and management of the subject are good.

116

Science

- 111 In the 1998 results, the attainment of pupils in science at seven years old was above average in comparison with national averages, and in comparison with similar schools. The results of the 1999 national tests, show the number achieving the national average continues to be above average but with a decrease in the number of pupils attaining the higher level. When compared with the national average, attainment is average at Level 2 and well below average for pupils attaining Level 3, and in comparison with similar schools attainment is below average at Level 2 and low at Level 3. The attainment of pupils in science at eleven years old, in the 1998 results, was above average in comparison with national averages, and in comparison with similar schools. The results of the 1999 national tests, show an decrease in the number achieving the national average but an increase in the number of pupils attaining the higher level.
- 112 In comparison with the national averages, attainment at eleven is below average at Level 4 and average at Level 5. In comparison with other schools, attainment is well below average at Level 4 and average at Level 5. The justification for the apparent drop in standards attained by seven year olds relates to the greater emphasis the school places on breadth of the science curriculum to ensure that pupils have a sound understanding and more accurate teacher assessment which indicates that pupils' attainment at seven is average. The decrease in the number of eleven year old pupils achieving the national average relates to the cohort of pupils in question which consisted of one third of the pupils being on the special educational needs register, including 8 percent of pupils with statements. There is an increase in the number of pupils attaining Level 5, showing that the standards are not falling and the school is meeting the needs of the higher attaining pupils. The trend over the previous three years is in improved results.
- 113 Inspection evidence shows that at the end of Key Stage 1 pupils' attainment is average, and at the end of Key Stage 2 pupils' attainment is above the national average as reflected in the end of key stage results.

- 114 By the end of Key Stage 1, pupils have a basic understanding of materials and their properties. They name and recognise common materials and sort them into groups. Pupils classify objects made from different materials, stating if they are natural or made materials. They investigate how materials can change shape by twisting, squashing, bending and stretching and which of them will return to their original shape. Pupils also observe and record change as they mix the ingredients to make a cake, and the differences before and after cooking. Pupils name senses and say how they use their different senses. They know that they need a good diet to keep healthy. Pupils are beginning to learn about fair testing. When testing whether a car or lorry will travel further they make suggestions to keep the test fair by having the same starting point and using the same force on the same surface. They make simple measurements and record their observations as directed by the teacher and are able to communicate their understanding in drawings and through talking about what they have done.
- 115 By the end of Key Stage 2, pupils use skills effectively in carrying out investigations. They can make predictions based on their increasing knowledge and understanding and can carry out a fair test and know about changing one variable. For example, when investigating how many sugar cubes will dissolve in different amounts of water, they understand what dissolve means and realise that the amount of solids added should be the same in each experiment if there was to be a fair comparison. Pupils use equipment with increasing skill and accuracy. They are able to observe and can make accurate measurements as they carry out investigations and record their findings. Pupils are able to suggest reasons for their findings and higher attaining pupils can draw conclusions. Pupils can identify and name major organs of plants and the body and their functions. They know about the life processes and that all animals and plants eat, breathe, grow and reproduce. They name bones in the skeleton and say how the skeleton helps protect the organs. Pupils know there are solids, liquids and gases and can discuss the differences between these.
- 116 The previous report judged that standards in the acquisition of knowledge and understanding were frequently better than the standards attained in the investigative and experimental aspects of science. This is no longer the case. Pupils in both key stages have good knowledge and experience in experimental work. This experimental and investigative work, whilst teaching the pupils investigative skills, also enables them to achieve higher skills of thinking for themselves. They decide what they want to find out, how to investigate and what methods and skills to use. Literacy and numeracy skills are used to record the results of investigations in writing and charts. Lower attaining pupils are well supported with their literacy skills in science lessons so that they can record their work. In Key Stage 2 pupils use mathematical skills in recording results. Pupils use reference books to seek information although the use of information technology for research or to present information is under-developed.
- 117 Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The youngest pupils know about simple changes in materials. As they get older the pupils learn about changes as they grow, recording growth over several months and learning about the life cycle from birth to old age. By the end of Year 6 their work shows good progression with good understanding of factors which affect growth in plants. Pupils make progress in the skills of investigating and observing and measuring as they get older. They learn the skills necessary to carry out investigative work. Pupils are learning to make choices as to which is the most appropriate way to communicate their results.
- 118 The pupils have positive attitudes to science and their behaviour is very good. They enjoy practical investigations and work cooperatively and stay on task with concentration. Their work is well presented showing pride in their work.

