

INSPECTION REPORT

William Reynolds Junior School
Telford

LEA area: 894 Telford and Wrekin

Unique Reference Number: 123433
Inspection Number: 188671

Headteacher: Mr. J. Sumbler

Reporting inspector: Mr. B.E. Allaway

Dates of inspection: 22nd – 24th November, 1999

Under OFSTED contract number: 707733

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Westbourne Woodside Telford Shropshire TF7 5QW
Telephone number:	01952 586707
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Appropriate authority:	The Governing body at the above address
Name of chair of governors:	Mr. J. James
Date of previous inspection:	29 th April, 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr. B.E. Allaway Registered Inspector	·English Religious education	Leadership and management The efficiency of the school
Mr. A. Beckley Lay Inspector		Attitudes, behaviour and personal Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning
Mrs. P. Houghton-Hill	Mathematics Information technology History	Provision for pupils with special educational Teaching
Miss J. Lane	Design and technology Geography Physical education	Equal opportunities provision The curriculum and assessment
Miss C. Robinson	Science Art Music	Attainment and progress Pupils' spiritual, moral, social and cultural

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

Pupils make good progress in English and mathematics and standards are generally average by the end of the key stage.

The work given to the more able pupils is matched very well to their abilities and their attainment is above average.

Provision for the pupils with special educational needs is very good.

Pupils' progress is monitored very well.

There is a very positive working atmosphere.

The school makes good provision for the pupils' personal development.

Relationships are very good.

Pupils' behaviour is good.

There are examples of good teaching in all year groups but the teaching is often very good in Year 6.

The management of the school is very good.

The school gives very good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

Pupils' attainment in information technology is below the level expected for pupils in Years 5 and 6. Insufficient emphasis is given to the teaching of investigation in science.

Overall pupils' attainment in swimming is unsatisfactory because insufficient time is allocated to the teaching.

This is a good school with significant strengths which far outweigh the weaknesses identified above. The weaknesses will, however, form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has developed well since the last inspection. It has built on the positive features identified in the previous report and all the areas identified for action have been addressed. The school has created an information technology suite. While the suite has been used well this term the upper Key Stage 2 pupils' attainment in information technology is below that which is usually expected of pupils of their age. Provision for design & technology has also improved and pupils' attainment is in line with that expected of pupils of their age. Music is led well, resources have been extended and there is a useful scheme of work. The attainment of the most able pupils has been addressed very well and the way in which the school meets their needs is now a strength. Subject co-ordinators' roles have developed and now include an analysis of pupils' attainment, an overview of curriculum planning and the management of curriculum budgets which are linked to the school development plan. Assessment arrangements are good in English and mathematics and the pupils' work is marked well, especially in Year 6. A range of assessments undertaken on a regular basis is used to set targets for all pupils on a termly basis. The security of the building has improved considerably since the last inspection. Locks have now been fitted to all external doors and security fencing is being erected. The school has managed these developments well. It has the capacity to improve further.

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	
English	C	A	<i>well above average</i>	A
Mathematics	D	A	<i>above average</i>	B
Science	C	A	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The information indicates that in the 1999 tests the pupils' averaged scores in English and science were average when compared to all schools nationally and just below average in mathematics. When compared to similar schools the results in all three subjects were well above average. The proportion of pupils gaining Level 4 and above in English and mathematics is just below average when compared with all schools nationally but is well above average when compared to schools in similar contexts. The proportion of pupils gaining Level 5 in English and mathematics is generally in line with the national average but it is above the national average in science. The school is particularly successful in catering for the needs of the more able pupils. Despite a dip in pupils' test scores in 1998, evidence over time indicates an upward trend in pupils' attainment.

Inspection evidence shows that by the end of the key stage attainment in English and mathematics is broadly average but a significant minority of pupils attain standards which are below average and a few of the most able pupils are already attaining Level 5, which is above average. The proportion of pupils on the register of special educational needs is well above average. Provision for the pupils with special educational needs is very good. Pupils' knowledge and understanding in science is broadly average but insufficient attention is given to teaching the children about investigation. Information technology has not had a secure place in the curriculum until recently and the attainment of pupils in Year 5 and 6 is unsatisfactory. Pupils' attainment in religious education is in line with the requirements of the Shropshire agreed syllabus. Pupils experience most of the key areas of physical education and their attainment is broadly average but insufficient time is allocated to the teaching of swimming and the pupils' attainment is unsatisfactory. Standards in art and geography are better than expected for children of their age. In all other subjects pupils' attainment is in line with that expected for their age.

QUALITY OF TEACHING

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

There was evidence of good teaching in all subjects. Much of the teaching in Year 6 was very good. The teaching is excellent in 3% of lessons, good or very good in 60%, satisfactory in 34% and unsatisfactory in 3%. The special educational needs co-ordinator and the classroom support assistants provide very effective teaching for pupils with special educational needs.

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	Good. Relationships are very good. Pupils are polite and courteous to visitors. A few pupils with challenging behaviour are managed very well by teaching and non-teaching staff.
Attendance	Satisfactory. Rates of unauthorised absence are higher than the national average. Many pupils arrive late for school but punctuality during the school day between lessons and at breaks and lunchtimes is good.
Ethos*	A positive and friendly working atmosphere. Children like school and staff respond to the children courteously. The children are proud of their school and enjoy the security of a well-ordered environment.
Leadership and management	Very good leadership from the headteacher, deputy and curriculum co-ordinators. There have been difficulties in the recruitment of governors. Currently their roles are being developed.
Curriculum	Generally broad and relevant. Insufficient attention given to investigation in science. Insufficient time allocated to the teaching of swimming.
Pupils with special educational needs	Very good provision. Some pupils make sufficient progress to enable them to come off the special educational needs register.
Spiritual, moral, social & cultural development	Good provision for the pupils' spiritual, social and cultural development. Provision for their moral development is very good.
Staffing, resources and accommodation	Good overall. Appropriate building developments, additional resources and the effective deployment of capable staff have all impacted positively on pupils' attainment.
Value for money	Very good value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ● The school enables the children to develop good standards of work. ● The values and attitudes promoted by the staff. ● Members of staff are approachable and friendly. ● Children like school. 	<ul style="list-style-type: none"> ● A few parents feel that the school does not

Inspection judgements concur with parents' positive views. The school is reviewing its procedures for receiving and dealing with complaints.

KEY ISSUES FOR ACTION

In order to build on the significant improvements already made, the governors, headteacher and staff should raise pupils' attainment :

1. in information technology by:

- I. implementing the full programmes of study in information technology;
- II. providing more regular opportunities for pupils to apply their information technology skills across the curriculum;
- III. improving teachers' expertise in teaching information technology.

(see paragraphs 12, 29, 39, 68, 144, 145, 146, 147, 148)

1. in investigative and experimental science by:

- developing the science scheme of work to provide advice to teachers about ensuring progression in pupils' investigative skills;
- providing the pupils with opportunities to carry out investigations and tests based on their own ideas;
- increasing resources to include precise measuring equipment to enable high-level investigative work to be undertaken.

(see paragraphs 11, 28, 37, 38, 78, 112, 114, 116, 118, 120)

3. in swimming by:

- ensuring that sufficient time is available at the pool for the teaching of swimming.

(see paragraphs 15, 38, 166)

Other points to consider which are not key issues but are items for development and should be included in the plan are listed below.

- Extend resources in religious education and music.

(see paragraphs 78, 155, 172)

- The current good practice of discussing targets with the most able pupils should be extended to involve all pupils.

(see paragraphs 34, 47, 65)

- Identify and implement a training programme for governors to enable them to be as effective as possible in their support for the school.

(see paragraph 72)

INTRODUCTION

Characteristics of the school

1 William Reynolds Junior School is situated in south Telford near to the Ironbridge Gorge. The school shares a site with its neighbouring infant school and nursery unit. Almost all of the pupils are admitted from the Woodside estate. Approximately 60% of the pupils live in rented accommodation and 40% in privately-owned housing. Unemployment is high and there is a significant number of lone-parent families. The school experiences a fluctuation in the number of pupils during the school year. In the current Year 6 classes almost 50 % of the pupils have joined the school since the beginning of the key stage. The school was last inspected in May 1996.

2 Currently there are 239 pupils on roll, 127 boys and 112 girls. The school is of average size in national terms. 56% of the pupils are entitled to free meals, which is well above the national average. There are 4 pupils from homes where English is not the first language. There are 59 pupils on the register of special educational needs. Eleven children hold statements of special educational needs, which is well above the national average. Almost all of the pupils attend the adjacent infant school prior to admission in Year 3.

3 The prospectus includes aims which make reference to the pupils' academic, social and personal development. The headteacher, staff and governors are committed to raising standards and have identified the following targets for improvement in 1999/2000:

- raising standards in the core subjects;
- developing the foundation subjects;
- maintaining and developing effective target-setting procedures.

4 Targets set for the year 2000 anticipate that 60% of the Year 6 pupils will gain Level 4 or above in English and 65% in mathematics.

5 Key indicators

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1999	28	32	60

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	21	24
	Girls	20	19	23
	Total	38	40	47
Percentage at NC Level 4 or above	School	63 (45)	67 (50)	78 (57)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	19	24
	Girls	19	17	23
	Total	35	36	47
Percentage at NC Level 4 or above	School	58 (52)	60 (57)	78 (63)
	National	68 (65)	60 (65)	75 (72)

Attendance

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

			%
Authorised Absence	School		6.5
	National comparative data		5.7
Unauthorised Absence	School		1.3
	National comparative data		0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	20.4
Satisfactory or better	96.6
Less than satisfactory	3.4

¹ Percentages in parentheses refer to the year before the latest reporting year (i.e. 1998)

PART A: ASPECTS OF THE SCHOOL

· EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

· Attainment and progress

6 Trends over four years indicate that there have been substantial overall improvements in end-of-key-stage attainment in English, mathematics and science.

