

INSPECTION REPORT

St Andrew's CE Primary School

Nesscliffe, Shrewsbury

LEA area: Shropshire

Unique reference number: 123477

Headteacher: Mrs. J. Parr

Reporting inspector: S.Dobson
18074

Dates of inspection: 22-24 May 2000

Inspection number: 190316

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Hopton Lane Nesscliffe Shrewsbury Shropshire
Postcode:	SY4 1DB
Telephone number:	01743 741331
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P. Dransfield
Date of previous inspection:	6.11.96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Stuart Dobson	Registered inspector	English Science Information Technology Religious Education Design and Technology Equality of Opportunity Special Educational Needs English as an additional language	The school's results and achievements. The quality of teaching The quality of leadership and management.
Jennifer Madden	Lay inspector		The quality of the school's partnership with parents The quality of care of pupils
Angela Smithers	Team inspector	Mathematics Art Music History Geography Physical Education Under-fives	Pupils' attitudes values and personal development Quality of the Curriculum

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	13
HOW WELL IS THE SCHOOL LED AND MANAGED?	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Andrew's C.E. Primary School is a very small school with 73 pupils on roll. At present about two thirds of the pupils are girls. The children begin school in the term before their fifth birthday, joining a mixed age class of reception children and pupils in Years 1 and 2. Many of the children have no pre-school or nursery experience. Attainment on entry, as recorded in the baseline assessment, is below average for Shropshire. A below average number of pupils are entitled to free school meals and a below average number are included on the school's register of pupils with special educational needs. There is one pupil with a statement of special education need. The percentage of pupils with English as an additional language is relatively high, as there are some pupils from other European backgrounds. A significant number of the pupils have joined the school at times later than the reception class.

Since the last inspection there has been a significant increase in the number of pupils attending the school.

HOW GOOD THE SCHOOL IS

This is a very good school with great strengths in every area of its work. Pupils make good and often very good progress in all areas of their development. By the end of Key Stage 1, almost all of the pupils reach at least the nationally expected levels in English, mathematics and science and all of the other subjects of the curriculum. In Key Stage 2 their good progress continues and many reach levels above those expected nationally in all subjects. Academic development is only one of the strengths of the school. The ethos of the school has a tremendous impact on the pupils giving them a great sense of security and self-worth, giving them a model of good behaviour and enabling them to develop into courteous and considerate young people. The quality of teaching is very good in every class and this is a major factor in such high quality provision. The school is very well led and managed and despite being regarded as a successful school for some time, there is still a continuous effort to improve further. Because the school is small, costs are relatively high, but this school nevertheless gives very good value for money.

What the school does well

- The quality of teaching is very good overall at both key stages and for the children under five. The outcome of this, is that by the end of their time in school, pupils reach above average levels in most subjects of the curriculum.
- The quality of the curriculum is very good. The school gives appropriate attention to literacy and numeracy but has maintained a well-balanced curriculum and pupils receive a very broad education.
- The daily life of the school and the high expectations of the teachers help the pupils to develop very positive attitudes towards themselves and others. Pupils are very supportive of each other.
- There is very good provision for pupils' spiritual, moral, social and cultural development.
- The school cares well for pupils and involves parents in their child's education.
- The school is very well led and managed in a manner which gets the best possible performance from everyone concerned.

What could be improved

- The documentation describing the current provision, in order that the school has criteria by which to judge and inform future performance.
- There is a need to establish a cycle of review for some routine tasks.

The areas for improvement will form the basis of the governors' action plan.

The areas for improvement are included in order that the current high standard of education can be maintained in the future.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996 and was given a very good report. All of the strengths indicated in that report have at least been maintained. The school was asked in particular to re-write the school's aims in order to reflect more accurately what the school is trying to do better. This has been successfully completed. The school was also asked to explore ways in which parents' involvement in children's learning, particularly at home, could be further developed. This has been successfully addressed and there is now a useful and meaningful pattern of homework and other links are also improved. The school has therefore made good progress since the last inspection, has done very well to maintain its strengths and has good capacity to accept future challenges.

