

# **INSPECTION REPORT**

## **Chadsmoor Junior School**

LEA area: Staffordshire

Unique Reference Number: 124240

Inspection Number: 189719

Headteacher: Mrs B Herszenhorn

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Reporting inspector: Mr J Morris

23696

Dates of inspection: 11<sup>th</sup> – 15<sup>th</sup> October 1999

Under OFSTED contract number: 707788

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Burns Street Chadsmoor Cannock Staffordshire WS11 2DR
Telephone number:	(01543) 511000
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pamela Corke
Date of previous inspection:	27 <sup>th</sup> February – 1 <sup>st</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr J Morris	Information technology Design and technology	Attainment and progress Teaching Staffing, accommodation and learning resources
Mr K Schofield		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr A Bond	English Geography Physical education	Leadership and management Efficiency
Mrs S Boyle	Mathematics  Religious education	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development
Mr M Carter	History Special educational needs Science Art Music Equal opportunities	Curriculum and assessment

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London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- The headteacher gives a clear direction to school improvement.
- The literacy hour is working well.
- The pupils' behaviour, relationships and personal development are good.
- Provision for social development is very good and moral development good.
- The school's financial planning, control and administration are very efficient.

### Where the school has weaknesses

- I. Standards in mathematics and information technology are not high enough.
- II. Provision for pupils with special educational needs is unsatisfactory.
- III. The curriculum is not planned carefully enough.
- IV. The role of subject co-ordinator is not developed sufficiently, apart from in English, mathematics and science.

**The weaknesses are outweighed by the things the school does well. The governors' action plan will set out how the weaknesses identified in the inspection will be tackled. The plan 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 taken satisfactory action to improve all of the weaknesses identified in the last report. There has been clear and substantial progress in terms of the issues related to management and development planning. Progress in terms of the issues related to the role of the subject co-ordinator, teacher expectations and systems for recording pupil progress has been adequate. Much of the progress has arisen from the new headteacher's review of the previous inspection report and strong lead to these and many other changes in the school, including the national initiatives for literacy and numeracy. The response of the staff as a whole to these changes and the school's future plans indicate a good capacity for further improvement.

### Standards in subjects

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

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

Standards are good in English and science, because they are broadly average nationally and above average when compared with similar schools. They are not high enough in mathematics because they are well below average nationally and still below average when compared with similar schools. Inspection findings are that the National Literacy and Numeracy Strategies are being implemented well and this is having a positive impact on pupils' progress. Standards in information technology are satisfactory, overall, but they are not high enough, particularly in the aspects of data handling and control technology. They are satisfactory in all other subjects.

**Quality of teaching**

**Teaching in 7 – 11 years**

English	Good
Mathematics	Good
Science	Satisfactory
Information technology	Satisfactory
Religious education	Satisfactory
Other subjects	Good in music and history Satisfactory in all other subjects

Teaching has improved slightly since the last inspection. The proportion of teaching judged to be good or very good is very similar to that found during the previous inspection. However, the proportion of unsatisfactory teaching has decreased slightly. Consistent strengths of the teaching are the ways in which teachers organise lessons, classrooms and pupils, particularly in English and mathematics. Marking is to a high standard throughout the school and helps pupils understand what they need to do to improve. The most significant weaknesses in unsatisfactory lessons are the teacher's knowledge of the aspect or subject being taught and unsatisfactory control and discipline of pupils.

*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	Generally good in classes and around school, but Year 3 pupils have not yet developed good enough behaviour and attitudes.
Attendance	Good.
Ethos*	Good. The school is friendly and welcoming. There is a clear commitment to raising standards and promoting all aspects of the pupils' development to prepare them for the next stage of their education.
Leadership and management	Good, overall. Very good leadership from the headteacher which is achieving rapid change in many aspects of the school's work. Good governor support and involvement. The role of subject co-ordinator is unsatisfactory, except in English, mathematics and science.
Curriculum	Satisfactory, overall, but long and medium term planning are not informed by clear enough guidance on what should be taught and when.
Pupils with special educational needs	Provision is unsatisfactory. The school does not clearly follow the recommendations of the national Code of Practice. The quality and use of individual education plans to identify targets for improvement and measure progress are poor. However, pupils make satisfactory progress through the quality of the classroom experiences provided by teachers and other staff.
Spiritual, moral, social & cultural development	Good, overall. Moral, good. Social, very good and a major strength.
Staffing, resources and accommodation	Staffing, professional development and accommodation good. Resources satisfactory.
Value for money	Good.

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

## The parents' views of the school

### What most parents like about the school

- V. The school encourages parents to become involved.
- VI. The school is approachable.
- VII. The school provides good information.
- VIII. The school achieves good standards.
- IX. The children like school.

### What some parents are not happy about

Inspectors largely support the parents' positive views of the school. Good information is provided, overall. Homework is satisfactory. The school is welcoming to parents, open to suggestions and responsive to complaints. However, standards are not as high as they should be in mathematics and information technology and insufficient information is provided for parents of children with statements of special educational needs before their statutory reviews.

## KEY ISSUES FOR ACTION

The governors and headteacher should now:

a) raise standards in mathematics (\*) by:

- fully implementing the National Numeracy Strategy; and
- developing the pupils' mathematical vocabulary;

· *Paragraphs 5, 6, 8, 84-86*

a) raise standards in information technology (\*) by:

- carrying out improvements to resources; and
- ensuring that all pupils are taught knowledge and skills

*Paragraphs 6, 10, 97-99, 101-102*

a) improve the provision for pupils with special educational needs by:

- writing clear, small-step targets in all areas where they have identified difficulties;
- teaching to these targets;
- reviewing progress at least once a term; and
- provide better information for parents before statutory reviews;

· *Paragraphs 27,36, 42*

a) put a systematic framework for curriculum planning in place (\*) by:

- providing clear guidance for teachers on what should be taught and when in all subjects;

*Paragraphs 24, 28, 53, 113, 116, 120, 134*

a) develop the role of curriculum co-ordinator (\*) by

- Making time available, one subject at a time, for the individuals responsible to monitor the quality of teaching and learning through scrutiny teachers' plans and pupils' work and observation of classroom practice;

*Paragraphs 24, 28, 53*

*Issues marked \* are already partly addressed by targets in the current school development plan.*

Other areas for improvement which the governors may wish to include in their action plan but which do not give rise to key issues for action:

● raise standards in religious education by:

- ) fully implementing the locally agreed syllabus; and
- ) improving teacher knowledge.

*Paragraphs 19, 103-106, 108-109*

## INTRODUCTION

### Characteristics of the school

1. Chadsmoor Junior School, between Cannock and Hednesford, was established over 100 years ago and has been at the present site since 1966. The school is in an area designated as one of social and economic deprivation and attracts funding from the Single Regeneration Budget for projects such as the Family Learning Initiative and Basic Skills Project. There is special support from the local education authority for mathematics. The school is big and the number of pupils is above average. There are 329 pupils on roll (162 boys and 167 girls) in 12 single year group classes. Nearly all the pupils attending the school are from the surrounding council and private estates. Many of the pupils' parents and grandparents attended the school. The percentages of pupils eligible for free school meals and identified as having special educational needs are close to the national average. The percentage of pupils with English as an additional language is higher than most. Attainment on entry is broadly average. The school has a new headteacher of just over a year and four new members of staff started in September 1999.
  
2. The school's extensive aims are published in the prospectus and are included in the school development plan. The six main aims are as follows:
  - to create a safe, rich, friendly environment which is conducive to high quality learning and teaching;
  - to deliver a broad and balanced curriculum which is relevant to the children;
  - to help children achieve in all areas of experience;
  - to help children develop a sense of responsibility towards themselves, their work and the community in which they live;
  - to promote an understanding of a Christian ethos as well as of other faiths;
  - to foster partnerships between school, home and community members.
  
1. The school's priorities for development are detailed in the school development plan and this year they are:
  - the quality of teaching;
  - the quality of learning and, thus, standards of achievement and pupil progress across the curriculum;
  - Literacy – continued development;
  - Numeracy - implementation of the National Numeracy Strategy;
  - Information and Communication Technology – improving the quality of teaching, knowledge and expertise of staff and use across the curriculum;
  - pupil trends and budget implications (numbers on roll);
  - quality of leadership and management of senior staff, middle managers and subject co-ordinators; and
  - extending opportunities in the school for family learning initiatives and home/school partnerships.

4. **Key indicators**

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

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

Year	Boys	Girls	Total
1998	47	39	86

4. **National Curriculum Test**

English

Mathematics

Science

**Results**

Number of pupils	Boys	23	22	32
At NC Level 4 or Above	Girls	28	17	28
	Total	51	39	60
Percentage at NC Level 4 or above	School	60()	46 ()	71 ()
	National	65 ()	59 ()	69 ()

4. **Teacher Assessments**

English

Mathematics

Science

Number of pupils	Boys	18	20	28
At NC Level 4 or Above	Girls	21	17	29
	Total	39	37	57
Percentage at NC Level 4 or above	School	46 ()	44 ()	67()
	National	65 ()	65 ()	72 ()

4. **Attendance**

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	3.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.4
	Absence	National comparative data	0.5

4.

4. **Exclusions**

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

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	92
	Less than satisfactory	8

.....

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

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

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

#### **4. Attainment and progress**

1. The results of the National Curriculum tests and assessments in 1998 are that standards at the end of Key Stage 2, compared with national figures, at both the expected and higher levels, are:

- Average in English;
- Well below average in mathematics;
- Average in science.

Compared with similar schools, standards are above average in English and science and below average in mathematics. Trends over the three years, 1996 to 1998, show some improvement in English and steady performance in mathematics and science. The results of the tests in 1999 show that standards in English are very similar to those in 1998, mathematics has suffered a decline and science has improved. There are no significant differences between the performance of boys and girls and, although girls do better than boys at this stage nationally, the results of boys and girls at Chadsmoor are very similar. Available data from the infant school show that standards in 1999 are broadly average at the end of Key Stage 1 and that they have improved, over time. The school has set realistic targets for English and mathematics up to 2002.