7 The results of national tests at the end of Key Stage 2 in 1999 indicate that the percentage of pupils attaining Level 4 and above in English was below average in relation to all schools nationally. In mathematics it was close to the average. Standards in both subjects were well above average when compared with similar schools. The percentage of pupils attaining Level 5 in English and mathematics was just below average compared to all schools but was well above average when compared with similar schools. Results of the national tests for science indicate that the percentage of pupils reaching Level 4 was average when compared to all schools and well above average compared to similar schools. The percentage of pupils attaining Level 5 was generally average in comparison to all schools and well above average when compared to similar schools. There is no significant difference between the performance of boys and girls.

8 When the average points score achieved by pupils in national tests is taken into account attainment in English, mathematics and science is average overall when compared with all schools and well above average when compared with similar schools.

9 Attainment on entry at the age of seven reflects the full range of abilities. It is broadly average with a significant minority of pupils being below average in English and mathematics. In science it is average. The school analyses the results of the end of Key Stage 1 assessments in order to target support for pupils and to raise standards. There has been considerable transience of pupils in recent years which makes comparisons of attainment across the key stage insecure. Approximately 50% of the current Year 6 pupils have joined the school since the beginning of the key stage.

10 Findings from the inspection indicate that attainment in the core subjects is average by the end of Key Stage 2. In reading and writing overall attainment is average with some of the most able pupils in Year 6 working at Level 5. Attainment in handwriting and spelling is broadly average but a significant minority in each year group attain below-average standards. Attainment in mathematics is average. Generally pupils' progress in English and mathematics by the end of the key stage is good. In Years 3 and 4 pupils of average attainment make satisfactory progress, and the progress of the more able pupils is good. Progress in Years 5 and 6 is good for most pupils with the more able pupils making very good progress. The school has implemented the literacy strategy well, and additional time allocated to reading and writing beyond the literacy hour is having a positive effect on the consolidation of skills. In mathematics the school has developed an effective scheme of work in line with the numeracy strategy. This is enabling the work to be targeted well, particularly for more able pupils and those with special educational needs. Emphasis given to mental calculation strategies is also having a positive impact on the pupils' rate of progress.

11 Overall attainment in science is broadly average by the end of the key stage. However attainment in the acquisition of scientific knowledge and understanding is better than attainment in experimental and investigative science. Overall pupils' progress in science is satisfactory across the key stage.

12 Attainment of pupils in information technology at the end of the key stage is below that expected

for their age and progress overall is unsatisfactory. Historically the lack of provision has hindered progress in the development of skills. However, the recently-established information technology suite and the new scheme of work are starting to have a positive impact on the rate of progress and there is evidence that attainment is improving. Opportunities for pupils to apply their information technology skills to other subjects are as yet under-developed.

13 Attainment in religious education is in line with the requirements of the locally agreed syllabus. The opportunity provided for pupils to reflect on their knowledge in order to express their own ideas and feelings is a strength of the subject and contributes to the satisfactory progress made by the pupils.

14 In art and geography attainment is above that expected for pupils of the same age and good progress is made. Throughout the key stage the consistent and focused use of sketchbooks for pupils to explore materials and techniques contributes to the good progress in art. Pupils make good progress in geography. They develop sound skills of enquiry and receive good opportunities for the development of fieldwork.

15 Attainment in design & technology is satisfactory and pupils make satisfactory progress. Insufficient evidence was available from the inspection to make an overall judgement about attainment and progress in history, music and physical education. Insufficient time is allocated to the teaching of swimming and pupils' attainment is below that expected for pupils of the same age.

16 Currently there are 59 pupils on the register of special educational needs. Throughout the key stage pupils with special educational needs make at least satisfactory and often good progress, particularly in English and mathematics. This is due to the well-targeted support of a consistently high quality together with careful monitoring of pupils' progress. The school's success in targeting pupils with special educational needs is evident in the number of pupils who are removed from the register of special educational needs due to their good progress. In the 1999 key stage tests four pupils with special educational needs attained Level 4 in mathematics and science.

17 The school has had considerable success in raising the attainment of the more able pupils. The proportion of pupils attaining Level 5 in English, mathematics and science in the key stage tests compared to similar schools is vastly improved. More able pupils make good and often very good progress, particularly in English and mathematics. They receive well-targeted work. The use of individual target logs by the most able pupils encourages them to evaluate their own progress.

18 In the last two years the school has exceeded its targets set for pupils' attainment in literacy and numeracy. The governors have agreed targets for the year 2000, and evidence gained from the inspection indicates that the school is likely to exceed these.

· **Attitudes, behaviour and personal development**

19 Pupils' attitudes towards learning are very good and their behaviour is good. There have been no exclusions from the school. Relationships between pupils and teachers are very good and the provision for aspects of the personal development of pupils is good. Pupils show interest, enjoyment and enthusiasm in their work. They are able to sustain concentration well; only in a few cases does their concentration flag and this happens in a few lessons of whole-class teaching when the teaching is not matched well enough to extend what the pupils already know and can do. Where the pupils are developing their capacity for personal study, it is done well, for example in Year 6 English when the pupils researched a well-known story and transposed it into a play script.

20 Pupils are courteous and polite at all times and move around the school quietly and in an orderly manner. The behaviour policy is implemented well throughout the school and pupils relate well to each other during lessons and breaks. Pupils generally show respect towards each other and there were no incidents of harassment or bullying during the inspection. Pupils are proud of their school and show respect for property and take care of resources and equipment. There are constructive relationships in the school and when pupils are required to work collaboratively, such as in information technology and dance, they work together well.

21 The children are considerate of the feelings of others and sensitive issues are handled well, particularly in assemblies. Elements of personal and social education are dealt with in religious education, class assemblies and specific lessons. Visiting speakers are used occasionally to introduce the pupils to a range of health education issues taught in a cross-curricular way.

22 The very good response of pupils towards learning, and their good behaviour, has a positive impact on their attainment.

- **Attendance**

23 The attendance of pupils is slightly below the national average, but is above 90%. Rates of unauthorised and authorised absences are higher than national averages. Many pupils are late for school in the morning, but punctuality during the school day when pupils move between classrooms and at the beginnings of lessons is good. Registers comply with statutory requirements and absences are followed up by classteachers. The education welfare officer visits the school on a regular basis and has a positive working relationship with all members of staff. There are examples of appropriate strategies to increase the attendance of individual pupils and to improve punctuality at the beginning of the school day.

- **QUALITY OF EDUCATION PROVIDED**

- **Teaching**

24 The teaching is satisfactory or better in 97% of lessons and ranges from good to excellent in 63%. Two lessons observed were unsatisfactory. Good teaching is evident in all year groups. The consistently very good teaching of literacy and numeracy in Year 6 is a significant strength of the school. The percentage of lessons where the teaching was judged to be good or very good has increased considerably since the last inspection. There is also evidence of improvement in the teaching of music, design & technology and information technology.

25 The teaching of English is mainly good and ranges from very good to satisfactory. Where the teaching is very good, pupils are provided with interesting writing activities in which they practise specific literacy skills, for example when writing party invitations in Year 3. In addition, questioning is used very well to consolidate and extend pupils' knowledge and understanding. Very good teaching in English is also characterised by a lively and good-humoured presentation by the teacher. Speaking and listening skills are generally taught well and teachers make specific reference to these skills in their planning. The occasional weakness occurs when the purpose of the lesson is unclear to the pupils.

26 The teaching of mathematics is good overall and ranges from excellent to satisfactory. There is an appropriate focus on the development of mental calculating strategies throughout the school. These strategies are particularly well-developed in Year 6 and in the top ability set in Year 5. In these ability sets,

where the teaching is very good or excellent, the teachers' questioning skills are extremely effective in developing children's mathematical thinking and there is an appropriate amount of challenge. Some weaknesses occur when classroom management skills are not applied consistently and when tasks are not always matched well to ability.

27 Pupils are organised into ability sets or ability groups for the teaching of literacy and numeracy throughout the school and the teaching has many good features. The literacy and numeracy strategies are implemented well and expectations are appropriately high. Lessons are planned very well and are structured appropriately with a balance of whole-class, group and individual activities. Lesson objectives are displayed for the pupils to read and are discussed at the start and the end of lessons. Plenary sessions are used appropriately. They often illustrate the learning which has taken place and are used to correct any misconceptions. For example, pupils in Year 6 were reminded of the difference between reported and direct speech when sharing their extracts from play scripts. There is detailed, differentiated planning in literacy and numeracy. In the good teaching this is matched closely to the abilities of all of the pupils.

28 The teaching of science is satisfactory overall and ranges from good to unsatisfactory. Good teaching encourages the children to express their ideas and reflect on previous knowledge, for example when Year 5 pupils were making predictions about which materials were magnetic. In many of the science lessons there is an over-emphasis on closed, factual questioning relating only to the acquisition of knowledge. Where the teaching is unsatisfactory, learning is not matched well to the ability range in the class and some pupils lose interest.

29 The teaching of information technology ranges from very good to satisfactory but is mainly satisfactory. Subject knowledge is variable and some teachers do not yet feel fully confident in teaching the subject. In the good and very good teaching, pupils are given sufficient independence to take responsibility for their own learning of specific skills. For example, pupils in Year 6 apply their skills to produce an illustration and produce a word-processed report. In this example the teacher's knowledge was secure and the children were told how much time they had to complete the activity.

30 In all other subjects teaching is satisfactory or better. The good teaching is characterised by good subject knowledge and confident explanations. Appropriate and interesting tasks are provided to develop children's skills and understanding. For example, in an art lesson in Year 3 children explored the technique of shading and then used their skills to draw plants. In a religious education lesson in Year 6 pupils used their prior learning about rites of passage to construct their own naming ceremony. Resources are used well. For example, in a history lesson in Year 4 a suitable short video extract helped to focus the children's thinking about appropriate elements of the Roman invasion of Britain from different points of view. Two unsatisfactory lessons were generally due to unsatisfactory management of the children.