STANDARDS

The number of pupils in each year group is very low for example in 1999 there were only 6 pupils in Year 6. Therefore comparative statistics do not present an accurate picture of the school's achievements when each pupil accounts for more than fifteen percentage points. The school reaches consistently good levels in English and science. Levels achieved in mathematics are always slightly lower. The school is aware of this. The school monitors individual pupil performance and the information held indicates that pupils are making good progress in all three subjects. The school reaches and sometimes exceeds its own targets.

The work seen indicates that from an average or slightly below average starting point, the pupils make consistently good progress from reception class to the end of Year 6 and they achieve levels which are above those expected in all subjects of the curriculum. This is a considerable achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards school and learning. They are enthusiastic and try to do their best for themselves and their teachers. Most of the pupils work very hard.
Behaviour, in and out of classrooms	Behaviour is very good. Almost all of the pupils behave very well at all times, even when not closely supervised.
Personal development and relationships	Pupils' personal development is very good; they have very positive relationships with each other and with their teachers.
Attendance	The level of attendance is similar to the national average and is therefore satisfactory.

Almost all of the pupils are a credit to the school at all times. They are polite and courteous and develop very good relationships with others.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The teaching of the under-fives and Key Stage 1 is good and very good in equal measure. At Key Stage 2, teaching is very good or excellent in 75 percent of lessons, good in a further 20 percent and satisfactory in 5 percent. In the school overall, 97 percent of lessons are good or better and just 3 percent are satisfactory.

Both English and mathematics are taught well. The teachers maintain a very good focus on literacy, teaching the skills of reading and writing well. The teachers have a very good knowledge of the whole curriculum and they teach with confidence.

The overall quality of learning is good though often very good. The pupils respond well to the very good teaching and are eager to please the teachers and produce good work for themselves. Because the teachers know the pupils well, they plan appropriate lessons and therefore pupils of all abilities, including those with special educational needs and English as an additional language, make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a very good curriculum. All statutory requirements are met. There is a suitable, but not excessive emphasis on literacy and numeracy skill development and very good links are made between the subjects.
Provision for pupils with special educational needs	The provision meets all statutory requirements. Good quality education is provided for these pupils because the teachers match work well to their needs. The provision for the pupil with a statement of special educational needs is very good.
Provision for pupils with English as an additional language	The provision for these pupils is good because the teachers match work well to all pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. The provision is very good and the pupils respond very well.
How well the school cares for its pupils	The school takes very good care of its pupils. There are very good procedures for assessing pupils' personal and academic progress and using the information gained to plan an appropriate curriculum. There are very good procedures for child protection.

The whole curriculum is good because the school considers pupils' needs when planning. The staff review and reflect upon curriculum innovation before making major changes. Good care is taken of all pupils and there are good relationships with the parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher who leads by example in all aspects of school life. All other teaching staff make a strong contribution to school development.
How well the governors fulfil their responsibilities	The governors have a good understanding of their role and take all necessary steps to fulfil their statutory responsibilities. The governors know intuitively that this is a very good school but there are no clear written criteria on which to judge present or future effectiveness.

The school's evaluation of its performance	The school's evaluation of its own performance is accurate and this informs school development planning. The systems for evaluating performance other than the pupils' academic performance are somewhat informal and whilst effective with the current staff, do not provide a model to be used in a range of circumstances.
The strategic use of resources	Resources are used very well especially the finances available for staff development which have a great impact on the quality of teaching and learning. School based resources are used well to support learning. The head and governors make efforts to achieve best value for money.