- 119 The quality of science teaching is good with some outstanding teaching observed in Key Stage 1. In Key Stage 2 teaching is also good with a high proportion that is very good. In the best lessons, the teachers have good subject knowledge and very high expectations of work and behaviour. Their explanations are clear so that the pupils understand what is expected of them and so can achieve and make good progress. Materials are well prepared and all pupils are involved. Pupils are given positive feedback and opportunities to feed back to the class what they have learned. The work challenges and motivates the pupils, a criticism in the previous report. Questioning is used effectively and pupils are given opportunities to offer suggestions as to how they could investigate or record results. The pace is brisk and time is well used. Teachers develop investigative skills in pupils who are always actively drawn into discussions and investigations. Planning is based on previous learning. Information technology is planned for, and used to support teaching and learning in science, for example using sound sensors to measure decibels of sound when testing which material will muffle sound best.
- 120 Science is taught within a topic approach in Key Stage 1 and with discrete science teaching in Key Stage 2. The scheme of work provides progression in the skills and knowledge that will be taught in each year. This results in a good progression in skills and knowledge. This addresses the criticism in the last report. Individual lesson planning is good and lesson plans identify the intended learning in that lesson. Procedures for assessing pupils' attainment are good and identify pupils' levels of attainment and have recently started to be used to track attainment across the school. Assessment meets statutory requirements at the end of both key stages and is analysed to monitor attainment and set targets. The use of ongoing daily assessment is used to inform planning following lessons and to plan activities for pupils of differing attainment. Pupils' attainment in science is reported to parents. Homework in science is used to extend classroom teaching and learning. The subject leadership is very good.
- 121 The school resources are good with equipment and books to support science topics in progress in the classrooms, and information technology and display are used effectively to support teaching and learning in science.

OTHER SUBJECTS OR COURSES

127 Religious education

- 122 Attainment at the end of both Key Stages 1 and 2 is average in relation to the expectations of the Locally Agreed Syllabus. Only three lessons were observed during the inspection. Evidence has been gathered by looking at pupils' books and displays of their work, and from talking to teachers and pupils.
- 123 By the end of Key Stage 1 pupils have considered many aspects in their lives which involve special people, events and things. Recently they have talked about how they feel about their family and why families are special. Pupils in Year 2 have thought about a special event such as a wedding and have dressed up in Christian and Sikh clothes to experience the different ceremonies through role-play. By the end of Key Stage 2 pupils have explored different aspects of people's lives and beliefs and compared them to their own. For instance pupils now in Year 6 have studied the creation stories from Ancient Egypt, Japan, Native America and China. These are reflected in collages which demonstrate good cross-curricular work between religious education and art.