1. Inspection findings are that attainment is broadly average throughout the school in English, science, information technology and religious education. However, it is below average in mathematics and standards in some aspects of information technology, particularly control technology, are not good enough.
2. Attainment in English is average by the age of 11. Listening skills are adequate, but pupils' speaking is below average. Standards in reading and writing are broadly average. Almost all pupils have good skills for locating information, using the library classification system and book contents and index pages. Higher attaining pupils are confident, fluent readers and make good use of expressive and imaginative language in their writing. Their writing features good use of different types of words such as verbs, adverbs and adjectives. Average attaining and lower attaining pupils are more limited in their vocabulary and this results in written and spoken responses which lack richness and imagination. All pupils use punctuation adequately and handwriting and presentation are satisfactory.
3. Attainment in mathematics is below average, but there is strong evidence that the school's provision and the pupils' progress are both improving. The implementation of the National Numeracy Strategy is at a very early stage, but, together with the school's strategy of grouping pupils by attainment in the subject, it is already having a positive impact on pupils' learning. Many pupils are already developing their skills of mental calculation and are beginning to explain their methods and reasoning logically and clearly. For example, Year 5 pupils are correctly solving problems, mentally, that involve more than one calculation, with numbers up to and beyond 100. Year 3 pupils, using a hundred number square, understand that moving horizontally changes numbers in ones and moving vertically changes numbers in tens. However, lower attaining pupils in Year 6 are not yet confidently solving problems with bigger numbers and only

about a third of the pupils in Year 4 can explain clearly how they solve subtraction problems.

4. Pupils make satisfactory progress, overall, as they move from year to year. Progress is satisfactory in all subjects, except for music, where it is good. Progress was good or better in just over half of the lessons observed during the inspection. The Literacy Hour has been effectively implemented and the school has made a good start with the Numeracy Hour. These initiatives are having a positive impact on pupils' attainment and progress in reading, writing, spelling and number. Many pupils have weak language skills – they have a limited vocabulary and have difficulty explaining their thinking – and this has a significant impact on their progress. For example, no pupils in a Year 4 class knew what the word 'orchard' meant and only two or three were prepared to have a guess, using the study text as a guide. The school is well aware of this deficit and the best lessons feature very good use of correct vocabulary, including alternative words for the same thing such as logo and badge and teachers presenting good role models in their speaking and writing, as scientists, for example.
5. Progress in information technology is patchy and it is unsatisfactory in data handling and control and modelling. This is largely due to insufficient time and experiences provided in these aspects. Year 6 pupils are making satisfactory progress in using CD-ROM for research activities. Progress in religious education is satisfactory but there are some weaknesses here in planning and in teacher subject knowledge which do not promote better progress. Pupils with special educational needs also make satisfactory progress and do so at a similar rate to their peers. This is due to the quality of classroom teaching and the contribution of support staff, as well as teachers, to their learning. There is a significant weakness in the quality and use of individual education plans to plan and monitor these pupils' progress.

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

6. Pupils' attitudes to learning are satisfactory. In the classroom, the majority of pupils show a good level of interest in their work and concentrate well for their age and ability. The majority follow instructions, apply themselves to their work diligently and persevere well. Many pupils are keen to ask and answer questions and make pertinent contributions to discussions. They are developing a sense of right and wrong, of tolerance and respect for others' point of view. In a small number of lessons, pupils' attitudes to learning and behaviour are unsatisfactory because they do not apply themselves to the tasks set and become restless or disruptive by talking about matters not related to their work. This is directly related to unsatisfactory teaching, when a clear focus and tone are not set at the start of the lesson and there is inadequate control of pupils.
7. Pupils' behaviour in and around school is good. Parents value this. These standards have been maintained since the last inspection. There were no incidents of bullying observed during this inspection. Pupils are clear about school rules and respond well to the school's system of rewards and sanctions. This has a positive impact on learning, helping pupils to settle quickly to tasks. A factor that contributes to pupils' good behaviour is most teachers' positive approach to class management, emphasising and praising good behaviour as an example for other pupils. However, a significant proportion of pupils in Year 3 have not yet established good classroom behaviour and positive attitudes to learning. This has a negative impact on their progress. There were no exclusions in the last year.
8. There are good relationships between teachers and pupils, between pupils in classrooms and at

play and within the school community as a whole. The school has a positive and caring ethos. Most pupils work collaboratively when required and show respect for teachers, visitors and their environment. This has a positive influence on the social development of pupils. All pupils, including those who have special educational needs are well integrated into school life.

9. Pupils' personal development is good. Staff know pupils well and provide appropriate opportunities for them to take responsibility for their own and others' learning and behaviour. For example there is an effective system of paired reading between Years 3 and 5 and between Years 4 and 6. A representative from each year group helps run the School Council with a budget of £200 pounds. Older pupils organise school ballots and collect the results. There are captains and vice captains for each of the four school houses. There are some good opportunities for pupils to show initiative in academic work. For example, Year 5 pupils have undertaken a research project on French life and culture. Displays and photographic records feature good examples of historical research into the local area and investigative work in mathematics and science.

#### 14. **Attendance**

10. Attendance is good and this contributes to the pupils' progress. In recent years, levels have been consistently above or close to the national average. The school day starts on time and procedures for registration conform to statutory requirements. So far, this term, there have been no incidents of unauthorised absence.

### **QUALITY OF EDUCATION PROVIDED**

#### **Teaching**

11. The standard of teaching has improved slightly since the last inspection. The proportion of teaching judged to be good or better was very similar in both inspections and the proportion of unsatisfactory teaching has decreased slightly. Teaching is satisfactory, overall. During the inspection it was satisfactory or better in 92% of lessons, good or better in 52% and very good or better in 12%. It was unsatisfactory in 8%. There was no unsatisfactory teaching in Year 5. Teaching is good in English, mathematics, history and music. It is satisfactory in all other subjects. Judgements about specific aspects of teaching, such as the quality of marking and curriculum coverage, are further supported by the scrutiny of pupils' work.
12. One of the strongest features of the teaching is the way in which teachers structure the activities and organise the lessons, classrooms and pupils. Literacy and Numeracy lessons are planned well in accordance with the national strategies. There is very good use of whole class time, which features very high quality explanations of new material and questioning of pupils to check their understanding of both previous and current work. However, teachers sometimes fail to maintain a good pace during individual or group tasks.
13. The standard of marking is high and is consistent throughout the school. Teachers mark the pupils' work and add substantial comments which praise success, draw attention to significant errors and often, for example, include interesting comments about the content of the pupil's writing. Teachers nearly always look at and comment on pupils' work during lessons and add these written responses later.



14. In most classes in most lessons, there are good adult-pupil relationships and few, if any, occurrences of unacceptable behaviour. In the very best lessons, control of pupils by teachers appears effortless, good humour is common and pupils are expected to control and organise themselves and their learning materials. However, in most of the lessons judged as unsatisfactory, poor strategies for dealing with inattentive and, on occasions, disruptive pupils led to a lack of control and order and, consequently, resulted in unsatisfactory progress.
15. All teachers have satisfactory knowledge and understanding of the subjects they teach within the primary stage of education. In many lessons, the teacher uses well-chosen, correct vocabulary to teach new facts and develop the pupils' language skills. However, limited knowledge of specific aspects, or a lack of clarity in explanation of new materials and ideas to pupils, feature in a small number of unsatisfactory lessons and other lessons which are satisfactory or even good, overall. Teachers plan and prepare lessons satisfactorily. In some lessons a very positive feature is that very clear learning objectives are written on the board and the teacher asks one of the pupils to read them to the class. In other lessons, there are too many objectives and the key ones are not clearly stated to the pupils.
16. Teachers have satisfactory expectations of work. Improving the quality of teaching for all pupils is contained within a current target in the school development plan. Teachers expect all pupils to work hard and make progress. However, not all teachers have firmly established clear planning for different groups of pupils. Consequently, in some lessons, there is insufficient challenge for the higher attaining pupils. The work set and the support provided for lower attaining pupils is generally well matched to their needs. However, throughout the school, teachers are not sufficiently involved in writing the targets in the individual educational plans for pupils with special educational needs and the lack of reference to these in the classroom is poor.
17. The use of time and resources is satisfactory, overall. Good use is made of the available support staff both in classes and through individual and small group withdrawal. The teaching makes a significant contribution to the pupils' moral and social development and the school's aims and ethos are evident at all times. There is a good awareness of safety in subjects such as physical education, design technology and science.
18. The use of homework is satisfactory throughout the school. Reading is expected daily and work is set often to support literacy. Pupils are given simple tasks in other subjects - which may be simply to find out something in their own time.

### **The curriculum and assessment**

19. The school provides a satisfactory curriculum, overall. It is broad and appropriately promotes the pupils' intellectual, physical and personal development. There is a good emphasis on literacy and numeracy. In many subjects, the school provides an interesting range of experiences and this helps pupils to remember what they have learnt. The curriculum is largely well balanced, but this balance is not entirely secure. This is because a number of aspects are insufficiently monitored. For example, class timetables vary and several classes have a shorter time than planned for mathematics and for music, but longer for physical education. Some subjects are taught for part of the term only and, for some, such as design technology and information technology, time is found from other subjects' allocations. There is a plan of topics that are taught in different years and medium term planning stems from these, but there is no overall plan to determine which aspects of the subjects are to be taught in different terms. Plans for English, mathematics and

science do not suffer from these difficulties. They are well formed and are clearly based on the National Literacy and Numeracy Strategies and National Curriculum programmes of study. Several other subjects do not have a scheme of work or guidance for teachers on what to teach and when to teach it.