31 Although the teaching in design & technology is satisfactory a few weaknesses occur when pupils are over-directed and given insufficient opportunities to explore their ideas and evaluate the outcomes.

32 In the teaching which is satisfactory or better the children are valued and their ideas respected. They are encouraged to make the most of their abilities and to be confident learners; these qualities were evident in the teaching in all classes.

33 The teaching of pupils with special educational needs is good or very good. The special educational needs co-ordinator provides very effective teaching for the lower-attaining pupils in Years 3 and 4. Learning support assistants work very effectively under the direction of the class teachers in Years 5 and 6. The teaching of these pupils is carefully targeted and related to both the pupils' needs and the overall objectives of the lessons.

34 The school has a clear policy for identifying and targeting the teaching of more able pupils. An effective teaching strategy involves the pupils in identifying their strengths and weaknesses and fully addresses the under-achievement of able pupils, which was identified as a key issue in the last inspection. These pupils are involved in their own target-setting and they work with their teachers to identify where they need to make improvements.

35 In addition to the regular assessments made of all pupils, teachers are conscientious in the marking of pupils' work. In the best examples, in literacy and numeracy in Year 6, marking is helpful, evaluates work carefully and informs pupils of what they need to do next to improve.

36 Homework is set in English and mathematics and includes spellings, multiplication tables and reading. Homework tasks become more demanding as pupils progress through the school. Inspection evidence indicates that appropriate homework is set which relates well to current work and is having a positive impact on pupils' attainment.

37 Teachers plan their work on a termly basis in collaboration with other colleagues in the year group. The planning clearly identifies what is to be taught each week across all areas of the curriculum. Currently insufficient attention is given to planning for progression and the teaching of investigative skills in science. The most effective planning occurs in English and mathematics which are supported by detailed schemes of work. In these subjects the lesson objectives are precise and generally build effectively upon what the children already know and can do. The regular transfer of the findings from assessment into the pupils' individual portfolios provides appropriate evidence which is used to review pupils' termly targets.

- **The curriculum and assessment**

- *The curriculum*

38 The curriculum is generally broad and balanced and, in the main, meets the requirements of the National Curriculum and the locally agreed religious education syllabus. Appropriate emphasis is given to the acquisition of knowledge and understanding in science but insufficient attention is given to the investigative aspect and pupils' skills in this area are not developed progressively. Although appropriate emphasis is given to most of the key skills in physical education, insufficient time is allocated to the teaching of swimming and pupils' skills are below average when compared to pupils of a similar age.

39 Considerable progress has been made in information technology since the last inspection. The quality of resources has improved and a computer suite established. However pupils' skills at the upper end of the key stage are still below average when compared to similar pupils. Control and modelling aspects of information technology are included in the new scheme of work but pupils are only just being introduced to these skills. The school has experienced problems in setting up its new computer suite. Early indications are that resources, schemes of work, the enthusiasm of staff and effective curriculum leadership should enable pupils' rates of progress in information technology to improve rapidly.

40 In response to national guidelines there is an appropriate emphasis given each morning to the teaching of literacy and numeracy. Additional time is allocated to the teaching of reading and extended writing. The key skills and knowledge in religious education and the foundation subjects are given appropriate attention. Good progress in design & technology has been made since the last inspection, but in a small minority of cases activities are over-structured and pupils have insufficient opportunities to develop independence.

41 Curriculum planning is appropriate for all subjects of the curriculum other than investigative science. Most subjects are planned and taught separately. The quality of daily planning is good, objectives are clear and are matched well to the abilities of all pupils. Curriculum planning is matched particularly well to the needs of the higher-attaining pupils and also the children with special educational needs. Appropriate links are made between subjects when the content is appropriate. For example, good links were made between English, art and geography in Year 3 where pupils have learned about rainforests. Teachers' planning is supported by detailed schemes of work which ensure that the National Curriculum programmes of study are addressed properly. Policies for each area of the curriculum provide clear unambiguous guidance to teachers. The time allocated to the teaching of subjects is generally appropriate, other than in swimming, which is under-represented. Curriculum planning is quite precise in identifying how time will be used within a lesson.

42 The previous inspection identified the need to further develop the monitoring role of subject co-ordinators and this issue has been addressed well. Co-ordinators, in collaboration with the headteacher, now play a key role in monitoring and evaluating pupils' work and teachers' planning. The school also purchases the services of the local education authority's (LEA) advisory service to monitor the quality of teaching.

43 All pupils have equal access to the curriculum and pupils with special educational needs are fully integrated into all aspects of the life of the school. Currently there are 59 pupils on the school's register of special educational needs. Provision for these pupils is consistently good and they receive very good support from the special educational needs co-ordinator, class teachers and support assistants. The policy for special educational needs complies fully with the requirements of the code of practice. Boys and girls and pupils of all abilities have equal opportunities and access to the curriculum. There is very little difference between the attainment of boys and girls although there are more boys than girls on the register.

44 The policies for personal, social and health education are satisfactory and appropriate time is given to the teaching of personal, social and health education. Generally these issues are addressed well in lessons and assembly time. Appropriate arrangements are in place for drugs education and sex education.

45 The use of visits enriches the curriculum, for example to Birmingham Botanical Gardens and local museums. Outdoor activities and residential visits are also regular features. A good range of extra-curricular activities is provided for the pupils. These activities include information technology, dance and a wide range of sporting activities. The take-up of these activities is good. Success is achieved in competitive team games with other schools.

46 Homework is used well to extend and enhance the curriculum, especially the development of literacy and numeracy skills. Parents generally perceive homework as positive and value this link with the school and their child's teacher.

• *Assessment*

47 Assessment was identified as an issue for development in the last inspection and good progress has been made. A comprehensive policy has been established and identifies the range of assessments to be retained in an individual pupil's portfolio. These assessments include optional SAT tests, end-of-unit tests and standardised reading scores which are used in each class to set targets for every pupil. Targets in reading, writing and mathematics are reviewed by the head and classteacher on a termly basis. This procedure is contributing to the school's success in raising pupils' attainment and works particularly well

with the higher-attaining pupils, who discuss their targets with their teachers and evaluate their own success in meeting them. The school intends to extend this practice to include all pupils.

48 The school ably demonstrates that it tracks pupils' progress and has sufficient evidence to make accurate predictions about pupils' attainment by the end of the key stage. Co-ordinators analyse end-of-year and end-of-key-stage assessment data to identify targets for improvement. A portfolio of pupils' writing has been levelled and moderated and is used by staff when attributing National Curriculum levels to pupils' work.

49 There is a comprehensive policy for marking, applied consistently across the school. The quality of teachers' marking in Year 6 is particularly helpful because it commends what has been done well and identifies the next steps which the pupils need to address. Some very pertinent assessments about the pupils' attainment are made explicit in the teachers' marking.

50 The parents of pupils with special educational needs are fully involved in the formulation of individual education plans, regular reviews of progress and statementing procedures. Parents' evenings are held three times a year and parents are generally positive about these contacts with the school. Annual reports to parents meet statutory requirements. Reports are comprehensive and clearly identify strengths and weaknesses. Parents and pupils are invited to make comments on the child's report. Some reports demonstrate that pupils can make sensible, evaluative judgements about how to improve their performance. The school holds a prize-giving evening on an annual basis and awards prizes to acknowledge effort and a wide range of academic and personal achievements. These occasions are attended well by parents and are appreciated by many of the pupils.

Pupils' spiritual, moral, social and cultural development

51 The overall provision for the pupils' spiritual, moral, social and cultural development is good. The emphasis placed on this aspect, which is evident in the school's aims, has a positive effect on the relationships and attitudes throughout the school. There is a strong sense that individuals are valued and respected. The parents are very supportive of the values promoted by the school.

52 The provision for pupils' spiritual development is satisfactory. Daily acts of collective worship meet statutory requirements. Throughout the teaching week pupils are provided with opportunities for prayer, singing and personal reflection. For example, pupils reflected on the beauty of the world, prompted by the story of Noah and the ark. The assembly began with music, which was used to create a quiet and calm mood, and ended with a prayer.

53 In religious education pupils are taught about Christian principles and other beliefs and asked to reflect on their value to their own lives. For example, after exploring beliefs about birth in new religions, Year 6 pupils consider what they would choose to include in a baby's baptism. In other subjects pupils are provided with appropriate opportunities to reflect on their lives, the world around them and the feelings of others.

54 The pupils' moral development is very good. The children are consistently taught the difference between right and wrong by their teachers and the other adults in the school and this is reinforced by the general ethos. In lessons and extra-curricular activities pupils are encouraged to make positive contributions to the school community and to appreciate the need for fairness and respect for others. Throughout the school children demonstrate responsible attitudes when discussing moral issues.

55 There is good provision for pupils' social development. Within a secure and caring community the

children are given very clear expectations of behaviour. The school recognises the importance of fostering positive attitudes and staff consistently acknowledge and praise the good behaviour of the pupils. Effective procedures are in place to deal with incidents of unacceptable behaviour. However, they are rare. Relationships between the pupils and members of staff are very good. When given the opportunity pupils collaborate well. They share equipment appropriately and treat it with respect. The pupils' social development is enhanced by the contributions that they make to local and national fund-raising events and in Year 6 the pupils benefit from a residential visit to an outdoor education centre. The school has some involvement in the local community. For example, food donations made to the Harvest Festival were distributed to local senior citizens. The school nurse and local policeman are regular visitors.