- 124 Pupils are making good progress, both in the tasks set for them in lessons and as they move from year to year. They are developing good skills in speaking and listening, as teachers encourage pupils to express their views and beliefs. Younger pupils in Key Stage 1 are developing an understanding of special events in their lives, such as how the birth of a new baby causes many changes to be made and how we all change as we grow into adults. Pupils in Year 3 talk about how important it is to make friends, whereas pupils in Year 6 compare friendships found in Christian and Hindu stories, for instance between David and Jonathan, or Rama and Sita, and learn from the experiences of these characters. Pupils in Year 5 express their ideas through writing and have produced moving accounts in their 'Thoughts about God', presenting a variety of views. These examples show the progress made in applying some of the ways of working outlined in the Shropshire Agreed Syllabus through personal understanding, relationships and expressing belief. Pupils challenge beliefs and explain their own understanding. For instance some describe what God might look like, how they sometimes talk to God and how they are guided in what they are expected to do. Others do not believe in God. Some challenge and compare the scientific evidence of evolution with the creation story in the Bible, preferring to believe the Bible.
- 125 Pupils' attitudes and their responses to the tasks set for them are very good. Pupils in Year 1 can talk about their own experiences. Pupils in Year 6 make very good responses when evaluating the differences between lifestyles in different countries as part of their personal understanding. Their perception of other peoples' difficulties is reflected in their attitudes as they discuss who has the harder life, a girl in India or a boy in Brazil. The views of other pupils, including those with special educational needs are valued and respected by all the pupils in their classes.
- 126 Only a limited amount of teaching in each key stage was observed during the inspection. In two thirds of lessons teaching was very good and at least satisfactory in the rest. This reflects the quality of pupils' progress and responses, which are directly related to the quality of the teaching. Pupils are given challenging tasks to make them think and discuss so that they are able to put forward their own views and understanding with aplomb. However, sometimes pupils cannot always recall which story or festival belongs to which religion, particularly in Key Stage 2, and this is an area for development.
- 127 Assemblies are planned to fit in with pupils' religious education and personal development. For instance, they celebrate Diwali, the Hindu festival of light. On other occasions they are asked to think deeply about the fundamental qualities of life which cannot be purchased in our increasingly material world. Pupils respond through contributing to the life of the school by writing their own prayers, for instance for harvest, or adding their thoughts written on a 'leaf' to a gradually enlarging 'tree' which is displayed for all to read and think about.
- 134 There are close links with the local clergy in the United Reformed and Holy Trinity churches, which the school visits to celebrate Harvest and Christmas. There have been visitors to the school, such as the Punjab society who worked with pupils about the Sikh religion. Religious education makes a very good contribution towards pupils' spiritual, moral, social and cultural development. Since the last report, the curriculum has been carefully planned and balanced around the four ways of working and five principal concepts outlined in the Shropshire Agreed Syllabus so that all teachers now follow this. Pupils are given homework appropriately but this does not often contain opportunities for independent research. Arrangements for monitoring teaching and learning and for assessing pupils' work are now in place but are not yet fully operational. Reports to parents do not yet inform them sufficiently about the developing skills of individual pupils. The school makes good use of all its resources including those which allow pupils to see how special artefacts are used in the many different religions. Although resources such as CD ROMS are being built up, no use of information technology was observed during the inspection.

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Information technology

- 128 The school has recently installed a computer suite which is timetabled to ensure that all classes have concentrated skills teaching in information and communication technology. In the short time the computer suite has been in use it has already had a very positive impact on the pupils' attainment and progress.

- 129 At the end of Key Stage 1, the pupils' attainment in information technology is broadly average with examples of above average work, particularly using art programs. By the end of Key Stage 1, pupils have good mouse and keyboard skills. They can log on to the network and retrieve their own files. All pupils know basic word processing functions and are able to print out and save their work. Pupils are learning to change the font, size and colour of the text.
- 130 Attainment at the end of Key Stage 2 is average in word processing and data handling but below average overall because of lack of sufficient range of work with controlling and modelling. This is being addressed at present. Although pupils are now making excellent progress with the skills teaching undertaken in the computer suite, there has, as yet, been insufficient time for all older pupils to have had a wide enough experience of using the computers to achieve what is expected nationally. Pupils' experience prior to the introduction of the computer suite varies, for example, not all pupils in Year 4 can change fonts or save their work. By the end of the key stage only the higher attaining pupils achieve what is expected nationally for pupils of their age. In data handling they produce and use spreadsheets with formula to calculate the sum spent on food for a picnic. Higher attaining pupils can explain the formula and how to use them although no pupils were able to explain how spreadsheets could be used in life outside school. Pupils can discuss different ways of presenting information and the advantages and disadvantages of using computers compared with other methods of working. Even though the school is not yet connected to the Internet, higher attaining pupils can create web pages using desktop publishing packages and some use electronic mail at home. The pupils' word processed work is enhanced by the use of art programs and clip art. Higher attaining pupils can move easily between programs.
- 131 All pupils, including those with special educational needs, are making good progress in developing skills and using the computer, particularly to support their literacy and numeracy work.
- 132 Pupils' attitudes to learning in information technology are very good. Their behaviour in lessons is generally very good. Pupils have very good relationships with each other and staff. They listen well to the teachers and are eager to begin working immediately. The youngest pupils are thrilled with their success when working on art programs. All the pupils enjoy using the computers, particularly in the computer suite and are reluctant to stop working at the end of the lesson.
- 133 The quality of teaching in Key Stage 1 is good overall, with some very good teaching observed. In Key Stage 2 teaching is good. There was only one unsatisfactory lesson observed in information technology teaching during the inspection. The best teaching is characterised by very high expectations, good skill instruction, very good management of pupils and use of resources. This results in the pupils being highly motivated and very well behaved. Teachers build on pupils' previous skills and knowledge and support pupils well and so ensure good progress in lessons. The teachers' excellent relationships with pupils and their very good use of demonstration results in pupils understanding and learning new computer skills. The support for all pupils also results in the pupils being confident and all experiencing success. Where teachers are less confident themselves in using the recently installed software, the teaching although always satisfactory is less good. In the one unsatisfactory lesson the teacher restricted the attainment of some higher attaining pupils by making all work at the same pace and stopping the whole class when some pupils misbehaved.
- 134 Information technology is taught as a discrete subject and it is used well to support work in other subjects particularly literacy, mathematics, science and art. Planning identifies the learning targets for each year group. Extra curricular information technology clubs are held for older pupils to enhance their skills and progress. These take good account of the expertise which pupils bring from home.