20. The curriculum meets statutory requirements. No pupils have been disapplied from any aspect of the National Curriculum and religious education, collective worship, sex education and learning about drug abuse are provided appropriately. Governors fulfil their legal responsibilities for the curriculum and there is good information in the prospectus. A governor committee receives reports from the headteacher and from subject co-ordinators and makes recommendations to the main governing body. There are individual governors with special responsibility for literacy, numeracy and for special educational needs and many governors follow with interest the progress of a specific year group.
21. The school provides satisfactory equality of opportunity. There is a detailed policy for equal opportunities and this has improved since the last inspection. Most staff are aware of its implications for classroom practice. However, a few anomalies remain. For example, some pupils are occasionally withdrawn from lessons for instrumental tuition, tuition in information technology and special support to meet their special educational needs. Pupils of high prior attainment sometimes have their progress limited when they are offered too little challenging work. The school has tried hard to vary the times of the music tuition and the support for pupils with special educational needs always takes place when the pupils' peers are studying the same subject.
22. The provision for pupils with special educational needs is unsatisfactory. This is largely due to poor procedures for planning how the school will meet the pupil's individual needs, recording of their progress and a lack of sufficient attention being given to the recommendations in the national Code of Practice. Class teachers have not been involved in the writing of the targets in the pupils' individual education plans and these were not referred to during the inspection. Annual reviews of the progress of pupils with statements of special educational needs are carried out appropriately, but insufficient information is provided for parents before these reviews. However, teachers and support staff work well with these pupils in the classroom and, in particular, through good quality individual and small group withdrawal for English. This compensates for the weak management and administration and results in satisfactory progress. At the time of the inspection, the new co-ordinator had not had time to address the significant weaknesses in this provision which the school readily acknowledged.
23. Curriculum planning in English, mathematics and science is effective and clearly based on the recommended schemes of work. In other subjects, curriculum planning is unsatisfactory because it does not promote progress and continuity, systematically. Teachers' medium and short-term planning is often done jointly in year groups. It is effective in directing the learning in lessons. However, in several subjects, teachers have very little guidance about what to teach or how to systematically promote the pupils' progress in skills and understanding. Planned work, using topics involving several subjects, sometimes lacks clear identification of progressive learning that builds on the pupils' past attainment. Teachers draw upon their experience well to help the pupils develop skills and understanding, but the planned curriculum provides too little guidance about the strands of development and the expected levels of competence. There are good links with the infant school teachers about the curriculum and the secondary schools that the pupils move on to.
24. A satisfactory range of extra-curricular activities are provided and, in sport and music particularly, these enhance the curriculum and offer the pupils extended experiences. The school's clubs are popular and attendance is generally good. Pupils often represent the school in visits,

meetings and competitions with other schools including football, netball and the choir. As part of the curriculum, a number of well-planned experiences also enhance and extend the pupils' learning. For example, the school occasionally hosts resident artists and musicians, as well as the planned educational visits, for example to local venues as part of the local study topic.

25. The school has effective procedures for assessing the pupils' attainment. A system of testing has recently been introduced that will enable checks to be made on individual pupil's progress as well as that of year groups and classes. Reading and mathematics tests are used at least annually and assessments at the end of each year are beginning to make it possible to check if progress is as expected or better. In the core subjects of English, mathematics and science, a detailed analysis of the Year 6 National Curriculum test results provides a comparative evaluation of performance in each aspect of these subjects. This informs teachers' planning, to address the identified weaknesses. A satisfactory beginning has been made to target setting for individual pupil's attainment, but this is not yet fully integrated with the assessment and planning processes.
26. A sound assessment policy outlines the principles and some methods of day-to-day assessment. Since the last inspection, much work has been done to improve assessment and recording. Samples of pupils' work are now retained to provide examples of progress, but there is still some variability in the accuracy of teachers' assessments of the National Curriculum levels. The pupils' attainment in English, mathematics and science is recorded on sheets outlining each aspect of these subjects at each level. In other subjects, an observation sheet is used for each pupil, noting any indicators of attainment. These are not fully implemented yet, partly because some teachers are unclear about how to make day-to-day assessments. However, the quality of marking throughout the school is consistently good and includes helpful and encouraging comments. Some teachers clearly use what they find when marking pupils' work as a guide in planning what they will teach next.
31. **Pupils' spiritual, moral, social and cultural development**
27. Provision for pupils' spiritual, moral, social and cultural development is good, overall. The positive attitudes and values noted in the last inspection report continue to be emphasised. Satisfactory provision is made for pupils' spiritual development. The well-planned assemblies meet statutory requirements for collective worship and the themes are developed through stories, music and prayers. One assembly that was particularly effective was centred on the theme of "One World" and, using the hymn "When I Needed A Neighbour", pupils were encouraged to consider how people throughout the world depend on one another. This was linked to the school's charitable work, which includes donations to sponsor a child in the third world and fund raising for disaster areas like Kosovo. Spiritual development is promoted through some aspects of the taught curriculum. For example, in some religious education lessons on prayer, staff highlight the importance of quiet places for reflection and meditation. Also, in a literacy lesson, a pupil was able to speak of his sadness at the death of his grandfather, while expressing a sense of hope that he might once again hear his voice.
28. Provision for moral development is good. Good relationships between pupils are promoted and the school fosters habits of honesty, fairness, tolerance and thought for others. For example, through the School Council, pupils are encouraged to express an opinion about a range of school issues, including its Code of Conduct. Caring for the environment and for living things is fostered through many areas of the curriculum. For example, a Year 6 pupil produced a very effective piece of writing in the style of Genesis to illustrate how people can destroy in six days what God created in six. Pupils have been involved in the preparation of a petition to save a green belt area

near their village. The school teaches the principles that separate right from wrong and pupils are made aware of what is acceptable and unacceptable behaviour. This is emphasised by a policy that stresses positive rewards rather than fear of punishment. In all classes, teacher and pupils negotiate class rules and details of good and unacceptable behaviour are defined in terms of effects on others. Details of sanctions are also made clear. This encourages pupils to take responsibility for their actions, to realise that their behaviour is a matter for their choice, but that there are consequences for unacceptable behaviour.

29. Provision for social development is very good. The school's aims and policies stress that pupils should relate effectively to each other. Links with the local and wider community contribute very well to the pupils' social development. For example, good use is made of the local heritage centre, churches and museums to promote the history curriculum. There are many visitors to the school, including representatives from local churches, theatre groups, musicians and a local author. These, combined with the school's participation in parish and community events, including carol singing and fund raising for charities, help to foster positive attitudes and promote social interaction.
30. Provision for cultural development is satisfactory, overall. Pupils' experiences are enriched by a series of visits, including visits to the local heritage centre and museum, where they have researched the history of their own school. Pupils have been involved in setting up a 'listening post' which will provide good insight into the lives of former miners. There are some opportunities to develop knowledge and understanding of different cultures through art, music and dance, geography and religious education. An important representative of the Sikh community in Yorkshire visits the school once a year. However, there are few opportunities for pupils to interact with pupils of different ethnicity.
35. **Support, guidance and pupils' welfare**
31. Overall, procedures for monitoring progress and personal development are satisfactory. The school's caring attitude is an asset that enhances the quality of education. Teachers and support staff know their pupils well and the school maintains formal records of educational achievement. Consequently, pupils receive sound advice and guidance. However, the quality of individual education plans for pupils with special educational needs is unsatisfactory and does not effectively inform teachers' planning and measure the pupils' progress towards clear, small, step targets.
32. The school has good procedures for promoting discipline and behaviour. The pupils have been extremely involved in the production of the codes of conduct for classrooms, dining room and playground. There are clear and effective policies for anti-bullying and minimising other forms of inappropriate behaviour. The whole school has a sense of ownership because the rules have been agreed in a whole school assembly.
33. The school has good procedures for monitoring and promoting good attendance. There is a computerised system for recording and circulating registration which enables trends for absence or lateness to be monitored. There is a certificate awarded at the end of each year for pupils with 100% attendance. Last year, one pupil was rewarded for four years of full attendance. Since the last report, monitoring has been applied for unauthorised attendance more rigorously. There has been a reduction in the number of parents who withdraw pupils from school during term time for family holidays. There are standard letters for this purpose and a procedure for contacting parents.

34. There are good arrangements for child protection, closely based on the Local Education Authority's model. Last year, all staff were trained in the procedures and they are kept informed through staff meetings. Incidents involving individual pupils are managed with care and sensitivity.
35. The school makes good provision for the well-being of pupils. Effective programmes of personal and social education are implemented, including topics such as sex education and, for Year 6 pupils, avoidance of drug abuse, vandalism and bullying. A Breakfast Club operates daily, enabling pupils, who otherwise may not have eaten breakfast, to buy toast and a drink during the morning break period.
36. There is a comprehensive health and safety policy. The school conducts a formal, recorded risk audit for almost all aspects of school life. When schemes of work are developed, the school needs to ensure that health and safety matters are included, especially for science, physical education and design technology.
41. **Partnership with parents and the community**
37. The quality of information provided for parents is good. Parents find the teachers approachable. There are high quality letters and newsletters covering an extensive range of topics, such as the Kokuma dance performance, the home-school agreement and many other subjects that help to promote the effective home-school link. Parents are kept abreast of teaching and learning through curricular workshops and meetings with governors. However, insufficient information is provided for parents of pupils with special educational needs particularly with regard to the statutory reviews of the progress of those pupils who have a statement of special educational needs.
38. Parental involvement in the daily life of the school is satisfactory. A small number of parents are regularly involved in school, helping with reading and craft activities. Up to six parents helped in classrooms each day during the inspection. There are a few extra curricular activities that provide an opportunity for parents to help.
39. The parent teacher association, called the Friends of Chadsmoor Junior School, organises social events, including sporting activities, discos, film shows and fairs. Funds are raised for special resources, such as videos and dictionaries and to support school trips. The contribution of the Friends is highly valued by the school.
40. Within the school building, there has been considerable success in providing classes for parents and the community. Parents have been supported at the local college of further education with courses on childcare, special educational needs and computer studies. The family learning initiative, 'Parents and Children Together', has been instituted through European funding from the Single Regeneration Budget.
41. The contribution that the school's links with the community make to the pupils' attainment and personal development is good. The school has had many visitors that contribute to the quality of learning, such as the school nurse, representatives of the police service, Red Cross the Life Centre for Healthy Living and ministers of religion. Visits have been made to places that benefit the curriculum. Staff and pupils have developed strong links with an industry museum. Other activities are recorded in the extensive photographic collections, such as the album for Year 3

classes. Older pupils have visited the Isle of Wight and Denmark since the previous inspection.