56 The provision for pupils' cultural development is satisfactory. The pupils' understanding of their own culture and heritage is enhanced by visits to local places of interest to support their work in different subjects. For example, Year 6 pupils visited the local craft centre and, supported by craftsmen, created a tile mural in Victorian style for the school dining room. The children are introduced to a range of cultural traditions through curriculum areas such as English and religious education. For example, Diwali has been the focus for an assembly and in Year 4 pupils' work is linked to a display of religious symbols related to Hinduism. In their art and music lessons children are given opportunities to reflect on the work of artists, musicians and composers from their own and other cultures. Throughout the year assemblies are used to focus the pupils on the work of particular artists and composers.

Support, guidance and pupils' welfare

57 The arrangements for support, guidance and pupils' welfare are good and have a positive impact on attainment. Educational and personal support of pupils is a strength of the school and is provided by the class teacher, strongly supported by the senior management team and an effective team of support staff. Individual pupils' needs are addressed through constant monitoring of progress, personal development, behaviour and attendance and there are many examples where pupils' personal targets have been re-evaluated and amended to suit a changed situation. The provision for pupils with special educational needs is good and class teachers are fully involved in the process. Parents are also involved appropriately in completing individual education plans. There are three parents' evenings each year to inform parents of progress and there is a comprehensive reporting system that builds into an impressive record of achievement covering all aspects of academic, sporting and personal development. The academic reports comply with statutory requirements and include comments from the pupils and a response from parents on the progress of their child. The school has introduced a home-school agreement. There is comprehensive provision of extra-curricular activities and there are particular strengths in sporting achievement.

58 There is a very effective behaviour policy, which is implemented consistently by all members of staff. Pupils respond well to the policy, which places appropriate emphasis on self-responsibility. There is a friendly atmosphere which promotes good relationships and a productive work ethic. Pupils get on with their work, have positive attitudes to learning and want to make progress. There were no examples of oppressive behaviour, bullying or harassment during the inspection and these issues are frequently and openly discussed by the pupils at appropriate times during lessons.

59 The school has effective measures for child protection and the procedures are known to all members of staff. Health and safety audits have commenced in several areas, but general risk assessments are at an early stage of development. The governors appointed to this task have completed training and are implementing a more rigorous system of managing health and safety matters. First Aid arrangements are good. There is a policy for sex education which is understood and supported by parents. Action has been taken in relation to security of the building and problems with traffic on the driveway.

• **Partnership with parents and the community**

60 The school has satisfactory links with parents and the community. These contribute to pupils' attainment, progress and personal development. The prospectus contains all the statutorily required information and there are regular newsletters and a newspaper sent to parents. Pupils' reports contain comprehensive information about their progress, personal development, skills and abilities. Reports to parents are incorporated in a record of achievement which contains useful information on the personal development of pupils. Parents' meetings, which are held three times per year, are generally well-attended. Parents are also invited to become involved with the progress of their child through reading diaries, discussions with teachers and an opportunity to respond to the annual report. A home-school agreement has also been introduced.

61 There are good links with the neighbouring infant school and the receiving secondary school. Transition arrangements are established well and ensure that pupils move onto the next stage in their education as smoothly as possible. Appropriate arrangements are made for staff and pupils from both schools to visit one another before transfer.

62 There is no parent-teacher association, but several parents help in the school, mainly with reading, but also with art, design and technology and information technology. The school, working jointly with parent governors, has made efforts to widen the extent to which parents are involved in the life of the school. The annual report by governors to parents contains all of the information required statutorily.

63 There are few links with members of the community apart from the school nurse and the local community police officer, who is also a co-opted governor. There are links with senior citizens and the local church. There is a comprehensive programme of educational and recreational visits to museums and local places of interest. All pupils are offered the opportunity of a residential visit at an outdoor activities centre in Year 6. The school also offers a wide range of extra-curricular activities and there is a high level of pupil involvement. Extra-curricular activities are supported well by parents.

• **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

• **Leadership and management**

64 The overall management of the school is very good. The headteacher, supported well by the deputy, provides positive and supportive leadership and gives a clear educational direction for the work of the school. Since the last inspection the head has very successfully sustained initiatives to raise standards which have included:

- regular assessments of pupils' work and the setting and reviewing of targets for all pupils on a termly basis;
- improvements to the building by the inclusion of partitions in some of the very open-plan classrooms;
- the development of the co-ordinators' role to enable curriculum leaders to analyse pupils' work, oversee teachers' planning, give curriculum advice to colleagues and manage budgets for resources and training;
- the introduction of individual education plans and personal target records for able pupils.

65 These initiatives have had a very positive impact on raising standards. The enhanced role of some curriculum co-ordinators enables them to contribute to a senior management team which plays a significant role in advising the head on a range of developments. The discussions which teachers have with the most able pupils about their personal targets is an effective strategy and is one which could be used with all pupils.

66 The governors experience considerable problems in recruiting well-qualified and experienced teachers. On occasions advertisements have not attracted any applicants. A successful management strategy, which the headteacher and governors have adopted, is to appoint capable but inexperienced teachers and ensure that they receive appropriate in-service training to enable them to fulfil the role of curriculum co-ordinators. This strategy has ensured a period of stability for the school and has resulted in very good curriculum leadership.

67 The staff and governors have agreed an appropriate set of aims which are generally met well, particularly the aims relating to pupils' personal and academic development and the monitoring of pupils' progress.

68 The school development plan presents a clear and useful agenda for school improvement and emphasises appropriate targets for development. The continued raising of standards is the central theme of the plan. Since the last inspection almost all of the key issues from the previous report have been met fully. The only key issue which has been met in part required the school to improve provision for information technology. Whilst the school has successfully improved resources and has established a computer suite, pupils' attainment in information technology is still below average at the end of the key stage. The school is self-evaluating and has the enthusiasm and capacity to ensure that it continues to develop.

69 The headteacher leads a team of people committed to raising standards and whose working relationships are good. The organisation of classes, which includes a mixture of setting in Years 3 and 4 and grouping by prior attainment in Years 5 and 6, works very well. The efficient deployment of the special education needs co-ordinator and the special support assistants ensures that pupils with special education needs are catered for appropriately. This effective support has resulted in some children moving down the school's special educational needs register. Children who hold a statement of special educational needs have full access to the curriculum through a system of structured support.

70 The school has a comprehensive system for monitoring and evaluating both the quality of teaching and standards achieved by the pupils. The co-ordinators of the core subjects play a key role in evaluating National Curriculum assessments, teachers' planning and the pupils' work. The headteacher employs members of the LEA's advisory service to monitor the quality of teaching. All teachers have received feedback following classroom monitoring. The findings from monitoring procedures form the basis of teacher appraisal which is conducted by the headteacher. Teaching and non-teaching staff undertake a wide range of appropriate in-service training. Recently much of the training has been linked to the implementation of the literacy and numeracy strategies.

71 Individual schemes of work and policies are in place for all areas of the curriculum. A system is in place to review policies. Most schemes of work are detailed and support teachers when they prepare their short-term planning. Lesson objectives are clear and precise and, in English and mathematics, are displayed in classrooms to make the children aware.

72 The governing body discharges its legal responsibilities appropriately. Currently there are four vacancies on the governing body and the governors experience difficulty in recruiting new members. Two governors have been appointed recently and are awaiting a training course for new governors. One governor is the chair of the finance committee, and the chair of governors is the numeracy governor and has attended LEA and school-based training. The governors are supportive of the school and some make occasional visits to see the school at work. However, the recently-formed committee structure is yet to impact fully by providing appropriate and informed support to the headteacher.

73 Office procedures operate smoothly and provide effective and efficient support to the headteacher and staff on a day-to-day basis.

74 The school is regarded well by most parents who appreciate that the school strives for good standards of work and promotes the personal development of the pupils very well. The information provided for parents about the curriculum and pupils' progress is good.

· **Staffing, accommodation and learning resources**

Staffing

75 The number, qualifications and experience of teaching staff and other classroom staff match the demands of the curriculum and contribute positively to the quality of education and the educational standards achieved. There are detailed job descriptions for all teaching staff which accurately reflect their roles and responsibilities. Some non-teaching staff do not have job descriptions. The professional development of teaching staff has been carried out successfully by the senior management team. The professional development of support staff has been achieved successfully through targeted training and the development of individual staff members. This policy has resulted in a well-balanced and well-trained team of teaching and non-teaching staff who complement each other's skills and abilities effectively. In-service training is linked to the school development plan and is delivered through a mixture of centrally-organised courses and school-based training. This approach is linked to a policy of internal dissemination of information and training and is a cost-effective system of professional development.

· *Accommodation*

76 Generally the accommodation is good and enables the curriculum to be taught effectively. However, there are a few building design faults. For example, a couple of classrooms are too small to

house the pupils and an appropriate range of furniture. There are also problems associated with the movement of pupils between two of the classes where pupils have to walk through another classroom to get to the toilets, the hall or outside. In these situations there are interruptions to lessons in other classes and pupils' concentration is affected adversely. The school has compiled a plan to address these faults and is working to obtain the necessary funding. The school has worked hard on developing a pleasant and safe learning environment, and attractive and well-stocked gardens have been established in a central quadrangle. The school is in a good decorative state and the building is in good repair. Attractive displays of pupils' work enhance the building. The school is clean and well-cared-for but there is limited storage space in some classrooms.

77 Committed and capable support staff and volunteers have contributed significantly to the pleasant and harmonious ethos. Outside, there are well-kept grounds with appropriate recreational and sport areas.

• *Learning resources*

78 The range, quality, quantity and deployment of resources are generally adequate, with a few exceptions. In science there is a lack of more advanced equipment for measurement. There is also a need to extend the range of resources in religious education to support aspects of multi-faith work. The range of recorded music for listening and appraising also needs to be extended. The school has dispersed the non-fiction library to classrooms and maintains a very small central resource of key non-fiction texts such as encyclopaedias. Major resource purchases recently have included an extensive range of texts and big books for use during literacy lessons and the school has also funded the refurbishment of the computer suite.