- 135 The resources for information technology are satisfactory overall. They are good in the computer suite but pupils in Key Stage 2 have limited access to computers in the classrooms. The recently installed computer suite is timetabled to ensure that all classes have concentrated skills teaching. However, these lessons are not always built upon sufficiently in class based work or in providing pupils opportunities for independent research using computers. Very effective use is made of staff expertise and the subject leadership is very good. Staff development sessions have been held to increase staff expertise and confidence in using the new facility and software to its potential. Further staff training sessions are planned for Spring term, following which it is planned to have monitoring of teaching as well as the present monitoring of learning in information and communications technology. The school's potential for improvement in information and communications technology is very good.
- 142 **Art**
- 136 The attainment of pupils is above what might be expected for pupils of their ages at the end of both key stages. Pupils are making good progress across the key stages and this progress is strongly influenced by a very good curriculum and good teaching. Pupils in Year 1 make good progress when, in their study of the style of Monet, they experiment with colour mixing and brush strokes. Good progress is seen in Year 2 when pupils develop their understanding of texture and mark making techniques as they observe and draw shells using charcoal and white chalk. Year 3 and 4 pupils make good progress in developing printing techniques and pupils in Year 6 make very good progress in learning about proportion as they experiment with depicting the human form in a range of positions.
- 137 Pupils' attitudes are very good. They listen attentively and are eager to answer questions or have their work shown to the class. They are also confident in explaining what they have done. They use materials carefully and sensibly and apply themselves very well to their tasks. They take pride in their work and cooperate effectively in sharing materials and in tidying away and cleaning up at the end of the lesson.
- 138 The teaching of art is good. Teachers show that they have good understanding of their subject and they are confidently able to evaluate the work of their pupils and then develop that work further. As they know about what they are teaching, they also have high expectations of what they want their pupils to achieve. This is also evident in terms of the levels of discipline and application that they expect of their pupils and also in the planning and preparation that goes into their lessons. Relationships are friendly and well established and as a consequence pupils are able to enjoy working in a classroom atmosphere that is both purposeful and relaxed.
- 139 The coordinator has worked very well to provide a very rich curriculum which focuses on the development of skills to a high level but which also, because of its very good breadth, enables pupils to experience a wide range of art forms. Excellent provision is made, for example, through a range of visiting artists whose works include weaving with willow wands, video art including animation, and the creation of images using found objects. The school is equally keen to display its work in the community. Great emphasis is rightly placed on the development of the arts and art itself contributes greatly. The subject is very well managed and makes a major contribution to many areas of the curriculum and to the pupils' spiritual, moral social and cultural development. Within this is to be found a very impressive commitment to multi-cultural development. Art is very well displayed and contributes most effectively to the creation of a very pleasant working environment. The subject is well resourced and these resources are easily accessible.