Despite a lack of clear performance criteria, the headteacher, staff and governing body have a clear view of the strengths of the school. There are few weaknesses to know about. The recording of some aspects of the life of the school, such as risk assessments, are not regularly recorded. Financial management is good and the headteacher and the governors take steps to obtain best value for money. The school is mostly well staffed, though the very wide spread of age and capability in the reception/Year1/2 class puts a strain on the teacher's time. The accommodation is good and it is used very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The vast majority of parents are pleased with every aspect of school provision. 	<ul style="list-style-type: none"> A minority of parents would like to have more out of school activities. The parents consider homework could be more challenging

The inspectors agree that the parents are right to be pleased with this school. The school provides a similar number of out of school activities to other schools of this size. Homework was reviewed. The pupils are given progressively more homework as they move through the school and most of the pupils indicate that they sometimes find it hard. The inspectors cannot establish a pattern of lack of challenge in homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 From the work seen it is clear that the school achieves good standards in every subject by the end of Key Stage 2. Almost all of the pupils reach the nationally expected levels and many reach levels that are higher.

2 Because numbers of pupils in each year group are so low, (less than 10 in many of the cohorts) analysis of the annual test results does not give a reliable picture of the school. For example in 1999 each pupil accounted for more than 15% of the final grades. What can be said of test results is that generally, the school's performance is similar to the national average in English, mathematics and science at Key Stage 1 and above the national average at Key Stage 2 in all three subjects, though attainment in mathematics is consistently slightly lower than that in English and science. The overall picture is one of sustained progress from reception to year 6 and this situation has been maintained for some years. Clearly where even one pupil has special educational (learning) needs, results can be adversely affected. Comparison with similar schools is virtually meaningless with these numbers of pupils.

3 Any judgement of this school, based simply on the outcomes in English, mathematics and science, would be an injustice because pupils achieve well in all subjects of the curriculum; attainment in each being above that expected nationally.

4 A consistent trend in progress is easy to establish. Pupils enter the school with average or slightly below average attainment levels. A limited number of pupils have experience of nursery or pre-school. From the outset, pupils are given a very good range of learning experiences and they are encouraged to listen, to talk and to discuss, thus broadening their vocabulary. By the end of Key Stage 1 they achieve the nationally expected levels in English and mathematics tests, they have a good knowledge and understanding of science, and have similar levels in all other subjects. This very good foundation is build upon in Key Stage 2, by the end of which, pupils achieve good levels across the full range of subjects.

5 There were no issues raised on standards at the last inspection and there are currently no issues.

Pupils' attitudes, values and personal development

6 Relationships within school are excellent. All pupils show very good attitudes to their work. Their behaviour is very good and the personal relationships which they establish with other pupils and with all the adults in the school community, are also very good.

7 Pupils derive immense enjoyment from their lessons and respond well to the challenging tasks set them. They listen attentively and have the confidence to express their opinions and listen to those of others. They value everyone's contribution to discussions. In religious education they show great sensitivity to each other while talking about memories.

8 Pupils behave well at all times of the school day. Lunch times and break times are orderly and pleasant experiences. They relate extremely well to one another and to all members of staff. They are very tolerant; they help and support each other both in the classroom and around school, and they are polite to their peers and to adults and are aware that a high standard is always expected of them. They spontaneously help one another and are aware of communal needs, for example while pupils move around during an assembly they do so without being directed to allow free access for others. Pupils are keen to take on responsibility and help with answering phone calls and tidying the school. The pupils take their own work seriously paying good attention to homework.

9 The level of attendance is similar to that expected nationally and there have been no exclusions. This is a strength of the school and contributes significantly to the positive learning environment. The very good provision has been maintained since the last inspection report.

HOW WELL ARE PUPILS TAUGHT?

10 The overall quality of teaching is very good throughout the school. 97 percent of teaching is good or better with 66 percent being very good or excellent. Only one lesson (3 percent) was satisfactory. There was no unsatisfactory teaching.