42. Industry links are not very strong. However, the school netball team has been sponsored for half the cost of its sports kit and a small company has supplied off-cuts of fabric for school projects. The school has opportunities to extend its partnership with industry through its contacts with the High School, parents and governors.
43. The school supports local charities by fund raising or by providing the use of its grounds. For example the County Air Ambulance Service has used the playing fields and pupils were able to see the helicopter. The local Multiple Sclerosis Society has used the fields. The school has been involved in the Cannock and District Netball and Football Association competitive tournaments.
44. Work placements are provided for childcare trainees from local secondary schools who are being assessed for National Vocational Qualifications. Student teachers from Wolverhampton University are mentored by two of the teachers. The school enjoys a good relationship with the local infants school. A comprehensive information pack is distributed to parents that includes many informative brochures. The infants and junior schools have developed a well-integrated system for transferring pupils. Good links are in place with the local secondary schools. In addition to exchanging academic, special educational needs and grouping information, the secondary schools arrange many activities to facilitate the effective transfer of pupils, such as mathematics and science afternoons, sports and cultural events.
45. Overall, the school has a strong and productive partnership with parents and the community. The headteacher places great emphasis on maintaining and further developing parental involvement and community links. Since the last inspection report, the school has carried out its own surveys of parents' views and the results have been analysed to try to find ways of strengthening the links with the parents and wider community. The responses showed a positive relationship between the parents and the school. Parents are positive about the new format for Parents Evening.

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

### **Leadership and management**

46. The school has strong, purposeful leadership. The headteacher has a very clear vision for the future development of the school and, in a very short period of time, has implemented many beneficial changes to its management structure. She has established a firm platform on which improved educational performance can now be built. Considerable consultation has taken place with the school community to ensure that school aims are corporate and are directed towards the improvement of pupils' learning. The deputy headteacher, who is also the curriculum manager, gives good support to the headteacher.
47. The governing body of the school has grown in confidence since the appointment of the headteacher. They are more fully involved in the fashioning of school development and the monitoring of school performance. A number of properly delegated committees are in place, appropriately sharing the strategic responsibility. Governors undertake their duties conscientiously. They participate in training and visit the school regularly. During a period of rapid change for the school, the governors have remained acutely aware of the need to maintain good staff morale. The governing body truly represents the local community and is keen to

strengthen links with the local church. The governors value the good advice they receive from the local education authority. The governing body meets all of its statutory requirements, including setting targets for standards in English and mathematics to 2002.

48. The co-ordinators of the main subjects of English, mathematics and science are beginning to have an influential role in the development of their areas. However, in other subjects, co-ordinators are not sufficiently empowered to make a significant contribution to the development of their designated areas. There are subject action plans outlining long-term goals, but schemes of work are lacking and only minimal procedures exist for the monitoring of teaching and learning. The school has recognised the need to address these issues in its long-term development plan.
49. The headteacher successfully monitors the quality of teaching in the school, both formally, through a structured programme of classroom visits and informally during the school day. Thorough evaluation of the teaching of the Literacy Hour has taken place and appropriate teacher feedback given, so aiding the development of teaching and the implementation of this new initiative. The introduction of the National Literacy Strategy has proved to be a useful vehicle on which to focus. The management team is gradually being trained to develop monitoring processes through a projected, structured programme. The local education authority provides significant support and advice with the monitoring of teaching and learning and this also informs the planning.
50. Appraisal is used properly to enhance teachers' professional development and to target school priorities. Newly qualified teachers are appropriately supported by a senior member of staff and a structured induction programme to help them in their first year of teaching. However, insufficient monitoring of teaching takes place at an early stage, so failing to identify the strengths and weaknesses in the classroom practice of inexperienced teachers.
51. The evidence gained from a scrutiny of school exercise books has been used successfully to produce a school marking policy. This is consistently applied by teachers and helps pupils to identify specific targets for improvement.
52. The school has clear, shared aims, values and policies and these are clearly reflected in its work. The school prospectus outlines these attainable targets and the manner in which they can be achieved. Parents are generally supportive of the schools' aims and values and believe the headteacher is guiding the school in the right direction.
53. School development planning is very good. The school development plan and action plan identify relevant priorities based on the school's own needs and national requirements. Appropriate targets are set, after due consultation with all members of the school community. Clear programmes are set out with members of staff earmarked to implement them. Resources, funding, necessary training and some time allowance is set aside to ensure that these targets are achieved. Timescales for the completion of initiatives are built into the plan and evaluative criteria laid out to check the success of the project. Governors and staff are involved in the construction of the development plan. It is providing a very effective strategy for whole school improvement.
54. The school ethos is good. There is a positive atmosphere in the school which reflects the school's commitment to improving achievement within the learning environment. The senior staff have a renewed vigour for change which is enlivening the school. There are good relationships amongst teachers and pupils. Teachers have a good knowledge of pupils' home backgrounds and treat

them with respect. The headteacher and staff satisfactorily apply equal opportunities in school.

55. The school has responded well to the key issues for action from the last inspection. Senior management now has a shared and more focused view on school improvement. Systems for ensuring corporate responsibility have been successfully developed. Assessment procedures for recording pupils' progress have been established and the school development plan is more openly shared, properly costed and dated for completion by a named person. Teacher expectation is gradually being raised to meet the needs of higher attaining pupils, but this has not yet been fully achieved. Co-ordinators for mathematics, English and science have accepted greater responsibility for their subject areas, but mechanisms are not complete to enable the co-ordinators of the remaining subjects to fulfil their roles properly. It is an area that the school has targeted for future development. The response of the staff and whole school community to addressing weaknesses identified in the last inspection report, implementing the National Literacy and Numeracy Strategies and changes introduced by the new headteacher, indicate a good potential for improvement in the future.

60.

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

56. The numbers, qualifications and experience of the staff as a whole and the school's arrangements for induction, training and appraisal are good, overall. The school has a sufficient number of teachers who are suitably qualified. There is a good balance of experience in teaching, from nearly thirty years to newly qualified. The teachers are well supported by an adequate number of skilled support and ancillary staff. There are designated co-ordinators for all subjects and leaders for each year group. The school has very good arrangements for the induction and support of new teachers outside the classroom, but the support within the classroom is not sufficiently informed by careful monitoring of their work. Teachers have good opportunities to develop their professional skills. Professional development also includes non-teaching staff. In addition to matching the needs identified in the School Development Plan, the school supports the personal professional development of all staff. Satisfactory appraisal procedures are in place.
57. The accommodation is good and allows the curriculum to be taught effectively. The building is well maintained and the school has a welcoming atmosphere. Classrooms in the older part of the building are spacious, but the newer Year 6 classrooms are only just large enough for current pupil numbers. The library is positioned in a wide corridor in the centre of the building and thus has a high profile. Very effective displays celebrate pupils' work and achievements. Outside, there is a good-sized playground and two fields used as football pitches at the time of the inspection.
58. The school's resources for learning are adequate, overall. They are good in English, religious education and history. All resources are well maintained and accessible apart from the physical education equipment in the main hall which is not readily accessed by pupils. The school library is well stocked with appropriate fiction and non-fiction books, which are presented well by teachers and cared for by pupils. The number of computers is adequate and improving.

63.

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

59. The school's systems for financial planning are good. Educational developments are well supported by careful financial planning. There is a clear match between the school's targets for future development and the allocation of funding, training and resources. Key members of staff



are identified to manage initiatives and success criteria are set out as part of an evaluative process.

60. The school has earmarked a comparatively large amount for learning resources, in order to support national initiatives in English, mathematics and information technology. These are also curriculum areas which the school has prioritised as in need of further development. Expenditure on staff training is also relatively high in order to support the school focus on improving teaching expertise. Inspection evidence indicates that the impact of improved learning resources and staff training is beginning to have a positive effect on school improvement. Teacher training is far more carefully targeted towards whole school development than it was at the time of the previous inspection. Expenditure on financial and clerical support is high for a school of this size. An allocation of seventy hours per week to fulfil the bursary and administrative roles appears to be high in a school of this size.
61. The governing body, through a properly delegated finance committee, fulfils its strategic role to monitor the planning and use of financial resources. They receive accurate, updated information and monitor budget spending regularly. There are no formal structures for the assessment of cost effectiveness, but evaluation of school development does take place in full governing body meetings. The governors are already acutely aware of the likely effects of a falling roll situation on the school budget. Financial planning has improved significantly since the last inspection. Priorities are more clearly supported by matched finance and evaluation processes have improved.
62. Teachers and support staff are used effectively to support teaching and learning throughout the school. Learning support assistants use their time efficiently both in the classroom and with pupil withdrawal groups. They have a good rapport with teachers and work collaboratively to support pupils' learning. They also make an effective contribution to class management.
63. Subject co-ordinators use their non-contact time efficiently to promote specific developments. However, insufficient time is available for the co-ordinators of the non-core subjects to fulfil their roles properly. They do not have sufficient opportunities to ascertain the quality of teaching and learning in the areas for which they are responsible.
64. The accommodation and site facilities are used well to further educational development. The library is used daily by pupils to select books and undertake research in a variety of topics. The hall is used daily for whole school collective worship, physical education and musical activities. Group rooms for specialist pupil support, computers and parent training are used effectively to further the aims of the school. Learning resources are accessible to staff and pupils and used properly to support activities. Pupils' progress in literacy and numeracy is promoted by the effective use of recently introduced, improved learning materials.
65. The school has very good systems for financial control and administration. The most recent external audit report of the school accounts in September 1997 made a small number of minor recommendations which have now been implemented. School funds are audited regularly in line with recommended practice. Day-to-day administration is very good. Two finance and administration staff undertake their duties conscientiously and effectively support daily school routines.
66. The school raises small sums of money from letting the premises to community organisations, which supplements the school budget. Devolved funding for pupils with special educational needs is used properly to employ a special educational needs co-ordinator and learning support

assistants. Additional grants from the Single Regeneration Budget and for welfare support, additional literacy support, improvement of basic skills and computer equipment are all properly used to promote the developments for which they are earmarked.