- 140 Pupils of all abilities make satisfactory progress in the acquisition of the skills and knowledge of the design and technology process at both key stages. By the end of Key Stage 1, pupils develop their ability to use simple tools to cut and shape materials such as paper, card, recycled materials and wood. For example, as part of the work related to wheeled vehicles, the pupils investigate wheels and make them move using axles. They make simple design drawings to fulfil a specific design brief. Pupils design vehicles to carry animals and their designs show creativity and good understanding of purpose. They decide to use plastic wheels because they are stronger than card wheels. The design drawings gradually show more detail and information as pupils move through the school. The majority of pupils at this age can list the materials needed to construct the model vehicles. One Year 2 pupil proudly tells about knowing what an axle on a vehicle is, another states that she knows what a chassis is “and I haven’t passed my driving test”. Other work includes designing, making and evaluating a boat that can carry ten marbles. The evaluations of this work included the need to make improvements such as next time making the boat waterproof “because the paper got soggy”.
- 141 By the end of Key Stage 2 pupils use handsaws and other basic tools to construct with wood. They know about different structures and the need to strengthen them. The topic ‘Shrewsbury Bridges’ included research work in the locality and the opportunity to work with local architects. This led to producing design drawings and models which had to be able to help explain to other pupils how real bridges work. Pupils constructed a range of bridges including a suspension bridge. Higher attaining pupils are very accurate and precise in their measuring and making and, in addition, demonstrate great care in the quality of their finished work. Pupils develop the ability to draw increasingly accurate diagrams of different elevations with appropriate construction notes and labels. The design briefs are linked appropriately to other subject topics. This gives good opportunities for the pupils to draw upon their knowledge from these subjects to inform their designs, for example, when designing outfits for Tudor ladies linked to their history topic. Pupils design and make sandwiches which are both appealing and contain healthy ingredients. They also use their understanding of circuits when making buggies which include an electrical motor. There is appropriate emphasis placed upon the evaluation of completed models against the original design brief so pupils develop this aspect of the process consistently and are able to suggest reasonable changes to the original design.
- 142 When discussing their work, the pupils are enthusiastic and interested. They are keen to explain how they design and make their models. Pupils talk about the processes involved and the specific design features of their models. They have a pride in their work.
- 143 Opportunities to observe lessons were limited, but the planning and the lesson seen was very good. The joint planning of lessons within year group teams ensures that planning is consistent across the classes. Teachers’ subject knowledge is good. The quality of teaching is good at both key stages and it is because of this that the subject maintains its breadth, now that its place in the curriculum is constricted with the increase in time given to numeracy and literacy. Resources provided are appropriate to the lesson objectives. The subject makes a satisfactory contribution to the development of pupils’ literacy and numeracy skills through the design processes. Older pupils are encouraged to provide detailed diagrams with dimension details and accurate measurement.
- 144 The co-ordinator provides very good leadership for the subject. There is a subject policy and a broad based scheme of work that gives guidance to teachers in planning the curriculum. The subject leader monitors the planning and outcomes, and offers direct support and advice to colleagues. Resources are satisfactory. The curriculum offers opportunities for pupils to work with the full range of materials including food and mechanisms. This addresses the shortcomings identified in the previous inspection report, which found work in food technology and control mechanisms to be under-represented. Currently, the opportunities for Key Stage 2 pupils to use information and communications technology within the subject are limited. The increase in emphasis on information and communications technology presently evident means that the school is well placed to make very good progress in developing this area of the design and technology curriculum.