11 The under fives and the majority of pupils in Key Stage 1 are taught as a single class. Here the quality of teaching is always at least good and most often very good. The difficult task of dividing the teachers' time between the very young children and those in Key Stage 1 is very well managed. Efficient use is made of the time of additional support assistants, and parental assistance is also well planned for and deployed. The teacher ensures that she is directly involved with at least some part of each activity with each group.

12 A few of the Key Stage 1 pupils are taught alongside the youngest pupils in Key Stage 2. In this and the other Key Stage 2 class, the quality of teaching is very good or better in 75 percent of the lessons seen and is good in the majority of the remainder. In one lesson, when the pace was rather slower, the quality of teaching was judged to be satisfactory.

13 The quality of the teaching is virtually always of a very high standard and this has a tremendous impact on the pace and extent of learning. The pupils are continually exposed to interesting and exciting lessons, they are supported very well both personally and academically and can therefore make best progress at all times. The teachers work very hard indeed to achieve these high standards. Pupils agree that this is the normal pattern for the school and most indicate that following a holiday they are eager to return because the school is so interesting.

14 Almost all aspects of teaching are strong. In particular, the teachers concerned have developed a very broad knowledge and understanding of subjects and approach lessons with great confidence. They also make very good use of assessment, getting to know the pupils' strengths and weaknesses very well. From this good knowledge, they are able to plan appropriate lessons for all pupils and maintain high, but not unreasonable expectations of everyone. Added to this, the teachers demonstrate a genuine sense of enjoyment in being at the school. They are fully committed to making education a success for everyone. This is demonstrated in the school's approach to pupils who are experiencing, sometimes extreme personal difficulties. The school is sympathetic, secure and caring, but nevertheless expects the highest possible standards. Pupils of all abilities are encouraged and supported in making the best progress possible.

15 All of the teachers have the same high expectations of behaviour, pupils respond well and as a consequence, there are few if any instances of inappropriate actions.

16 The teachers' good knowledge of the curriculum extends to the teaching of literacy and numeracy skills. The teachers have incorporated those aspects of the National Literacy and Numeracy Strategies which were appropriate to the school's own curriculum. All of the teachers regularly attend subject courses provided by the local education authority and this has been an excellent way of them keeping up-to-date with developments and changes. Because the teachers' knowledge is good in all subjects there is little variation in the quality of teaching. It is almost always good or better.

17 The quality of teaching has been maintained since the last inspection. The same strengths are apparent, for example the teaching of subjects such as poetry, religious education and music sometimes reach excellence, mainly because of the sensitivity of the teacher and the manner in which pupils are included.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

18 The curriculum fully meets statutory requirements. There is very good emphasis on literacy and numeracy and all subjects are covered in depth through stimulating tasks and activities. The links made between the subjects through the planning of themes and topics enable pupils to develop skills, knowledge and understanding, which they use and apply in different contexts. The core skill of writing

is used very effectively across the curriculum, particularly in history and geography. Poetry is used effectively to stimulate ideas, for example pupils write their own version of The Magic Box by Kit Wright using very evocative language. The creative dimension is valued with high expectations in art and music.

19 The curriculum for children under five years old is good. This is achieved by careful planning of different times of activities of different lengths within the planning for the mixed age Key Stage 1 class. There is breadth and balance in the range of activities and they are practical and relevant. Good emphasis is placed on the key skills of speaking and listening. Opportunities for children to develop as independent learners receive slightly less emphasis and this continues to be evident throughout the school.

20 The policy and scheme of work for religious education meet the requirements of the locally agreed syllabus. Sensitive provision is made for sex education and other health related issues. Also, this is supported by projects such as STAR (stop, think, act, reflect) and visits to "crucial crew". The provision for pupils with special educational needs is good, and care is taken to enable all pupils to have equal access to the curriculum and they are grouped and regrouped according to their needs.