• **The efficiency of the school**

79 The previous inspection report commended the way in which the budget was managed and monitored. Financial procedures, the use of support grants and the costing of the school development plan, together with the use of resources to support teaching and learning, were judged to provide good value for money.

80 Financial planning is linked to the school development plan which accurately identifies, prioritises and costs both curricular and non-curricular targets for improvement. The school budget is allocated and managed efficiently and budget out-turn statements are scrutinised by the governors. Appropriate financial control procedures are in place. A LEA audit was carried out in 1998 and recommendations relating to financial control procedures have been addressed properly. Specific training grants are used appropriately to support the professional development of staff and governors.

81 Particular budgetary initiatives which have led to an increase in the pupils' attainment are:

- the provision of partitions to create classrooms out of some of the very open spaces; this development has reduced distractions of movement and noise created by open-plan classrooms;
- the designation of a co-ordinator for able pupils; this initiative has raised teachers' awareness of the need to set challenging targets and has led to an increase in the percentage of Year 6 pupils who attained Level 5 in 1999 tests;
- the effective deployment of the special educational needs co-ordinator and support assistants; provision for the pupils on the special educational needs register is very good;

- target-setting for all pupils on a termly basis.

82 Major spending recently has included the construction of an information technology suite and the purchase of a wide range of books to support the teaching of the literacy strategy. Currently budgetary reserves are earmarked for the purchase of new furniture, further development of information technology and some building work to extend the technology suite. Whilst the creation of closed classrooms has had a positive impact on pupils' attainment, a couple of the classrooms are very small and cannot comfortably house the pupils and an appropriate range of furniture.

83 Taking into account:

- the very good leadership;
- the very effective provision for pupils with special educational needs;
- the pupils' attainment on entry;
- the average spending per pupil;
- the good rates of progress made by many pupils;
- the proportion of good and very good teaching;
- the pupils' good personal development

the school gives very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

84 The results of assessments at the end of Key Stage 2 in English in 1999 indicate that pupils' overall attainment was average when compared to all schools nationally. When compared to schools in similar contexts the pupils' results were well above average. The proportion of pupils reaching Level 4 and Level 5 were just below average in national terms but were well above average when compared to similar schools. Apart from a dip in 1998, trends over time indicate that standards have improved significantly in the last four years. The percentage of pupils gaining Level 5 has increased significantly and is evidence of the successful way in which the needs of the more able pupils are met.

85 Inspection findings confirm the rising trend in attainment, which is judged to be generally average by the end of the key stage, with the most able pupils attaining at above-average standards. A significant minority of the pupils in each year group have special educational needs and attain below the national average. At the time of the last inspection pupils' attainment in English was judged to be average by the end of the key stage and the work given to the most able pupils was insufficiently challenging. The school has made good progress since the last inspection, with a greater percentage of pupils attaining Level 4, and the proportion of pupils gaining Level 5 has risen considerably. In 1998 45% of Year 6 pupils achieved Level 4 and above. In 1999 64 % of the pupils reached the same standard.

86 Pupils' attainment on entry to the school represents the full ability range. However, there is a significant minority of pupils in each year group whose attainment is below average and who have special educational needs. Similarly each class has a small number of able pupils. The school experiences considerable movement in the numbers of pupils who join and leave the school during the academic year. In some year groups 50% of the pupils have joined the school since the beginning of the key stage. Despite the problems associated with pupil mobility most of the children make satisfactory and frequently good progress throughout the school. There is very little difference between the attainment of boys and girls. Pupils' progress is monitored termly when new targets for each child are agreed. The proportion of pupils on the school's register of special educational needs is well above average. The progress of pupils with special educational needs is at least satisfactory and sometimes good. Some pupils make sufficient progress to enable them to be removed from the special educational needs register. The school is able to demonstrate that some pupils with special educational needs achieved Level 4 at the end of Key Stage 2 assessments in 1999.

87 The literacy strategy is in place for all pupils. It is organised and taught well and extra time has been allocated to the teaching of extended writing and guided reading. The teachers' planning takes account of the recommendations in the literacy strategy framework, ensuring that pupils are engaged in whole-class text, sentence and word-level work. A plenary session at the end of lessons ensures that the lesson objectives are consolidated in a variety of appropriate ways. The special educational needs co-ordinator and special support staff use the additional learning support materials very well to support pupils with special educational needs. This aspect of the literacy strategy is also having a positive impact on standards. Teachers' planning gives a clear focus of what is to be taught in each lesson. The lesson objectives are shared with pupils, who are generally quite clear about the purpose of the lesson. The structure of lessons in English ensures an effective balance of whole-class, group and individual work. The setting of pupils by ability in Years 3 and 4 and the grouping of pupils by prior attainment in Years 5 and 6 enables work to be targeted appropriately and has a positive impact on pupils' attainment.

88 Most pupils attain standards in speaking and listening which are in line with those expected nationally. Able pupils demonstrate fluency and a wide-ranging vocabulary. In many lessons teachers question pupils effectively and most pupils respond with well-thought-out comments, developing confidence in speaking aloud in group and class situations. A significant minority of pupils in each class lack the appropriate vocabulary to extend and develop their ideas. However, the climate in all classrooms is positive, children are encouraged to contribute to discussion and their spoken contributions are received very well by their teachers. In religious education pupils in both Year 6 classes expressed very ably the ideas and values which they would include when constructing their own naming ceremony. In most cases the pupils listen to the contributions of their peers with interest.

89 Pupils' attainment in spelling and handwriting is generally in line with pupils of their age. A published handwriting scheme has been adopted throughout the school. Pupils generally present their work well and most pupils' handwriting is in a clear legible style, but in a few classes handwriting is not taught frequently enough and there are some pupils who are not writing in a joined-up style by the end of Key Stage 2. Spelling is taught systematically and pupils practise spellings and are tested on them regularly. Pupils generally make good use of known spellings and make appropriate use of dictionaries and word lists. Homework is set in all classes and is having a positive impact on pupils' attainment.

90 Overall standards of attainment in reading are broadly average. A minority of pupils' reading is below average and a few of the most able children in each class demonstrate skills which are well above average. In all classes the pupils' reading abilities range from well below average to well above average. The well-structured management of guided reading sessions, together with effective, clearly targeted teaching, ensures that pupils of all abilities make appropriate progress. For example, in one Year 5 class one group of pupils was ably contrasting two different types of report writing which involved them in the use of tenses and auxiliary verbs, whilst another group of pupils was using the additional literacy support materials to consolidate their understanding of vowel phonemes such as ee, ea and ou. Pupils' reading progress is monitored through teachers' observations during guided reading sessions and through the pupils' reading diaries which are used by pupils, parents and teachers. In the main the effective teaching of reading ensures that pupils are able to employ an appropriate range of strategies to assist them in their reading. In a few cases pupils' reading books are too difficult for them and in these situations they need more help in selecting their choice of book and their reading progress needs to be checked more closely. Pupils are encouraged to take books home, and some parents demonstrate a commitment to supporting their child's reading at home by recording their reading progress in his or her reading diary.

91 The use of challenging texts in Years 5 and 6 is having a positive impact on standards in reading and writing. In a Year 6 class one group of pupils was able to construct part of a play script based on an extract from *The Secret Garden*. In this context the children understood the story well and correctly employed technical terms such as 'setting', 'stage directions', 'scene descriptions', 'plot' and 'asides'.

92 By the end of Key Stage 2 pupils' standards in writing are generally in line with those expected for pupils of their age. Evidence from current work in Year 6 indicates that, by the end of the academic year, many of the pupils are on line to attain Level 4. A few pupils in Year 6 are already working at Level 5 in writing and demonstrate considerable maturity in the use of vocabulary and in communicating their ideas. There is, however, a significant minority of pupils whose attainment is below average in writing. Some of these pupils are ably supported in small-group sessions by the special educational needs co-ordinator, class-teacher or special support assistants. There is evidence that many of the pupils whose attainment is below average have made at least satisfactory progress during the current term.

93 In most cases the pupils are provided with stimulating and imaginative contexts for writing where

they can consider the purpose of their writing as well as their audience. In these situations the children are required to apply the skills which have been taught in whole-class activities. For example, Year 3 pupils were considering the importance of communicating ideas correctly when designing invitations to their parents to come to a rainforest party. In Year 4, following some work on understanding the function of headlines in newspaper reporting, the pupils were writing their own newspaper accounts about some traditional tales such as 'Young Maid Disappears at Midnight' or 'Burglar Vandalises Furniture'.

94 Pupils are attentive in almost all lessons and behave well. They enjoy the imaginative contexts provided for their writing. When required to do so, the children work well in collaboration with each other. They are keen to contribute to discussion and try hard to help other pupils when they run out of ideas.

95 The quality of teaching in literacy and extended reading and writing sessions is generally good. In Year 6 it is very good. No unsatisfactory teaching in English was observed during the inspection. Teachers' subject knowledge is good, lessons are prepared very well and the purpose of the lesson is made quite clear to the pupils. Instructions are given clearly and teachers communicate with the children in a friendly and good-humoured manner. In most cases the work is differentiated well to meet the needs of all children in the class. Questioning is lively and is used appropriately to challenge the children's thinking and correct misconceptions. In all lessons very good use is made of the plenary session where the main points of the lesson are recapitulated and where some of the children are able to demonstrate the progress that they have made during the lesson. A few children demonstrate challenging behaviour but they are generally managed very well by their teachers. Inappropriate responses from these pupils are checked quickly, and clearly-targeted and well-matched work are strategies which ensure that classrooms maintain a positive work ethic.