Geography

- 145 During the inspection it was possible to see only two lessons. From looking at pupils' work and teachers' planning and observations of displays it was evident that most pupils have a knowledge and understanding typical of their age. Pupils make sound progress in both Key Stages 1 and 2.
- 146 Throughout the school most pupils increase their awareness of the physical and human features of their surroundings such as rivers, houses, parks and traffic. They extend their knowledge of places near the school and around Shrewsbury and know routes in the locality of their homes. Older pupils are familiar with the locations of a widening range of countries and study the sub continent of India in more depth. Pupils recognise that different places have characteristics which are contrasting and similar. For example, they make in depth comparisons between India and Britain in Key Stage 2 and in Key Stage 1 they compare their area of Coleham with an island community. They extend their understanding of different types of maps by using plans, maps, photographs and atlases. Pupils understand how to use keys and co-ordinates accurately.
- 147 Pupils in Key Stage 1 are interested in learning about their locality. They reflect on their journey to school, listen carefully to each other and work well in groups. In Year 6 pupils are very interested in exploring the physical features on the map of India. They respond thoughtfully to questions and listen carefully to each other.
- 148 Although only two lessons were seen, it is evident that teachers plan their topics carefully and ensure that resources such as maps and information books are available.
- 149 There are detailed schemes of work in place which ensure pupils throughout the school make sound progress. Monitoring takes place through assessment which is carried out at the end of each school year. The co-ordinator has good subject knowledge and gives clear direction and advice to teachers and pupils. The subject has useful resources and recently acquired atlases are being well used.

156

History

- 150 Although no lessons were timetabled in Key Stage 1, during the week of the inspection, a scrutiny of the books and teachers' planning allows judgements to be made. The pupils make good progress as they move up through the school and attainment in history, in both key stages goes beyond what might be expected for pupils of their ages. The progress of pupils with special educational needs is satisfactory. The emphasis placed on teaching the historical concepts and skills is a particular strength in the school.
- 151 The concept of chronology is well developed in Key Stage 1. The youngest pupils sequence stories and instructions, and the older ones sequence events in their own lives, using a simple time line. By the age of seven the pupils have a good understanding of 'then' and 'now' and are able to contrast objects and features from the past, such as clothes, housing and types of transport with those of today. The pupils in Year 2, have been introduced to basic research skills by compiling a questionnaire for their grandparents, in order to discover the similarities and differences in toys, playground games and school life in the present and the past.
- 152 These concepts are further developed in Key Stage 2, through the study of such topics as the Ancient Greeks, the Vikings, The Tudors and the Victorians. The pupils are able to make more detailed time lines and have a good understanding of the sequence of events. The pupils in Year 5, when writing about the Ancient Greek civilisation, display a very good understanding of such elements as cause and effect and the importance of historical evidence. They also gain insight into the importance of looking at different points of view when studying history, for example when they write reports of the Battle of Marathon, first as an Athenian and then as a Spartan. They do this well. By the end of the key stage the pupils are able to make good use of text books in order to research information. For example, discovering the social changes which have taken place since Victorian times and suggesting reasons for those changes.

- 153 Most pupils' attitudes to their history lessons are good. They show interest in their topics and enjoy their lessons. Pupils are able to work independently and make good use of the resources available. Artefacts are handled with care and respect by all pupils. They are very willing to participate in discussions and to ask and answer questions. Pupils respond well to challenge and concentrate well when given a task to complete. They are able to work independently, but also co-operate well in small groups.
- 154 Four history lessons were observed during the inspection week. The quality of teaching in two was satisfactory and good in two. The teachers in the good lessons focused well on the key elements, had their resources well prepared, challenged the pupils and used good questioning techniques. All the teachers manage their classes well and are generally secure in their subject knowledge.
- 155 The resources for teaching history are adequate. There is a good supply of topic books, which are kept in the classrooms, and topic boxes. Although this provides easy access for the pupils, it deprives them of the experience of visiting the school library and finding the relevant book for themselves. This means valuable opportunities to develop independent learning and literacy skills are being lost. There are some very good artefacts in school, including an interesting school timetable from 1937 and old photographs of pupils. These collections are often supplemented by the teachers, who, with posters, pictures and pupils' artwork create good, interesting displays. The curriculum is further enriched by visits to museums and places of historical interest.