21 Visits and visitors enhance the curriculum, for example poets and potters. Pupils have the opportunity to attend a residential centre at Arthog where they encounter gorge walking, rock climbing and canoeing. There is a good range of extra curricular activities including orchestra, gardening and drama. There is a good number of sporting opportunities set up within the good and supportive small schools network to which the school belongs. Within this, pupils compete in swimming galas, five a side tournaments and area sports.

22 The provision for pupils' spiritual, moral, social and cultural development is very good. The school has a caring ethos, which embodies clear values and enables pupils to reflect. Topics within religious education enable pupils to develop sensitivity and empathy and an awareness of significance. The whole curriculum encourages the enjoyment and excitement of learning, and through poetry they explore the creative power of language. The school teaches its pupils the difference between right and wrong and actively engages them in setting the school rules and in writing the code of conduct for behaviour. Pupils work well together and co-operate throughout the school. During discussion, pupils offer helpful advice on problems encountered and support their friends well. Cultural education is effectively promoted through art, music and poetry although their knowledge of English literature is not as well developed. Pupils from the school contribute to music festivals such as the Caribbean and African events within the area. They look at the work of the Swedish botanical illustrator, James Bauer. They study comparative religions within religious education.

23 The school has maintained the very good provision since the last report.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24 The school takes very good care of all its pupils including those who have special educational needs. There are very good relationships between the staff and the pupils and between the pupils themselves. Staff know the pupils very well and give them very good support and guidance. The pupils feel completely secure.

25 The school has very good procedures for pupils' welfare including child protection. Good arrangements are in place for first aid and actions taken are recorded appropriately. Staff have a good awareness of health and safety issues but risk assessments are not regularly recorded. Procedures for monitoring and promoting attendance are good. All reasons for absence are promptly notified and if not, the school checks immediately with the parents or carers.

26 The procedures for monitoring and promoting good behaviour are very good and there are, as a consequence, very few inappropriate actions. Pupils very quickly learn what is and is not acceptable. There are few if any instances of oppressive behaviour and there are procedures to deal with this should it arise.

27 The school has very good procedures for assessing pupils' academic progress. Good analysis is made of pupils' test results from entry into school onward and pupils' profiles are created in order that trends in development can be established. The teachers set targets for the pupils to achieve and the pupils contribute their ideas to this. The teachers use their knowledge of the pupils well in planning the curriculum in order that the learning targets and the activities provided set a suitable challenge for all of the pupils. Good records are kept. Mostly, teachers' assessments are accurate.

28 Pupils' personal development is monitored by all of the teaching staff and this is shared with both the pupils and their parents. The staff know the pupils very well. Pupils are given good support on entry to the school and are prepared well for their move to secondary school.

29 Pupils' achievements are shared in assemblies and a record of achievement is developed for each pupil as they move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30 Parents' replies to the questionnaire make it clear that they think that the school is very good for their children, the only slight area of disagreement being the amount of work pupils do at home. These views were echoed at the Parents' Meeting and by parents interviewed when they were collecting their children. The inspectors agree that parents are right to be pleased with the school and can find no evidence to confirm that there is anything unusual about the amount of homework.

31 Information about the school and the progress of pupils is satisfactory. The Prospectus is clear, informative, and well written. Parents receive regular correspondence about the school, and in addition they receive the Headteacher's Report to Governors. The Annual Report to parents shows a clear knowledge of each pupil and their progress, but gives minimal information about future targets. Parents can ask for a formal discussion of these reports if they wish and there are two other parents' meetings during the year.

32 The majority of children are delivered to and collected from school, and teachers are always available at these times to talk to parents. Some parents help in school with, for example, swimming, physical education and recorder tuition. Many parents, however, have a job or small children and their time is limited. In spite of this there are always enough parents to help staff on school visits.