67. The efficiency of the school is judged to have improved since the last inspection. School development planning is closely matched to the use of financial resources and the school community has increased its involvement in the setting of priorities and is more aware of budgetary considerations.
68. Pupils enter the school with broadly average attainment. The social and economic circumstances of the area are below average. Pupils make satisfactory progress and achieve standards generally in line with nationally expected levels by the time they leave school. Pupils' attitudes to learning are positive and the standards of teaching are sound. The expenditure per pupil is low compared to schools of a similar type. Taking all these factors into account, the school is judged to give good value for money.

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

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

#### **73. English**

69. Standards are similar to those found at the time of the last inspection. By the end of the key stage, pupils' attainment in most aspects of English is broadly in line with national averages. These judgements are largely reflected in the results of 1998 National Curriculum tests. The results from 1999 tests show a very slight fall in the percentage of pupils achieving the expected level. The percentage of pupils achieving the higher level was broadly in line with national averages in the 1998 tests. Compared with schools whose pupils are from similar social and economic backgrounds, attainment in English is above the expected level. Although results in national tests have varied since 1996, the general trend has been one of a marginal improvement. There is little variation between the performance of boys and girls. Pupils are following the national trends, with girls attaining slightly higher levels than boys in English, but the difference is less than that found in many schools. Overall, pupils are making sound progress in English. They enter the school with broadly average levels of attainment, make satisfactory progress throughout the four years of the junior school and leave at the end of the key stage with attainment levels regarded as nationally average. Pupils with special educational needs make sound progress, taking into account their prior attainment.
70. By the end of the key stage, pupils' listening skills are adequately developed. Pupils are generally attentive and interested in lessons and follow teachers' instructions well. Speaking skills are less well developed and are below average. Although higher attaining pupils are confident to air their views and re-read their written work, average and lower attaining pupils are generally reluctant to do so. Many pupils respond to questions by giving brief answers. They generally lack a rich spoken vocabulary to extend and embellish their answers. Pupils' progress in speaking and listening is generally satisfactory. There are adequate opportunities in lessons to answer questions, make contributions and analyse texts. Teachers ensure that pupils listen carefully and are aware of pupils who lack confidence in speaking. They use appropriate strategies to encourage the development of spoken language, such as presenting questions that cannot be answered using single words. The structure and pace required in the teaching of the National Literacy Strategy is a restricting factor. Teachers have insufficient opportunity or time to allow pupils to develop their speaking skills. However, well-structured programmes, designed by the Local Education Authority's Speech and Language Therapist and delivered by an educational support assistant, effectively promote progress of the lowest attaining pupils.
71. Overall, pupils attain sound levels in reading. By the end of the key stage, the higher attaining pupils are expressive and responsive readers. They read silently, with good recall of the passage. Skills such as skimming the text for information and prediction of events are well established. They understand the role of the characters in a story and give a full description of the plot. Average attaining pupils in Year 6 are reasonably confident readers and often correct their own mistakes when reading aloud. More advanced skills have been developed such as breaking words down into syllables. Pupils have a good understanding of punctuation and pause appropriately at speech marks, commas and full stops. Lower attaining pupils readily locate the title, author and illustrator of a book. When reading aloud, they tend to lack some expression and concentrate on words in the text, rather than conveying the full meaning. Pupils who operate at this level do have a satisfactory knowledge of letter sounds and use these skills as a guide to pronunciation. Almost all pupils in Year 6 have well-developed strategies for locating information. Pupils are skilful

when locating words in a dictionary and using the school library index whilst researching topic work. Pupils make sound progress through the school in reading. The school gives pupils encouragement to read in school and at home. Reading materials are stimulating and well structured to ensure that pupils read literature at an appropriate level. In literacy lessons, pupils are presented with a good range of books and read aloud as a whole class or in groups, enhancing their knowledge of words and improving their skills. Some teachers keep careful notes on pupils' progress, diagnosing strengths and weaknesses in individual or group reading interviews. However, the practice is not widespread and insufficient attention is paid to the analysis of pupils' reading skills in order to ensure that good progress is made, by setting targets for improvement and by monitoring the results.

72. Standards of attainment in writing are generally sound. Pupils write in differing styles for a range of audiences. Higher attaining pupils in Year 6 write imaginatively, using metaphors and similes. They improve their work by introducing exciting verbs and embellishing their stories with well-chosen adverbs. However, many average and lower attaining pupils lack a rich vocabulary and find it difficult to make their writing exciting. Pupils use a full range of punctuation marks accurately, including speech marks, apostrophes and exclamation marks. Spelling is largely accurate, although lower attaining pupils have some difficulties with more complex words. Handwriting styles are variable across the whole range of abilities. The majority of pupils write in a joined cursive style. Their work is neat and well presented, but some higher attaining pupils are still producing a printed style of writing at the end of the key stage. Pupils generally make sound progress in their writing. Spelling and handwriting are taught regularly and teachers monitor progress well through formal exercises. Teachers use stimulating texts in literacy lessons and teach the mechanisms of writing well. This aids the pupils' progress. Good quality, thorough marking by teachers is effective in ensuring that pupils' progress is maintained throughout the school. It is constructive and gives pupils a clear indication of how to improve their written English.
73. The school's implementation of the National Literacy Strategy has been very successful. Thorough training and monitoring have taken place which have enabled teachers to become knowledgeable and skilful. The purchase of good quality resources and enthusiastic leadership has had a positive impact on the successful implementation of the Literacy Hour through the school. Parents and governors have been advised and consulted on the school's literacy strategy. Good examples of the use of literacy skills across the curriculum abound within the school. These include a letter from a sixteenth century Tudor seaman to his parents in history, the retelling of Jesus' parables in religious education and describing the main features of Normandy in geography.
74. Pupils' response in English lessons is good. Attitudes are positive. Pupils are attentive. They listen well, especially during the introductory session. Pupils are keen to answer questions and are generally well motivated when undertaking tasks. Pupils' presentation of work is usually good. Behaviour in lessons is generally good, but there are some times when pupils become a little noisy. There are good examples of pupils using their initiative to find information in the library area, particularly in Year 5.
75. The teaching of English is good throughout the school. Over two thirds of the lessons observed during the inspection were judged to be good and one eighth were very good. No unsatisfactory teaching was observed in English. The teaching of this subject has improved significantly since the last inspection. The schools' implementation of the National Literacy Strategy has had a very positive effect on teaching. Teachers have a good knowledge and understanding of the subject.

They use accurate terminology and careful explanations in their teaching. Teachers are equipped with a good range of strategies with which to manage pupils. Teachers' planning is good. The tasks set for pupils are well matched to their ability levels and of a suitably challenging nature. Learning resources are used well to enhance pupils' progress. Learning support staff work closely with teachers. They support teachers with class management and teach small groups effectively, using teacher prepared materials. Marking procedures are good and the plenary session is usually well structured to consolidate earlier learning. The pace of lessons is largely satisfactory, but occasionally it flags, often in the middle of lessons when pupils are completing individual tasks.

76. The school has a good English curriculum. It is well balanced and is broadly based. The school has ensured that the elements of spelling, handwriting and reading are taught regularly, in addition to the normal allocation for literacy. A wide range of interesting writing opportunities are presented to pupils, which stimulate their thinking. Good examples include the topics of the "magic box" in Year 6, when pupils use their imagination to secrete their most treasured memories. Year 3 pupils write letters to Jessie, a sponsored pupil in Peru, telling of their own lives in Chadsmoor. Year 4 pupils have written their own inspection reports on the quality of the school and there were no key issues to report! Poetry is a particular strength of the curriculum provision. There are good systems for ensuring that there is progression and continuity in the delivery of the curriculum.
77. Procedures for assessment are good. Pupils' progress is monitored regularly, individually and as a whole class. A comprehensive analysis of national curriculum test results has enabled the school to pinpoint weaknesses in pupils' attainment and adjust curriculum provision accordingly. A process of target setting has recently been established which should further aid accurate pupil assessment set against particular goals. Statutory targets have been set to 2002.
78. The co-ordinator gives good leadership in the subject. She fulfils the advisory and monitoring roles well. She has established a good framework for future development. The ethos for learning in school is good. Pupils' work is prominently displayed. Authors are invited to visit school to add enrichment to the literacy provision. Learning resources are plentiful and of a good range and quality. Materials are chosen carefully to interest both boys and girls. The balance of books reflects a multi-cultural perspective.
83. **Mathematics**
79. Standards are lower than reported in the last inspection. The national test results and teacher assessment in 1998 showed that the proportion of pupils who achieved both the expected level and the higher level was well below the national average. Attainment was still below average when compared with that of pupils in similar schools. There is a slight improvement in 1999. Inspection findings are that attainment in mathematics is below average but higher than the results of the standardised tests for 1998 and 1999. Attainment in number is higher than in other aspects of the subject and pupils are becoming more competent in using and applying mathematics and in data handling. This is as a result of action taken by the school including the grouping of pupils by ability based on a detailed analysis of standardised tests and the school's own assessments. Planning is now better, as a result of the implementation of the National Numeracy Strategy and improved training for staff. Targets have been set up to 2002, for both individuals and groups of pupils.
80. Year 6 pupils use numbers up to four digits confidently and know about the four rules of

calculation. Pupils solve problems involving multiplication and division of two and three digit numbers. However, only the higher attaining pupils choose appropriate methods in solving more difficult written problems. Pupils generally have a good understanding of shape, space and measurement. They estimate and measure, using centimetres and some convert centimetres to metres, using decimal notation. Pupils analyse their methods of calculation and explain their reasoning. They collect, represent and interpret data in a variety of graphical forms. However, few pupils know what an axis is and only about a third of the average attaining pupils know how to calculate the total number of responses in a survey from the given graph. Mental calculation is a feature of all lessons and this is helping pupils to manipulate numbers accurately and to develop the ability to calculate, without the use of pen and paper. Pupils now use their mathematical skills well in other areas of the curriculum, including history and science, where they collect and interpret data using pictograms and graphs.