162 Music

- 156 Pupils make satisfactory progress in both key stages in music as they move through the school. Their skills and understanding are effectively developed by a well-planned range of musical tasks and experiences.
- 157 Although pupils' progress over longer periods of time is satisfactory, the progress they make in individual lessons is often good and sometimes very good. The difference occurs because there is not always sufficient curriculum time to cover all the skills required in music. In addition pupils in both key stages often have long gaps between groups of music lessons which hampers their ability to develop skills regularly. This holds them back from making the progress they are capable. For instance, pupils in Year 2 cannot easily remember how to arrange pictures of their percussion instruments into groups of four when writing down their music, although by the end of the lesson they have made good progress in controlling the sound their instruments make. Similarly, during an 'Arts' afternoon, pupils in Years 3 and 4, have not had a class music lesson for five weeks and find it difficult to move on to the harder skills required in this lesson when making up music using a graphic score, where pictures represent their 'space' sounds. Pupils in Year 5 are beginning to use staff notation for their simple rhythms but find it difficult to maintain their part with a steady pulse as they perform together to the class. All pupils are making satisfactory progress in singing through regular sessions in their key stage groups. They memorise their songs in different styles and sing in tune. Pupils with special educational needs are helped to make the same progress as others in their classes.
- 158 Pupils have very good attitudes to music. They respond with eagerness and enjoyment in lessons and cooperate sensibly when working in groups or pairs. They listen carefully and are confident to share their ideas with their group or class. They understand the work they are expected to do. Pupils are enthusiastic to take part in all the extra curricular activities available to them in music. They look forward with delight to the prospect of an imminent performance, such as at Christmas, or the annual school show.

159 Teaching is satisfactory overall although, in individual lessons the quality is significantly better when teachers have musical expertise and skills. Teachers give pupils positive encouragement to help them to think about and appraise their work. Currently teachers' planning for lessons is effective. Although teachers' confidence is improving, tasks do not always build sufficiently on the skills already acquired in Key Stage 1, so that pupils in Key Stage 2 do not make as much progress as they are capable. The school's annual reports to parents do not indicate how pupils have made progress in individual musical skills. There is an appropriate policy and scheme based on the local education authority framework and there are plans in place which will allow the teaching of music to be monitored. The specialist music coordinator runs effective in-service training for teachers and keeps them up-to-date with current government initiatives. Currently pupils do not audio tape their own work or select sounds from electronic keyboards but parents are raising funds for some electronic keyboards. Computer software is to be purchased and used in conjunction with the new computers. Other music resources are adequate and of good quality. Very effective extra-curricular activities are organised which include junior and senior choirs who perform, in assemblies, at concerts and in the annual school shows. Pupils pay for instrumental tuition on strings, woodwind, brass and percussion. Instrumental teaching is good. Music makes a very good contribution to pupils' spiritual, social and cultural development.

166 **Physical education**

160 In the games, dance, gymnastics and swimming lessons that were observed pupils in both key stages make good progress overall.

161 Good progress was seen when pupils from Years 3 and 5 went swimming. This progress was influenced by the good levels of teaching and the very good facilities which enabled the two classes to be put into five small groups to be taught in the leisure centre's three fine adjacent pools. The shallow beginners' pool was ideal for those who were just developing confidence in water and the overall amount of space and its exclusive use meant that no lessons were interrupted or disturbed. It is usual for almost all pupils to meet the National Curriculum standard of being able to swim 25 metres by the end of Key Stage 2 and for them also to acquire certificates for water safety and distance swimming.

162 Good progress was seen in the youngest classes when pupils were given themes of balloons and leaves as themes for their dance. Pupils in Year 2 show that they know of the need for warming up and cooling down and of the effects of exercise before developing floor skills which are planned to lead to them being able to execute forward rolls safely. Pupils in Key Stage 2 develop their dance skills through the interpretation of music by combining this into a small group routine. The oldest pupils make good progress outside in cold and windy weather as they develop and consolidate passing techniques in football and netball. Girls and boys are given the same opportunities to benefit from a wide curriculum.

163 The response of pupils is always at least good and in some cases is very good. They are attentive and try hard when given tasks. They have a good sense of the need for safety and they work equally well individually, in pairs or in groups. Equipment is used appropriately and behaviour is very good. This is particularly evident as they travel by coach to the baths and during their swimming lessons. They enjoy good relationships with each other and with teachers and the other adults who coach them.