96 Clear and effective procedures are in place to monitor pupils' progress. Termly assessments are used to review and set literacy targets for all pupils. Teachers maintain class profiles which are used to collate assessments using school-based activities and national tests. The most able pupils in each class have individual education plans and individual target logs which are reviewed by teachers and pupils on a regular basis. The co-ordinator has a clear view of the next stages in the development of the English curriculum and implements the literacy hour in an imaginative and exemplary manner, providing effective support for teaching and non-teaching colleagues. The co-ordinator manages a budget, ensures that appropriate resources are available for teachers and fulfils the role of curriculum co-ordinator very well by monitoring the teachers' planning and the pupils' work.

97 Assessment of pupils' progress, the monitoring roles of subject co-ordinators and the provision of appropriate work for the more able children were identified as areas for development in the previous inspection report. The school has been very successful in fully addressing these points. Reading resources are generally adequate. The school has sufficient big books and sets of guided reading books to implement the literacy strategy well. The non-fiction library has been dispersed around the school and there is no central catalogue of non-fiction held in the school. Currently insufficient use is made of information technology for pupils to retrieve and communicate their ideas in English.

• **Mathematics**

98 Attainment in mathematics has improved considerably since the last inspection. The respective percentages of pupils attaining Level 4 and Level 5 in the 1999 key stage tests are broadly in line with national averages and are well above results obtained in similar schools. The previous inspection report highlighted the under-achievement of able pupils. Since then the headteacher and staff have adopted successful strategies to raise the attainment of these pupils and the percentage of pupils attaining Level 5

has steadily increased. There is no significant difference between the attainment of boys and girls.

99 Inspection findings confirm that attainment is broadly in line with national averages. The percentage of pupils on the school's register of special educational needs is well above average. There is a high mobility factor in the school. Nearly 50% of the current Year 6 pupils have joined the school since Year 3. Given these factors, the school is judged to have been particularly successful in raising attainment since the last inspection.

100 Progress is good overall and is never less than satisfactory. The progress made by pupils on the register of special educational needs is satisfactory or good. These pupils are supported well by the strategy of setting by ability for mathematics. In all classes pupils work with classroom support assistants under the direction of the class teacher. This support is also effective.

101 Progress is good for able pupils throughout the school. They are carefully identified by tests and teacher assessment. Learning targets are discussed with the pupils regularly and are recorded in each pupil's target book.

102 Progress for all the other pupils is broadly satisfactory in Years 3 and 4 and in the lower Year 5 ability set. The rate of progress improves rapidly in the top Year 5 ability set and in Year 6. In these classes progress is very good.

103 The school has adopted the principles of the numeracy strategy and there is a good focus in each class on whole-class teaching of mental calculation strategies. This is particularly effective in the top Year 5 ability set and in Year 6 where the teachers make very clear links between mental and written methods. The pupils' mental calculation skills are secure and sharp and based on good understanding. In Years 3 and 4 and in the lower Year 5 ability set an appropriate amount of time is given to whole-class teaching and progress is satisfactory overall. Progress in Year 6 is very good in relation to the pupils' understanding of mathematical problems. This is developing in other classes. For example, pupils in Year 4 devised their own problems for multiplication and division of two-digit numbers and made good progress in this aspect of mathematics. Many pupils in Year 4 know multiplication facts by heart. Throughout the school the pupils are taught the full range of mathematics outlined in the numeracy strategy and there is an appropriate focus on numeracy skills in other aspects of mathematics. For example, pupils in Years 5 and 6 are taught to use their understanding of the metric number system to aid quick conversion of millimetres to metres. They use the decimal system confidently and make very good progress.

104 Pupils' response to the teaching of mathematics is generally positive. Many pupils express an enjoyment of mathematics and show interest when answering questions and explaining their strategies. The response is satisfactory overall in Year 3. On occasions, when pupils do not fully understand the task, they lose concentration. The response in Year 5 and Year 6 is very good overall. Pupils are confident and well-motivated.

105 Teaching is satisfactory or good in Years 3 and 4 and in the lower set of Year 5. Subject knowledge is satisfactory and lessons are planned well, with clear objectives. All lessons follow the structure of the numeracy strategy. An occasional weakness is when the teaching of mental strategies is not always matched well enough to the pupils' abilities or when explanations are not clear. Where the teaching is good there is a better match of tasks to ability, time is used well and explanations are clear.

106 Teaching in the top Year 5 ability set and in Year 6 is either excellent or very good. Teachers' subject knowledge is very secure and questioning skills are highly developed. Questions help to clarify understanding and take children's learning forward clearly and effectively. There is very good use of prior

learning to develop new skills. For example, in a very good lesson in Year 6 pupils were taught to use known and understood strategies to undertake mental subtraction of four-digit numbers. They were encouraged to calculate quickly but given time to explain their strategies to others. There are high expectations of pupils' work and behaviour, and plenary sessions are used particularly well to consolidate learning and clarify misunderstandings.

107 Throughout the school lesson objectives are displayed in the classrooms and they are an effective support to the teaching. There is a very good learning ethos in the school which supports the teaching and learning in most of the mathematics lessons observed.

108 Numeracy skills are not yet used systematically in other areas of the curriculum. For example, data-handling is not linked to scientific investigations in Year 6.

109 Regular assessments are carried out and teachers meet regularly with the headteacher to discuss the children's attainment and future targets. The findings from assessment inform the make-up of the mathematics ability sets. The setting is reviewed regularly and is suitably flexible. The effective mathematics co-ordinator monitors the children's work each term, and teaching is monitored by the headteacher in conjunction with the LEA's adviser. These strategies are used well to support the progress of all pupils.

110 There are sufficient resources for mathematics. They are carefully maintained and accessible.

• **Science**

111 Performance data relating to national tests at the end of Key Stage 2 in 1999 indicate that the percentage of pupils attaining Level 4 was average when compared to all schools and well above average compared to similar schools. The percentage of pupils attaining Level 5 was above average in comparison to all schools and well above average when compared to similar schools. The results indicate an overall improvement in attainment over a four-year period, with no significant difference between the performance of boys and girls.

112 Evidence from the inspection indicates that attainment at the end of the key stage is broadly average. However pupils' attainment is higher in knowledge and understanding than it is in experimental and investigative science.

113 Pupils in Year 6 know a good range of scientific concepts. They can name the parts of a flowering plant and refer to these to explain how the plant reproduces itself. They can recognise feeding relationships between some animals and plants in a habitat and understand how food chains are constructed. The children can use some scientific vocabulary in their explanations. For example, in comparing the features of different animals they can talk about vertebrates and invertebrates. However, most pupils lack confidence in the use of scientific vocabulary. In investigative work pupils can talk about prediction and in specific contexts they can explain how a fair test is established. However, their experiences of carrying out investigations are too infrequent to enable them to be confident about the process.

114 On entry to the school levels of attainment in science are broadly average. Progress is therefore satisfactory overall by the end of Key Stage 2. However, it is better in knowledge and understanding than in experimental and investigative work. For example, in their studies of living things Year 3 pupils can discuss how some animals are adapted to their environment and Year 6 pupils are able to use the features of animals in order to identify them through the use of keys. However, progress in experimental and investigative science is variable across the key stage. There is better progress at the start of the key stage,

and unsatisfactory progress is made in Year 6. An over-emphasis on information-based activities in Year 6 limits the progress of all pupils in investigative work but particularly that of the more able pupils. In Years 3 and 4 pupils most often follow investigations which are led by the teacher, making predictions and entering information into charts. As the children move through the key stage opportunities for pupils to develop investigative skills are variable and pupils rarely develop tests based on their own ideas or make decisions about how these are carried out. This prevents the older pupils from gaining independence in the investigative process.

115 Pupils with special educational needs make satisfactory progress in science due to the consistent levels of good support which they receive. This support is most effective when well-focused discussions are used to engage the children and to enrich their experiences.

116 Science is making only a limited contribution to the development of literacy and numeracy skills. As yet there is no agreed focus on the development of pupils' scientific vocabulary. This limits the children's ability to explain their ideas precisely. The infrequency of investigative work, and in some instances the over-use of printed materials to develop pupils' knowledge of key scientific ideas, limits the pupils' scope for developing scientific writing. Opportunities to apply mathematical skills, such as measurement and the interpretation of data, are also limited by the lack of investigative work.

117 Most pupils show interest in science and enjoy talking about their ideas. Generally they listen well and follow instructions carefully. In some instances a few children lose interest when the lesson lacks opportunities for them to become fully involved. At these times a small minority of pupils become distracted.

118 When the teaching is satisfactory clear lesson objectives are identified and resources, including the use of support assistants, are prepared well beforehand. However, the work is not always sufficiently differentiated to challenge all the children, which results in a slowing of pace. In the good teaching clear subject knowledge is evident and lessons are planned to meet the needs of all of the children. Pupils are provided with opportunities to explore ideas for themselves. Discussions are focused well, and the use of illustration is effective in consolidating pupils' learning. A weakness occurs in the teaching when the work is not matched sufficiently well to the needs of the children. This results in loss of concentration and limits the pace of progress.

119 The school has a framework to guide the teachers' planning for science in each year group. However, it provides insufficient guidance for teachers on the balance of investigative work and on the progression of pupils' investigative skills throughout the school. The co-ordinator is new and has not yet had the opportunity to monitor the teaching. However, she is aware of the need to raise the profile of investigative work in order to enable pupils to develop independence. Staff intend to introduce the setting of individual pupil targets in science and this should enable teachers to monitor the development of pupils' investigative skills.

120 The resources for science are adequate overall. However, the provision should be extended to include precise measuring equipment. This would enable more advanced investigative work to be undertaken. The requirements of the National Curriculum are met.

OTHER SUBJECTS OR COURSES

Art

121 Three lessons were observed during the inspection. However, evidence gained from discussion with the co-ordinator and Year 6 pupils and a scrutiny of pupils' completed work and teachers' planning indicates that standards overall at the end of the key stage are above those expected for their age. In the last inspection standards in art were reported to be good. Findings from this inspection confirm that these standards have been maintained.