81. Throughout the school the vast majority of pupils make satisfactory progress. For example, Year 5 pupils are making satisfactory progress in learning and using multiplication tables and understand that division is the inverse of multiplication. They are learning about simple and equivalent fractions and how to use tally charts. They are making good progress in understanding how different forms of graphs are better for representing different forms of information. Year 4 pupils are applying their knowledge of number and skills of calculation in different situations. Although most pupils can quickly subtract two digit numbers, only about a third of them can explain how they do it. Most Year 4 pupils measure, using metres and centimetres and understand the relationship between these units. They identify shapes correctly including hexagons and octagons and are developing a clear idea of symmetry. Year 3 pupils are generally making good progress in using numbers up to 100 and higher attaining pupils understand the value of each digit including decimal numbers. They understand the terms horizontal, vertical and diagonal, when using a hundred number square to help with mental calculations and learning number patterns. Year 3 pupils are also making good progress in money work such as ordering coins of different value and making the same amount in different ways. Pupils benefit from learning mathematics through a variety of practical activities and many make good progress in relation to their prior attainment. The evidence is similar to that found at the time of the last inspection. However, unsatisfactory progress occurred in one lesson where the pupils' behaviour was not well managed. Pupils with special educational needs make the best progress when they are taught in specific groups and receive appropriately focused support.
82. The majority of pupils have good attitudes to the subject. They listen carefully to instructions and explanations. They willingly join in discussions and try to answer questions during the introductory and plenary parts of their numeracy lessons. Most sustain concentration and persevere with written and practical tasks. They work well both individually and collaboratively, sharing and developing ideas and supporting one another. In a small number of lessons, however, pupils are reluctant to follow instructions and they frequently interrupt the lesson by talking aloud when the teacher is instructing the rest of the class.
83. The quality of teaching throughout the school is almost always good with some examples of very good and excellent teaching. It is clear that the implementation of the National Numeracy Strategy, although at a very early stage, has already had a positive impact on teaching and this is promoting better pupil progress. Teachers now plan their lessons well with clear objectives. Additional strengths include secure subject knowledge and good explanations and demonstrations, using a blackboard or flip chart. Effective monitoring procedures ensure that pupils work on tasks appropriate to their ability. Good use is made of classroom support staff who intervene appropriately and assist pupils to make progress with their learning. In the one lesson where teaching was unsatisfactory, the poor behaviour of a small number of pupils slowed the lesson

down and the teacher was unable to deliver the planned lesson fully.

84. The subject is now well co-ordinated by the two members of staff who have very recently taken responsibility for the subject. The role of the co-ordinators is developing well. Their action plan identifies a number of strategies aimed at raising standards. To date, they have supported staff well with the implementation of numeracy lessons throughout the school and this is having a positive impact on the quality of teaching and learning. A policy statement is in place and there is appropriate guidance on curriculum coverage. Formal assessment is good and the regular marking of pupils' work informs future planning.

85. Resources for mathematics are adequate, but there is insufficient use of information technology to support the pupils' learning, particularly lower attaining pupils and those with special educational needs.

90. **Science**

86. Standards are slightly higher than at the time of the last inspection. Results of the 1998 National Curriculum tests showed that the proportion of pupils reaching the expected level was close to the national average and an average proportion achieved the higher level. This performance was above the average for schools having a similar intake at both the expected and the higher level of attainment. It was also slightly better than the teachers had expected. Over the previous three years, attainment has risen and held close to the national average. There was very little difference between the attainment of boys and girls. The more recent results, from the 1999 tests for eleven-year-old pupils, show a modest improvement, particularly in the number of pupils achieving the higher level.

87. Attainment in lessons largely reflects the results of the tests and is average, overall. Over two thirds of the pupils achieve the expected standards. Year 6 pupils are familiar with appropriate ways to record experiments. They know the importance of making scientific tests fair, but are not clear about controlling variables. Most understand how vibration creates sound and are generally conversant with the correct terminology. Year 5 pupils achieved well when they identified the variables in planning a fair test of different washing powders. About two thirds of pupils in a Year 4 class could correctly predict the outcome of an experiment to successively sieve a mixture, to separate the different grades of material. In Year 3, most pupils know about germs and the importance of keeping clean. A minority know about the different ways in which germs are transmitted. Pupils' past work is also satisfactory, generally reflecting these findings. However, there are too few opportunities for pupils to think for themselves. For example, Year 6 pupils use a similar format for recording experiments whatever their nature and have few opportunities to plan and conduct their own investigations. In Year 5, more original work is encouraged and this helps to raise standards. However, throughout the school, higher attaining pupils' are seldom significantly more advanced than others are.

88. Progress is sound, overall, and it is often good. The pupils are learning well, particularly in Year 5. They often complete a good amount of work and present it neatly and in a well-ordered manner. Progress, from both lesson observations and work scrutiny, is good from Year 3 to Year 5, but tails off in Year 6. All aspects of the subject are given good attention except for experimental and investigative work. Year 3 pupils have less competence in this than other aspects and this relative weakness is not fully overcome. The co-ordinator is aware of this weakness. Higher attaining pupils are sometimes provided with specific work that is more

difficult, but this is inconsistent and insufficient. Consequently, the progress of higher attaining pupils is uneven. The work of lower attaining pupils and pupils with special educational needs is often not significantly easier than that for the majority. These pupils are sometimes supported and teachers are very aware of their difficulties, making tasks fit their capabilities well.

89. The pupils' attitudes are satisfactory, overall, and often good. In about half the lessons, the pupils are very keen to learn. They listen, ask questions and concentrate well and explain their reasoning, using the correct terminology. More often than not the pupils behave well and are enthusiastic. Most are co-operative and helpful to each other with equipment and materials. Sometimes the older pupils collaborate well. They are usually friendly, confident and keen to answer the teachers' questions. Sometimes, in long teacher presentations, a minority of pupils fidget and others are too keen to answer questions and call out inappropriately. Older pupils are well aware of safety issues and are sensible with equipment. However, occasionally they are too keen and grab at materials.
90. Teaching is satisfactory, overall. There is occasionally some good and, in Year 5, some excellent teaching. There is also a small amount of unsatisfactory teaching. When unsatisfactory, teachers have too little knowledge of the subject. When excellent, there are high expectations and good opportunities for pupils to organise aspects of their own work. In some lessons, there is too little difference in the work given to pupils of different attainment. However, in most lessons class management is confident and pupils, classrooms and resources are organised well. Some teachers have very good control of pupils. Teachers provide sufficient resources and make good use of the available time.
91. The subject is led by a confident co-ordinator. The co-ordinator has not had specific training for this role and plans are in place for several days training led by the Local Education Authority adviser. There is a helpful assessment programme, including a detailed analysis of the last National Curriculum test results which usefully informs the next stage of planning. There is a good programme of enrichment activities, such as those in connection with environmental science, led by the co-ordinator. The school is working towards eco-school status. An audit of resources is being conducted. The school is generally well equipped. The school has a good programme of visits and events that help learning in the subject. All of these aspects of the school's provision contribute to the pupils' progress and raising of standards.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

92. It was possible to observe direct teaching of pupils only in Year 6. Judgements are made on these observations, discussions with pupils and teachers including the subject co-ordinator, and the scrutiny of pupils' work and school documentation. There has been satisfactory improvement since the last inspection and change has accelerated since the appointment of the new co-ordinator just over a year ago. Information technology is a major priority in the school development plan. However, provision and standards remain a significant weakness in the school..
93. By the end of Key Stage 2, standards are satisfactory, overall, but they are not high enough across all of the areas of the National Curriculum programmes of study. All pupils have an at least satisfactory knowledge of the names and functions of the component parts of a computer workstation. About two-thirds of the pupils seen in Year 6 have computers with CD-ROM at home. All pupils understand what CD-ROM is and how it can be used. They know how to use



the menus and mouse to search for and select specific information. All know how to print and most work out how to do this from an unfamiliar program. Pupils use a word processor to write about a range of subjects in different ways, such as stories, poems and lists of facts about the earth in space. This writing shows that pupils know how to use a good range of the available features of most word-processors, such as using columns, numbering paragraphs, changing the font and size of text and changing the position of text.

94. Progress is satisfactory, overall, but it is unsatisfactory in handling information and in control technology. This is due to insufficient opportunities and experiences. Pupils throughout the school learn about the basic features of computers and how to use word processors and painting and drawing programs. Pupils in Year 3 learn how to change the style, size and position of their writing such as writing a personal prayer or Christmas greeting. They also learn how to produce a simple block graph. Pupils in Year 5 are developing a good sense of presentation and layout through writing book reviews, for example. They have some knowledge of how sensors can be used to monitor a cooling liquid, for example and that the computer can display the results in the form of a graph. Through the use of the painting program, pupils throughout the school are developing finer mouse control and learning about simple graphic effects such as 'symmetry' and 'spray'.
95. Pupils' response is good. Pupils clearly enjoy information technology activities. Those seen working at computers were enthusiastic, listened to the teacher well and worked at a good pace. Behaviour was very good and pupils worked well in pairs. A small number of pupils in Year 6 spent too long just exploring the CD-ROM (particularly the sounds of unusual musical instruments) and did not concentrate on the set task enough. They were careful with the equipment, had a good understanding of the need to follow correct procedures when turning on and closing down a computer and were safe with electrical equipment in general.
96. In the few lessons seen, teaching was satisfactory. From lessons, classroom observations and discussions teacher knowledge and understanding of the subject are satisfactory. However, the very limited use of computers during lessons strongly suggests a lack of confidence or understanding on the part of the staff. Clear opportunities to extend skills in and make use of information technology were missed, for example in mathematics and science lessons. Lessons seen were conducted at a good pace. The tasks were matched well to the pupils' needs and allowed pupils to ask their own questions as well as those set by the teacher. There were good links with other subjects of the curriculum, particularly science and music. At the time of the inspection and over the previous year, there were insufficient opportunities for pupils to learn about databases and other ways in which computers can be used to analyse numbers and text and in control and modelling.
97. An enthusiastic co-ordinator is leading a range of developments, including staff training and improvements to resources. The current provision of one or two computers in each classroom and a small suite is barely satisfactory. There are plans for significant improvements in resources with a new computer room facilitating whole-class teaching throughout the school (with pupils working in pairs) and access to the Internet and National Grid For Learning. There are good arrangements for pupils to save their completed work on individual discs, but beyond this there is insufficient assessment and recording of what pupils know, understand and can do.