164 Teaching is never less than satisfactory and is good overall. This contributes significantly to the good progress that pupils are making. All teachers are aware of safety issues and the need for pupils to be safe when undertaking different activities in different environments. Teachers' knowledge and their expectations of what their pupils should achieve are good. However, they do not always take the opportunity to involve observers as fully as they might in the lesson. They often use opportunities to develop speaking and listening by encouraging pupils to evaluate the work of others. They generally make good use of demonstration. Lesson planning is good and demonstrates clear objectives. They are well organised and use appropriate teaching strategies. Pupil management is very good and younger pupils are generally full of smiles as they work. The management of older pupils allows them the flexibility to learn in a pleasant and relaxed atmosphere whilst at the same time fostering their ability to exercise increasing degrees of responsibility.

165 There is a sound policy and scheme of work that is a combination of the good practice found in two commercial schemes. As a consequence there is a good curriculum for all pupils which enables teachers to plan so that levels of attainment can be extended and skills developed as pupils' progress through the school. Good use is made of extra-curricular activity. A Year 6 residential week at Stottesdon, extends the outdoor and adventurous element of the curriculum. The coordinator is new to the post but has already made a good start. She has audited equipment and her plans to review the curriculum in the light of national guidance and to extend extra-curricular opportunities for younger pupils are appropriate. The subject is satisfactorily resourced and these resources are easily accessible.

172 **PART C: INSPECTION DATA**

172

SUMMARY OF INSPECTION EVIDENCE

- 166 The inspection was carried out over a four day period from 22nd – 25th November 1999. The inspection took the equivalent of 24 inspection days. Prior to that, school documentation had been scrutinised and pre-inspection reports containing commentaries and issues were circulated.
- 167 The inspection team comprised – a lead inspector, four team inspectors and a lay inspector.
- 168 A questionnaire was used to survey parents' views and the results were analysed. A meeting was held for parents and their views sought on a range of aspects of the school's performance. 58 parents responded to the questionnaire and 14 parents attended the meeting.
- 169 During the inspection the team of inspectors saw 87 lessons or parts of lessons. Pupils were observed in lessons and throughout the school. 65.5 hours of teaching was observed.
- 170 Pupils' work was scrutinised across the age and ability range and across parallel classes. The work of pupils with special needs was also scrutinised. Pupils were heard reading across all classes and across the ability range.
- 171 Teachers were interviewed and discussions were held with pupils.
- 172 Members of the governing body, visitors to the school, parents and non-teaching staff were interviewed.
- 173 Registrations and assemblies were observed. Extra-mural swimming and some school clubs were observed.

180 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 | 364 | 7 | 60 | 32 |

180 Teachers and classes

Qualified teachers (YR – Y6)

| | |
|--|------|
| Total number of qualified teachers (full-time equivalent): | 15 |
| Number of pupils per qualified teacher: | 24.3 |

180 Education support staff (YR – Y6)

| | |
|--|-------|
| Total number of education support staff: | 11 |
| Total aggregate hours worked each week: | 135.5 |

| | |
|---------------------|----|
| Average class size: | 26 |
|---------------------|----|

| | |
|--|--------|
| Financial year: | 98/99 |
| | £ |
| Total Income | 577395 |
| Total Expenditure | 599499 |
| Expenditure per pupil | 1421 |
| Balance brought forward from previous year | 32530 |
| Balance carried forward to next year | 10426 |

Number of questionnaires sent out: 360
 Number of questionnaires returned: 58

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 | 38 | 53 | 2 | 5 | 2 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 47 | 43 | 3 | 5 | 2 |
| The school handles complaints from parents well | 17 | 56 | 21 | 2 | 4 |
| The school gives me a clear understanding of what is taught | 21 | 53 | 14 | 9 | 4 |
| The school keeps me well informed about my child(ren)'s progress | 19 | 59 | 9 | 14 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 32 | 61 | 4 | 4 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 41 | 33 | 21 | 5 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 22 | 67 | 5 | 5 | 0 |
| The school's values and attitudes have a positive effect on my child(ren) | 34 | 53 | 9 | 2 | 2 |
| The school achieves high standards of good behaviour | 29 | 55 | 12 | 3 | 0 |
| My child(ren) like(s) school | 45 | 48 | 5 | 2 | 0 |

180

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.

180