122 Throughout the school pupils have opportunities to develop their knowledge of a good range of materials and techniques and to build on prior learning about line, tone and texture. For example, Year 3 pupils produce sketches of bones by combining pencil and chalk and Year 5 pupils blend chalk, pastels and charcoal to produce detailed representations of clothes, which show good use of shade and tone. Work is often planned to link to other areas of the curriculum and to reflect a range of cultural backgrounds. For example, Year 4 pupils use wood and small stones to produce mosaics linked to their work on Romans and make wax-resist patterns which stem from their study of Hinduism. By the end of the key stage most pupils show good control of a range of materials and can make informed selections in developing their work. This is supported by the consistent and focused use of sketchbooks in which pupils explore materials and techniques prior to addressing a subject. The pupils are able to recognise the features of different artists and make some evaluations of them.

123 Overall, pupils make good progress in art. As pupils move through the key stage, they make very good progress in most aspects of investigating and making, with the exception of large-scale and three-dimensional art, which are less well-developed than the other aspects. Throughout the key stage pupils make more progress in investigating and making than in developing their knowledge and understanding of art.

124 Pupils generally enjoy art lessons. They concentrate well and discuss their ideas confidently. Children co-operate well in the use of materials and often show initiative in exploring new effects.

125 In the three lessons observed the teaching was either satisfactory or good. In the good teaching activities were planned well to develop prior learning, and interactions with pupils were used effectively to extend their knowledge of materials and techniques. There were high expectations of pupils in making selections and exploring materials for themselves. In the satisfactory teaching planning objectives were clear but there was insufficient monitoring of the pupils as they worked. This resulted in some children making too little progress in developing their knowledge of materials.

126 The policy and scheme of work provide for a well-balanced programme of art which ensures progression in pupils' work. Although the children have access to artists in the local community the co-ordinator is aware of the need to make more use of artists in developing pupils' understanding of style and technique. Throughout the school the children's work is well-presented. This demonstrates to pupils that their work is valued and contributes to the development of a stimulating learning environment. Resources for art are satisfactory.

Design and technology

127 The previous inspection identified the need to improve provision in design & technology. The school has addressed this key issue and good progress has been made in design & technology. A comprehensive policy and scheme of work are now in place, resources have been extended and the key elements of design technology are taught regularly.

128 During the inspection only two lessons were observed. A scrutiny of pupils' work was undertaken, together with the evaluation of the displays of work in classrooms, and discussions were held with pupils. An informative video was viewed which demonstrated previously completed design & technology activities in each year group. This evidence clearly demonstrated the pupils' attainment and their attitude towards their work.

129 Overall standards of attainment are in line with what would be expected for pupils of their age. Pupils in each year are provided with opportunities to design, make and evaluate. Year 5 pupils were able to offer clear explanations on making circuits and designed and made a range of lights, set in a variety of models.

130 In Year 3 the teachers' planning indicates a series of well-structured activities requiring the pupils to design and make a storybook with moving parts. Appropriate emphasis is given to the teaching of focused practical tasks such as making lever and linkage systems. In Year 6 the teachers' planning indicates that pupils will be designing their own recipes for gingerbread men.

131 During the inspection pupils in Year 4 were making beam bridges and testing the most appropriate material and design. They created a range of designs, tested each one and were able to justify their decisions about the most appropriate materials and designs to use. Pupils in Year 5 were designing a model of part of a car to include a lighting unit. This activity provided a context for the pupils to demonstrate what they had remembered about lighting two bulbs in a circuit. This activity linked aspects of science with the design process. The pupils planned carefully and gave thought to the use of appropriate materials. They tested their ideas and amended them when necessary, including careful attention to the appearance of the model.

132 Work completed previously by Year 6 pupils demonstrated the complete design-and-make process involved in the production of a large mural made of glazed tiles. Following discussion the pupils decided to illustrate all of the subjects taught in school. The activity required mathematical accuracy in the design process and in the principles of enlargement. The actual production of the tiles took place in the tile workshop at Jackfield Museum. The quality of the finished product is of a very high standard.

133 Overall pupils make satisfactory progress and frequently good progress in designing and making as they move through the school. Pupils respond positively to the teaching and enjoy their work. They behave well, collaborate with their peers and concentrate well. In a few situations pupils need to be given more opportunity to use their initiative and solve problems for themselves by exercising greater choice over the use of materials and tools.

134 Insufficient lessons were observed during the inspection to make an overall judgement about the quality of teaching. However, in the two lessons observed the quality of teaching was satisfactory. Curriculum planning was sound, resources were organised well and appropriate questioning encouraged pupils to justify their decisions and offer explanations.

Geography

135 Pupils' attainment in geography is above that generally expected for pupils of a similar age. Evidence was gained from four lessons, a scrutiny of pupils' previously-completed work, teachers' curriculum planning and discussions with pupils and teachers.

136 Pupils demonstrate increasing knowledge and understanding as they move through the school. They are able to compare and contrast differing environments, make use of plans and maps and understand the effect that people have on their landscapes. For example, Year 3 pupils were very aware of some of the issues to do with conservation through their study of the rainforest and the effect of weather on human activity. Older pupils can contrast the features of different environments such as the United Kingdom and Kenya. They use appropriate geographical terminology when describing and interpreting their surroundings. Most pupils in Year 6 use a compass accurately and are able to read bearings to identify the position of places on a map of Europe.

137 Sound and often good progress is made by pupils in the development of geographical skills, knowledge and understanding. Pupils with special educational needs are given good support and make satisfactory progress. Pupils' attitudes to learning in the lessons observed were good. Their behaviour was good and they displayed an ability to listen well and contribute readily to discussion.

138 The quality of teaching was good in all of the lessons observed. Teachers' planning was detailed and clear. The pace of teaching was lively and good-humoured. Teachers have a sound subject knowledge and provide clear exposition which includes the correct use of geographical vocabulary. Lessons are generally planned well and resourced appropriately with artefacts, videos or maps. Occasionally appropriate links are made with other subjects as exemplified by the good use of art and English in the Year 3 study of the rainforest. Planning for pupils with special educational needs is matched well to their learning requirements.

139 There is a helpful policy and scheme of work to guide what is taught. The scheme of work ensures that the subject is taught appropriately in all year groups and indicates that the progression in geographical skills features in the teachers' planning. The National Curriculum programmes of study are represented very well in the scheme of work. There is an appropriate range of resources to support the scheme of work.

History

140 Only one history lesson was observed during the inspection and no overall judgement has been made in relation to attainment and progress or the quality of teaching.

141 In the one lesson observed in Year 4 the teaching was good. The use of an appropriate video extract and effective teacher questioning enabled the children to consider the Roman invasion of Britain from different viewpoints. They were able to build on their prior learning about the Romans, including information gathered from their visit to Wroxeter. The pupils responded well and were keen to answer. They made good progress and consolidated their knowledge in this lesson.

142 From the scrutiny of work it is judged that pupils develop appropriate historical concepts and are introduced to a wide range of appropriate range of factual information. For example, Year 6 pupils found out about the history of Madeley and developed their understanding of change over time. During the visit to Rowley's House, pupils in Year 4 examined pottery and glassware and tried to decide how various artefacts were used.

143 The effective co-ordinator has clear ideas for developing the subject further. These include more

use of history linked to the non-fiction text work in the literacy strategy and more opportunities for CD-ROM-based research. There is a detailed scheme of work which focuses on subject-specific learning objectives and provides good support to teachers. Artefacts are borrowed from the local library and the school has a range of books to support each topic in the scheme of work.

Information technology

144 Attainment in information technology is below national age-related expectations at the end of the key stage. However, the recently-installed computer suite and the new scheme of work are supporting improved attainment and progress. The attainment of pupils in Years 3 and 4 is in line with national expectations and they are making satisfactory progress. Although there is sometimes good progress in individual lessons in Years 5 and 6, the children have had insufficient experiences in earlier years and they are currently unable to catch up and make sufficient progress to achieve adequate levels of attainment.

145 Progress in word-processing is generally satisfactory. By the time the pupils are in Year 6 they are able to cut, copy and paste effectively and insert pictures into processed text. For example, pupils in Year 6 produce newspaper reports of the Madeley pit disaster and import their own illustrations. However, they are unable to explain the advantages and uses of information technology. Data-handling skills are not sufficiently well-developed. Pupils in Year 5 follow instructions to set up a database, but few are confident in carrying out the task independently. Control and modelling and monitoring are under-represented in the curriculum. They feature in the scheme of work, but few children in Year 6 have had any experience of these elements of the subject. However, pupils in Year 4 have recently used a sensor to support an insulation investigation in science.

146 Pupils' responses in lessons range from very good to satisfactory. They are generally enthusiastic and keen to explore the technology. When the teacher manages learning in the computer suite well, pupils co-operate and support each other. Their response is less satisfactory when the task is not matched well to their ability or when they are over-directed and not allowed sufficient opportunities to take responsibility for their own learning.

147 Teaching ranges from very good to satisfactory but is satisfactory overall. In the very good teaching in one Year 5 class and one Year 6 class, the pupils were managed well in a confined space and there was a good balance between setting a clear target for the completion of a task and providing opportunities for pupils to extend their own level of competence in a specified range of skills with individual teacher support. In these situations the teachers' subject knowledge is good. Weaknesses occur in the teaching when teachers' subject knowledge is not adequate for the task being undertaken by the children and then the pupils' learning is not maintained at an appropriate pace. On occasions the management of pupils within the information technology suite is only just adequate.

148 Teachers are beginning to use information and communication technology to support learning in other areas of learning, for example in an insulation investigation in Year 4. The co-ordinator has plans to develop this aspect of the curriculum further. There is very little evidence that word-processing skills are used as a regular feature in English across the school.