33 The school has a thriving 'Friends' of the school which supports most of the extra curricular activities, including the visits pupils make to the Outdoor Pursuits Centre. The Home/School Agreement is a useful document. It was written with the assistance of parents, and most felt happy to sign it. Pupils' homework fully involves parents, and the reading record book acts as a direct contact between parent and teacher. The Homework Book contains printed exercises for pupils, with instructions directed at parents. The parents are very happy with this situation.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34 The overall quality of leadership and management is very good and this is a key reason why the quality of education provided is so high. The headteacher gives very good leadership to the school. The style of leadership adopted ensures that all of the staff are involved in the decisions which are made and contribute to the direction in which the school moves. The headteacher leads by example and makes an excellent and major contribution to the quality of teaching in the school. The governors are similarly fully included in the management of the school. They are very supportive and their role as partners in decision making is developing very well. All of the staff and the governors demonstrate a very strong commitment to the school. Despite being regarded as a successful school by the parents and the local authority, the school still tries to make improvements where possible.

35 There is a very positive ethos of hard work, care and enjoyment and everyone benefits from this. All of the adults and pupils enjoy being a part of the school and try hard to make it a success. The school now has clear aims and values and these describe the school's intentions well. The rewriting of the school's aims was a key issue for action at the last inspection and this has been successfully

undertaken and has involved both governors and staff. The staff, pupils and parents clearly understand what the school is trying to do. However, other documentation, such as the subject and other policies, does not describe how the very high quality of educational provision is achieved. The school has limited written criteria on which to judge its future success.

36 There is informal monitoring of the quality of teaching in the classrooms and regular monitoring of teachers' planning and records. The quality of teaching is known by the headteacher and governors to be very good. Monitoring of other aspects of school such as the achievements of the pupils is very good. All test results are recorded on an individual basis and the school develops a bank of information against which to base the setting of targets.

37 The school development plan contains appropriate targets and these are linked well to the finance available. The plan is appropriately prioritised by both the headteacher and the governors and progress is reported upon regularly. The current format of the plan is somewhat repetitive and therefore time consuming.

38 The money available to the school is used very well. In addition to the allocation for staffing, the school has provided itself with a good range of teaching resources. The money available for staff development and training is used very well. All of the staff benefit from training. The school's links with nearby schools are very effective. The schools share both planning and staff development, broadening the expertise of all concerned. The headteacher and the governors seek to apply best value principles in the limited range of developments which they can afford to undertake.

39 In this school there is corporate responsibility for the curriculum and in this sense all staff have key management responsibilities. Teachers lead others in areas where they have expertise and have taken responsibility. The management of curriculum co-ordination is effective.

40 The day to day running of the school is very good. The school is well supported by all ancillary staff and in particular the school secretary. Despite the smooth running of the school, some aspects of routine recording are not up to date as there is no timetable for systematic review of some issues such as job descriptions and risk assessments.

41 The school is staffed well and the accommodation is good and is very well presented and maintained. The school lacks an outdoor work area for the youngest pupils. The school is clean, bright and interesting. It is ideally placed to be a source of training for new teachers. The staff indicate how good the school has been for their own development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42 In order to secure the very high quality of provision which currently exists, the headteacher and governing body should:

- (1) produce informative documentation which describes current practice and the school's expectation of the teaching staff. This documentation should then be used as a means of judging performance. (para. 35)
- (2) Establish cycles of review for all aspects of school life such as risk assessment, audit, school inventory and job descriptions. (paras. 25 and 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	55	31	3	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	70
Number of full-time pupils eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	5.04
National comparative data	5.4

Unauthorised absence	%
School data	0.14
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	6
	Girls	4	4	5
	Total	10	9	11
Percentage of pupils at NC level 2 or above	School	91(100)	82(83)	100(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	5	6
	Girls	4	5	5
	Total	9	10	11
Percentage of pupils at NC level 2 or above	School	91(100)	91(100)	100(100)
	National	82(81)	86(85)	87(86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Total
	1999	6

Because the number of pupils is less than 11, school test results are omitted.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	22
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	33