102. **Religious education**

98. There is no evidence of improvement since the previous inspection. Standards of attainment in religious education are broadly in line with local expectations. Although the moral and ethical aspects of this subject are an intrinsic part of the ethos and nature of this school, curriculum content and development are rather narrow.
99. By the end of the key stage, pupils have a basic understanding of Christianity. Through visits to the local church and lessons they gain some understanding of significant events in the life of Jesus and the signs and symbols associated with some major festivals and celebrations. Their knowledge of the key features of other faiths is limited to superficial facts acquired through topic work, assemblies and talks from local clergy and representatives from other faiths.
100. The majority of the pupils make satisfactory progress in lessons. Younger pupils are learning about prayer, but some are unclear about the difference between prayer and worship. Older pupils learn about food and its relation to different faiths. Some pupils can retell the biblical story of 'The Passover' in their own words, but few are aware of the significance of 'The Last Supper' in the Christian faith. Pupils' knowledge is narrowly based within the faith concerned.
101. In some lessons, progress is less than satisfactory as a result of weak planning and teachers' insecure subject knowledge. At the time of the inspection, there was limited evidence on which to judge progress over time. Pupils are interested in stories based on the life of Jesus and discuss the important moral and ethical issues that are contained within the stories, such as charity or kindness. The more explicitly religious themes identified in planning feature only briefly in lessons and there is only limited continuity and development from year to year.
102. Pupils' responses in the lessons observed were positive and they display an interest in the subject, using their own personal knowledge and experiences to engage in thoughtful and mature discussions.
103. The quality of teaching is satisfactory, overall. In the unsatisfactory lessons, teachers do not always make clear the relationship between religious belief and personal and social behaviour. Teachers deal with implicit moral values, such as caring for one another without considering the specifically religious content. Many staff use abstract issues and moral themes to teach aspects of the agreed syllabus. For example a lesson with the theme of "Worship" developed into a lesson about pupils' favourite "quiet place". However, no reference was made during the lesson to places of worship, reflection or prayer.
104. The school is fully implementing the locally agreed syllabus at Key Stage 2. The school's draft scheme is being developed with the diocesan adviser. This does not yet achieve an adequate balance. The programme for collective worship provides many good stimuli and starting points, but these ideas do not always spill over into the class lessons. The pupils have relatively few opportunities to express ideas in writing, although they do visit places of worship and meet representatives from religious communities. Pupils are keen to share experiences of religion gained outside the school. There are satisfactory resources, including Christian artefacts, but insufficient use is made of displays around the school to reflect the six major faiths.
109. **Art**
105. Pupils made satisfactory progress in those aspects of art which it was possible to judge during the

inspection. However, the subject is not as strong as it was reported in the last inspection and, due to the topic based approach, progress is not clearly distinguished from progress in other subjects, such as design technology. There are many examples of good work displayed around the school and much of this has stemmed from the inspiration of visiting artists and special projects. Pupils also keep a book into which occasional examples of their work are placed, such as an observational drawing or a print. Year 6 pupils' books contain a limited amount and range of work largely from previous years, although much of it is not dated. The progress shown through this work is inconsistent from year to year. The pupils' observational drawing is generally of sound quality and pupils gain in some techniques, such as shading, as they grow older. Pupils become self-critical and try hard to improve their drawing. They have some opportunities to experiment with a number of different media and tools. However, progress in some lessons is limited when the pupils do not develop their thinking to evaluate their own and others' work. Pupils also have opportunities to view and understand examples of professional artwork and use this in their own work, such as the pop-art depiction of an onomatopoeic word. Progress in lessons ranges from good to unsatisfactory.

106. Pupils' attitudes are satisfactory, overall, and often good. They usually enjoy lessons and are keen to improve their skills. They often listen well to the teacher's instructions and explanations and are sometimes self-critical. On a few occasions, a minority is competitive and in some classes is noisy or loses interest after a period. This leads to distraction from work and unsatisfactory behaviour. However, in the large majority of lessons pupils are well behaved and persevere in their tasks well. They particularly enjoy using new techniques. In many lessons, the pupils are helpful to each other, share materials and discuss the set tasks well. Relationships are generally good.
107. The quality of teaching is satisfactory, overall, and ranges from good to unsatisfactory. The good teaching features good relationships, with confident discipline and good attention to detail. Expectations are high, tasks are challenging and pupils have plenty of opportunity to discuss their work. The unsatisfactory teaching either has weak discipline or too little attention to pupils' progress in key elements of the subject, such as evaluation. Planning for the subject is in some cases amalgamated with lessons in design technology. On these occasions, there is a lack of clarity about what skills and understanding are to be developed. There has been little training for teachers recently but previous workshops have involved the teaching of printing techniques.
108. The subject does not have a scheme of work and the pupils' experiences and progress are consequently hard to track. This has not improved since the last inspection. There is a lack of clarity about what teaching in the subject should comprise. However, there is said to be a concentration on painting and printing. Each year group has a pack of large prints of famous artists' work. Planning is monitored, but largely for which topics are being studied and not for the teaching of skills and understanding, or for the amount of time that pupils spend on the subject. Some pieces of pupils' work are stored as examples of their learning, but there are no criteria for assessment. Resources are sound and generally well used. Teachers provide a good range of materials. There is a good programme of visiting artists who significantly enrich the school's provision.
113. **Design and technology**
109. The school provides a worthwhile experience in design technology and pupils make satisfactory progress. Throughout the school, pupils develop satisfactory making skills and joining techniques and develop their skills of evaluation steadily. Year 3 pupils learn that it is helpful and important to produce design proposals before making things. Pupils have completed a good range of

activities, learnt about a range of materials and developed different techniques. For example, they have used paper, wood, card and fabrics and wood to design and make Roman purses, house shields, quite complex weatherboard calendars, picture frames and three-dimensional models of buildings. Year 4 pupils have explored paper sculpture techniques such as hinged flaps, simple levers and concertina folding when designing and making greetings cards and books. Some have worked well as a group to make a large robot figure which now lives in the school library. During the inspection, Year 6 pupils were working on their designs for pennants. Pupils are investigating materials for suitability of purpose and beginning to understand that design and make activities may take place over a considerable period of time.

110. In the two lessons seen, Year 6 pupils responded positively to the set tasks. Behaviour and attitudes to learning were both good. A few pupils take a little while to settle at the start of the lesson, but all stay on task for a long time and achieve a good amount. Most pupils follow the teachers' instructions well and are careful with materials and resources such as fabric paints.

111. Teaching is satisfactory. The two lessons seen, photographic records, saved completed pupil work and informal discussions with teachers all contribute to this judgement. Sometimes there is an insufficient, specific focus on design technology skills and processes in tasks that nevertheless contribute well to other subjects, such as art, drama and history. The school has adequate resources which are used and organised well. However, there was no evidence of pupils using construction kits or other materials to incorporate mechanisms and movement in their work.

#### 116. **Geography**

112. The school provides a worthwhile experience in geography. Pupils make sound progress throughout the school. Pupils satisfactorily develop their skills and understanding of mapping. Year 3 pupils know that a plan is a view "looking down from the roof". They locate the position of their own tables and other class furniture on a plan of the classroom. Pupils are beginning to understand that a key is needed on maps and plans to help the reader identify features. Year 4 pupils gain knowledge of other areas of England when they focus on a study of the Isle of Wight. They successfully locate settlement features using the co-ordinates on a tourist map of Newport. Pupils acquire a sound knowledge of the continents and oceans of the world in Year 5. They name European capital cities and improve their research skills through their study of France. The oldest pupils in school are beginning to analyse geographical data using their numeracy skills. They identify rainfall and temperature patterns from the climatic graphs of different cities around the world. Higher attaining pupils are beginning to make logical interpretations based on their previous knowledge. They realise that seasonal weather patterns are reversed between the northern and southern hemispheres and that conditions of consistently high temperatures and high rainfall prevail in countries near the equator. Pupils with special educational needs progress at a similar rate to other pupils in their class.

113. Pupils' attitudes in geography lessons are largely positive. Tasks are tackled enthusiastically and work is generally well presented. Pupils' behaviour is sound, but there is some restlessness, particularly at the start of lessons when pupils enter the classroom and at the end when interest begins to wane.

114. Overall, the standard of teaching is sound. Lessons are well planned with clear geographical learning objectives which promote pupils' knowledge, skills and understanding. Teachers introduce new concepts and facts in lessons to build on pupils' existing knowledge and ideas

systematically. Learning resources are used effectively. They are relevant and stimulate pupils' interest in learning. Teachers mark pupils' work thoroughly. Comments are positive and offer advice on improvement. There are some unsatisfactory features in some lessons which limit pupils' progress. These are weak pupil management and insufficient pace.

115. There is a well-balanced curriculum for geography. It is broad and covers all the elements of the National Curriculum. The study of Chadsmoor is particularly successful in developing the pupils' understanding of land use and local issues. The school pays due regard to the European study element and provides pupils with a sound background knowledge of France. Involvement in the "Socrates" European link project demonstrates the school's commitment to giving pupils a rich geography curriculum. However, the "contrast and compare" skills element and focus on environmental change is under-represented in the curriculum provision. Although termly teacher planning is thorough and takes account of the need to enhance pupils' skills, knowledge and understanding there is no overall school scheme of work for geography. Without a structured scheme the school relies too much on teachers' intuitive knowledge to deliver the curriculum and this leads to patchy, inconsistent pupil progress. Teachers keep observational notes on pupils' progress which aids the process of reporting to parents at the end of the school year. However, this is insufficient to monitor pupils' progress accurately.

116. The co-ordinator for geography has a good subject knowledge and fulfils the advisory role well. The monitoring of pupils' achievement and of the teaching of geography is unsatisfactory. There are too few opportunities within the school structure for this role to be developed. However, the whole school development plan identifies the need for the co-ordinator to take part in monitoring in the future. There is a good ethos for learning in the school. Displays and maps are evident in classrooms and corridor areas, focusing pupils' attention on geographical issues.