149 The co-ordinator has good subject expertise and has regularly led the training of colleagues. He is enthusiastic about potential developments in the school and has a clear development plan for the subject. He runs a computer club at lunchtime and is able to introduce new skills to the children who attend. For example, six pupils in Year 6 are currently setting up a web page because the school will have access to the Internet in the near future.

150 The previous inspection report highlighted the need to improve provision for information technology and the school has addressed this issue by installing the computer suite. At present it is small but adequate. There are plans for extending the suite in the near future and the school has managed financial resources carefully to enable the extension to take place.

Music

151 Only one lesson was observed during the inspection. Further evidence was gained from a scrutiny of teachers' planning, an examination of the scheme of work and discussions with pupils. Singing was evaluated during assemblies and choir practice.

152 Discussions with pupils in Year 6 reveal that they can compose simple musical accompaniments, using symbols to communicate changes in pitch, and use these to perform. They can explain musical terms such as ostinato and drone. The pupils are able to respond to music from different traditions, making evaluations of some of the musical elements. In Year 6 the pupils use music record books to assist them in listening to and appraising music and in developing their compositions. The singing observed during assembly and choir shows that pupils throughout the school are attaining standards broadly in line with their age with some of the younger children in the choir attaining higher standards.

153 In the one lesson observed the teaching was very good. Good subject knowledge was evident and very precise learning objectives were identified. A broad range of tuned and untuned instruments was made available for pupils to select and use for their compositions. There were high expectations of the pupils when they worked collaboratively and when they reviewed their compositions.

154 Until recently the performing and composing aspects of music have been under-represented in the school. However, a scheme of work has been introduced recently and this provides for pupils to undertake work in all the areas of the National Curriculum. Medium-term planning is now identifying opportunities for pupils to compose and respond to music.

155 During the last inspection of the school it was reported that the provision for music needed to be improved. Substantial additions have recently been made to the range of tuned and untuned instruments and the provision is now good. There are now plans to extend the collection of recorded music to ensure that it meets the requirements of the scheme of work.

156 The co-ordinator leads the subject well. She provides illustrations of good teaching during assemblies and choir and some monitoring of the teaching has been undertaken. The co-ordinator is aware of the need to develop further the confidence and subject expertise of the teachers, particularly in the composing element of the curriculum.

157 At present few opportunities exist for pupils to develop their ability in music beyond lessons. However, choir is attended very well and the pupils take part in performances every year.

Physical education

158 Timetabling arrangements during the week of the inspection meant that it was possible to observe only three lessons in physical education, two of which were dance and one gymnastics. Consequently no overall judgement has been made concerning teaching, standards or attainment and progress.

159 Pupils' attainment in the lessons observed ranged from excellent to unsatisfactory. In a Year 6

dance lesson pupils were developing skills in composing, performing and evaluating and were able to create and repeat accurately a range of movements with increasing skills. They expressed ideas and feelings with confidence and moved harmoniously both as individuals and as members of a group, using different levels, patterns of movement and shape. They demonstrated good body control and use of limbs and evaluated their own dance sequences and the work of others. In a Year 5 gymnastics lesson the pupils were confident and able to link a series of movements. They quickly learned the techniques of handstands and cartwheels and were able to maintain good co-ordination and control.

160 In both lessons pupils worked well in groups. They enjoy physical education and responded enthusiastically.

161 The quality of teaching in the three lessons observed ranged from excellent to unsatisfactory. The excellent teaching was attributable to good planning and subject knowledge, clear direction from the teacher, very high expectations of pupils and good pace and use of time. Effective feedback was given and pupils were encouraged to evaluate their own efforts. In these situations the pupils were asked to demonstrate their movements to others. When the teaching was unsatisfactory the expectations of the children's behaviour were not high enough and the children received no feedback about the quality of their dance. The pupils' attempts were not used to identify appropriate effort and quality, they lost interest and their behaviour deteriorated.

162 The scheme of work for physical education offers a sound structure for teachers to follow. All key areas of the physical education programme are addressed adequately, with the exception of swimming.

163 The school is resourced well for the teaching of physical education and effective use is made of the hall and grounds to support the pupils' work. The physical education programme is enhanced by a wide range of extra-curricular activities which are supported well by pupils and parents. The school engages in competition with other local schools and has achieved considerable success.

164 There is a wide range of extra-curricular activities such as netball, gymnastics, athletics, ball games, cross country and football.

· *Swimming*

165 The inspection of this school included a focused view of swimming which is reported below.

166 During the past two years only six weeks of swimming have been allocated to the school. The school reports that approximately one third of the pupils in the 1999 Year 6 classes could swim when they left the school. Although no swimming took place during the inspection all the evidence indicates that insufficient time is allocated to swimming. The small proportion of pupils who could swim when they left the school indicates that overall attainment in swimming is unsatisfactory. The scheme of work in swimming is structured appropriately and provides concise guidance for staff.

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Religious education

167 Attainment in religious education is generally in line with the requirements of the Shropshire agreed syllabus. Throughout the key stage the pupils are increasing their knowledge and understanding of some of the main principles of Christianity. They are also introduced to some aspects of other major world faiths. During recent studies which the children have undertaken four or five religions have been introduced in one unit of work and this has created some confusion for the children about different religious beliefs, for example the difference between Christianity and Judaism and the difference between Heaven and

reincarnation.

168 Throughout the school religious education lessons provide the children with opportunities to express their ideas about God. Some children in Year 5 and 6 can talk in simple terms about the structure of the Bible and know a few of the features of the Old and New Testament. Some Year 5 pupils were able to identify which part of the Bible would provide information about the story of the birth of Jesus. In all classes the pupils are given opportunities to reflect on their own understanding and are encouraged to ask questions. Some of the more able Year 6 pupils can make some comparisons between the life of Jesus and the work of a parish priest. At the lower end of the key stage the pupils recall some of the customs and stories associated with Hinduism, for example the story of Sita and Rama and the significance of Diwali. Some pupils in Year 4 have been studying the food rules associated with a range of world faiths and have considered Lent, rules for fasting, celebrations, festivals and the principles of vegetarianism. Following this work the children have considered their own views about vegetarianism and have shared their ideas with other pupils in the class

169 Pupils in Year 5 talk about a range of Christmas celebrations around the world. Year 6 pupils have considered the rites of passage in a number of major world faiths and have used this knowledge to help them construct their own naming ceremonies.

170 Throughout the school the children are encouraged to express their thoughts and feelings and are beginning to appreciate that that religious beliefs are frequently represented by symbolic actions, special dress, symbols, images, customs and stories. Religious education lessons make a significant contribution to the children's speaking and listening skills. While some children have difficulty in articulating their own views and opinions most pupils are keen to contribute to discussion and share their thoughts and feelings.

171 Overall the children make sound progress in the acquisition of knowledge and in appreciating the views and opinions of others. Pupils with special educational needs have full access to the religious education curriculum and make satisfactory progress commensurate with their abilities.

172 The quality of teaching is at least satisfactory and much of it is good. Lessons are planned thoroughly and are supported by a comprehensive scheme of work. Teachers question children sensitively and provide appropriate opportunities for them to contribute to discussion. Resources to support the teaching of religious education are generally adequate but an increase in the range of artefacts, videos, illustrations, music and non-fiction literature would be useful resources to further develop this area of the curriculum. The co-ordinator is aware of the need to extend the range of resources.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

173 The inspection was undertaken by a team of five inspectors who, over a period of three days, spent the equivalent of fourteen days assessing the work of the school. A total of 60 lessons or part-lessons were seen.

174 Children from every class were heard to read. The pupils' current work and some which had been completed previously was scrutinised. Teachers' written planning and records of children's progress were examined. Discussions were held with members of staff, governors, parents and pupils. Curriculum policies and other documentation relating to numerous issues were read.

175 A meeting was held before the inspection to provide parents with the opportunity to express their views and to inform them about inspection procedures. The meeting was attended by 2 parents. 239 parental questionnaires were distributed and 98 returned. The responses were analysed and used to inform the inspection team. The Registered Inspector met with teachers, non-teaching staff and a number of governors prior to or during the inspection to inform them of the inspection process.

176
INDICATORS

DATA AND

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	239	11	59	135

Teachers and classes

Qualified teachers

Total number of qualified teachers (full-time equivalent):	9.6
Number of pupils per qualified teacher:	24.9

Education support staff

Total number of education support staff:	6
Total aggregate hours worked each week:	105

Average class size:	29.9
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Financial data

Financial year:	1998-99
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	£
Total Income	378,042.00
Total Expenditure	369,370.00
Expenditure per pupil	1,578.50
Balance brought forward from previous year	27,660.00
Balance carried forward to next year	36,332.00

PARENTAL SURVEY

Number of questionnaires sent out:	239
Number of questionnaires returned:	98

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	26.0	63.5	7.3	3.1	0.0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44.9	51.0	2.0	2.0	0.0
The school handles complaints from parents well	24.0	61.5	7.3	7.3	0.0
The school gives me a clear understanding of what is taught	35.7	58.2	3.1	3.1	0.0
The school keeps me well informed about my child(ren)'s progress	36.7	57.1	3.1	2.0	1.0
The school enables my child(ren) to achieve a good standard of work	36.7	61.2	1.0	1.0	0.0
The school encourages children to get involved in more than just their daily lessons	31.6	57.1	5.1	6.1	0.0
I am satisfied with the work that my child(ren) is/are expected to do at home	41.8	50.0	3.1	5.0	0.0
The school's values and attitudes have a positive effect on my child(ren)	36.7	58.2	4.1	1.0	0.0
The school achieves high standards of good behaviour	23.5	61.2	11.2	3.1	1.0
My child(ren) like(s) school	52.0	42.9	2.0	3.1	0.0