121. **History**

117. Standards in the subject are similar to those found at the last inspection. Progress is satisfactory and, by the end of Key Stage 2, the majority of pupils demonstrate sound factual knowledge of different periods of time, including life in Roman and Greek times. Most pupils have a good knowledge of features of British life particularly the Tudor period. Through the study of local history, pupils are developing a good understanding of life in Victorian times. They are developing skills of historical enquiry by researching information from reference books, local museums and the heritage centre. For example, a Year 5 class examined an 1891 Census return for the local area to find out about aspects of life at that time. Year 4 pupils use the local heritage centre and local museums well to learn about the history of mining and about the origin of their own school which opened at the latter end of the 19<sup>th</sup> century. They take part in historical research at the local museum and one class has helped to set up a listening post, providing insight into the lives of the early miners.

118. All pupils have positive attitudes to learning. They enjoy and show pride in their work which is always presented well. Many pupils ask intelligent questions of a historical nature, use their time efficiently and organise their work well. Their behaviour is good and they concentrate for long periods, working conscientiously both individually and in groups. Pupils show a willingness to share resources and interact well with their teachers. Given the opportunity, many pupils are highly motivated to pursue historical enquiry from secondary sources.

119. The standard of teaching is good, overall. The good planning includes clear learning objectives

and reference to the key elements of the National Curriculum. Teachers stimulate pupils' interest and promote their learning well, for example, by allowing them to follow their own lines of research. Teachers use questioning and discussion skilfully to promote learning. Opportunities to develop pupils' debating skills and enquiry and critical analysis skills are fully exploited. Work proceeds at a good pace. However, the procedures to assess and record what pupils know, understand and can do and the use of this information to inform what will be taught next are used inconsistently.

120. The subject is co-ordinated well. Resources, including borrowed artefacts and books, are good and contribute to the attractive displays around the school. The school is currently piloting the Qualifications and Curriculum Authority's exemplar scheme of work which provides staff with a clear basis for long and medium term planning. The curriculum meets statutory requirements and is enhanced through the effective use of information technology and regular visits to places of historical interest which contribute well to pupils' spiritual moral, social and cultural development.

125. **Music**

121. Progress is good, overall. This indicates that the good provision and standards described in the last report have been maintained. Year 3 pupils have satisfactory skills in rhythm work and as pupils progress through the school these improve well, so that by Year 6 they are good. Even in Year 4, the large majority of pupils know appropriate French rhythm names and are learning tonic-solfa names well. They make good progress in composing simple rhythms, playing untuned percussion instruments and some also sing solfa names confidently alone. By Year 6, most pupils can, for example, read the rhythms depicted on musical scores and clap these accurately without hesitation. Progress in singing is not quite as strong but the quality of singing in hymn practice, for example, is satisfactory.
122. Behaviour is satisfactory, overall, and in some lessons it is good. Most pupils are interested in the lessons and enjoy the activities. Consequently, they usually maintain concentration well. Occasionally, this lapses for a few, when an aspect of the lesson is drawn out. The pupils respond well during quiet reflective moments and when listening to recorded music. When playing music, pupils follow the conductors' instructions well and pupils are often good conductors themselves. Pupils work well in groups or pairs when asked to do so. For example, Year 6 pupils play quite well together despite their limited individual skills.
123. The quality of teaching is good. It varies between very good and satisfactory. Most teachers have good knowledge of the subject and of pupils' common errors. Instructions and explanations are very clear. Control and discipline are usually good. Lessons are conducted at a good pace and feature well-structured activities to maintain pupil interest and develop skills. Lesson plans sometimes fail to specify what the pupils will learn, but the teaching has a clear focus and contributes well to the pupils' good progress. In most lessons, the expectations are high and there is very good attention to detail. However, activities are occasionally insufficiently challenging for the higher attaining pupils.
124. The subject is led well by an enthusiastic co-ordinator. Planning is monitored. There is an interim scheme of work that is strong in planning the development of the pupils' sense of rhythm and playing skills. It is less effective in providing a framework for developing listening and appraising, by listening to a wide range of music. Lesson in Years 3 and 4 are taught by the co-ordinator. Some of the lessons in Years 5 and 6 are taught by a visiting music specialist, who

helps the class teachers to plan the others. The choir has practices after school, contributes significantly to the pupils' progress and achieves a good standard of performance. The choir performs at outside events. A number of other events and activities enrich the curriculum, such as visiting musicians and instrumental tuition in recorder, violin and woodwind.

129. **Physical education**

125. The previous inspection report judged the standard of teaching in physical education to be good and the limited procedures for monitoring were identified as a weakness. Comparing the present position with the evaluation from the previous report indicates that little improvement has been made in the provision for physical education. Pupils generally make sound progress in physical education throughout the school. They are well placed in Year 4 to meet National Curriculum targets in swimming by the end of the key stage.
126. In Year 3, the youngest pupils in school make sound progress in the control of their movements in gymnastic lessons when sequencing their activities. Through practice they make gradual improvement. Teachers help pupils understand how their movements can be improved. During swimming lessons, Year 4 pupils increase their levels of stamina. Regular practice of arm and leg action and the precise teaching of techniques enable pupils to improve their speed of propulsion through the water. They gain in confidence and observe safety regulations in the swimming pool. Higher attaining pupils swim well beyond 25 metres confidently using a range of strokes. Average attaining pupils swim approximately 10 metres using a front crawl style. They are beginning to learn the techniques involved in floating. The lowest attaining pupils use swimming aids in the water to move across the width of the pool. Year 5 pupils are making good progress in gymnastics through well-targeted teaching. They perform imaginative movements whilst developing sequences on mats. Pupils are confident enough to experiment. They control and refine their gymnastic actions well. Teachers intervene successfully and help pupils make judgements to modify their performance. In Year 6, levels of control in games are increased by consolidating skills in dribbling, passing and shooting. Pupils show the beginnings of an understanding of the use of tactics by moving into spaces to receive a pass. Pupils with special educational needs progress at a similar rate to other pupils in their classes.
127. Pupils enjoy their lessons in physical education. They behave well and are enthusiastic when taking part in physical activity. They work collaboratively in team games and paired work. The majority of pupils are committed and are keen to improve their performance. They show a good sense of sportsmanship.
128. The teaching of physical education is sound, overall, but there are teachers with expertise in the subject whose teaching is good. Lessons are planned thoroughly with specific learning objectives in mind. Pupils are generally well managed. Explanations are given clearly, especially those relating to safety issues. The pace of lessons is usually sound and resources are used appropriately to improve pupils' skills. During the inspection, no reference was made to the effect of exercise on the body. This element appears to be neglected in lessons.
129. The curriculum is broad and well balanced. It covers all aspects of physical education in the National Curriculum including adventurous outdoor activities, which take place at a residential centre near Shugborough Hall. The time allocated to physical education within the school week is used effectively to stimulate pupils physically and mentally. There is no scheme of work in place to provide a framework for development across the four years of the school. This hampers the consistent progress of pupils and assessment procedures are limited. A general record of

swimming achievement is retained but no other formal system exists to gauge pupils' progress. There is a satisfactory number of extra-curricular clubs in sport and dance.

130. The co-ordinator is new to the post and has had insufficient time to make an impact on the subject. There are long term plans to set up procedures for the monitoring of teaching and learning to enable informed evaluation of attainment to take place. Learning resources are good. Facilities for outdoor games are good, with a wide range of equipment to support activities. Some of the hall apparatus is large, heavy and cumbersome. It is unsuitable for the use of younger pupils because of its weight and the time taken to assemble the various units.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

131. The inspection of Chadsmoor CofE Junior School was undertaken by a team of five inspectors who, over a five-day period, completed a total of twenty-four inspector days in the school.

136.

#### **136. Prior to the inspection**

- .Meetings were held with the headteacher, members of the governing body and the teaching staff.
- .The Registered Inspector held a meeting with 24 parents and the responses to 94 questionnaires were analysed.
- .Documents provided by the school were analysed.

#### **During the inspection**

- .83 lessons or parts of lessons were seen, representing 63 hours of classroom observation.
- .Discussions were held with the headteacher, the Chair of governors and nine other representatives of the governing body.
- .Planned discussions with were held with the teaching staff on subject and whole school issues.
- .There were daily meetings between the Registered Inspector and the headteacher.
- .Inspectors examined the written work of many pupils. All of the available work of a representative sample of current pupils from each class and retained work from last year were scrutinised.
- .Pupils from each year group were heard reading and were questioned on their knowledge and understanding of books.
- .Time was spent talking to pupils during lessons, over lunch and at playtimes.
- .Observations were made of pupils arriving and leaving school, during breaks and lunchtimes and participating in extra-curricular activities.
- .Attendance registers were inspected.
- .Teachers' planning documents and records were inspected.
- .Inspectors attended assemblies.
- .Discussions were held with other members of staff, parents and visitors to the school.

## 137. DATA AND INDICATORS

### 137. 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	329	7	52	70

### 137. Teachers and classes

#### 137. Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent):	13.7
Number of pupils per qualified teacher:	24

#### 137. Education support staff (Y3 – Y6)

Total number of education support staff:	7
Total aggregate hours worked each week:	113

Average class size:	27.4
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137.

### Financial data

Financial year:	1998/99
	£
Total Income	508414
Total Expenditure	511292
Expenditure per pupil	1486
Balance brought forward from previous year	18260
Balance carried forward to next year	15742

137. **PARENTAL SURVEY**

Number of questionnaires sent out: 267

Number of questionnaires returned: 94

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	50	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	52	4	1	0
The school handles complaints from parents well	24	53	12	6	1
The school gives me a clear understanding of what is taught	26	66	6	2	0
The school keeps me well informed about my child(ren)'s progress	26	57	9	5	1
The school enables my child(ren) to achieve a good standard of work	29	63	4	3	0
The school encourages children to get involved in more than just their daily lessons	20	61	14	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	50	10	12	3
The school's values and attitudes have a positive effect on my child(ren)	26	60	13	1	1
The school achieves high standards of good behaviour	18	62	15	2	2
My child(ren) like(s) school	40	50	5	3	1

137.