FTE means full-time equivalent

Financial information

Financial year	1999-2000
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	£
Total income	144341
Total expenditure	144592
Expenditure per pupil	1981
Balance brought forward from previous year	5100
Balance carried forward to next year	4849

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	42	33	12	0	13
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	46	54	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	54	46	0	0	0
The school is well led and managed.	46	50	4	0	0
The school is helping my child become mature and responsible.	58	34	8	0	0
The school provides an interesting range of activities outside lessons.	29	50	21	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

43 Children enter school at the beginning of the term in which they are five years old. Three children started school at the beginning of the Summer Term 2000. They are taught in a mixed age class comprising of older Reception Year children and pupils from Year 1 and Year 2. Baseline assessment information indicates that children's attainment on entry into school is about what would be expected nationally for their age, though none exceed this. By the time they are five children are working at the targets specified in the national guidance.

44 Children make good progress in their personal and social development and achieve the levels expected by the age of five. Children behave well. They co-operate with one another and with older pupils within the class. They take turns while "fishing" for words. They recognise daily routines and comply with them. Children work independently. They take responsibility for themselves, while dressing and washing their hands.

45 The provision for personal and social development is good. Members of staff are patient and consistent with the children and they show a great deal of care and concern for them. All staff are good role models for the children and set a good example.

46 Children make good progress in developing the skills of speaking and listening. Most children listen well in large groups for example while listening to a story about The Fish Who Could Wish. They join in sensibly in group discussion, particularly well when it is supported by the very competent staff, for example while playing a fishing game. Children listen carefully to instructions.

47 Children make good progress in the early stages of reading. The children enjoy looking at books and know that the words and pictures have meaning. They show an interest in books and they handle them carefully. They know that in English, print is read from left to right and top to bottom. They are beginning to read simple text.

48 Children make sound progress developing early writing skills. While they are writing, children use pictures and symbols. They recognise their own name in print and the more able recognise some initial sounds and letters of words but they are not able to recognise all the letters of the alphabet by shape and sound. They can copy words from print and can write their own name unaided.

49 Speaking and listening is well organised and children are given many opportunities to participate. Questioning is used very effectively. There are high levels of expectation that children will follow instructions. Books are varied and suitable for the age and ability of the children. Writing is given priority and supported by encouragement and praise.

50 Overall progress in mathematical learning is good. Children are familiar with number rhymes, songs and stories. They play counting games when supported ably by an adult. They are able to identify 'four elephants' and the majority realise they need one more to make five. The more able children can add small single digit numbers together and others can add on one. They are beginning to develop a knowledge and use of mathematical language to describe shape, position, size and quantity.

51 There is a well-planned programme for developing children's mathematical knowledge skills and understanding. This includes the direct teaching of numbers and by using counting games. Practical tasks across the curriculum enable children to use their mathematical understanding to solve problems.

52 Children make good progress gaining knowledge and understanding of the world around them. The more able can tell you where they live. They have some sense of the immediate past and are fascinated and enthralled while investigating oil lamps. They discover that shadows move and have no colour. They explore and select a wide range of materials and equipment and are able to use the computer to carry out simple functions.

53 Provision for children to experience a wide range of first hand practical tasks that support their learning is very good. There is an expectation that children will investigate and find out. If some of their findings are untrue the teacher challenges them to test their results so providing a good role model for all investigations. Resources are excellent as is the 'hands on' approach to discovery while using them. There is a range of equipment designed for the age and ability of the children. There is an area designated for computers and children can access them.

54 Children make progress developing their creative skills. They can use their imagination to create collage pictures such as a dragon or the homes of nursery rhyme characters. They explore shape and form while making clay models of animals. They have opportunities to communicate their feelings when handling artefacts or carrying out investigations.

55 Poems and stories are used effectively in developing children's imagination and the ideas generated enable children to create collage pictures that use colour, texture and shape well, for example a magical fish. Support staff work closely with the class teacher and are aware of the learning targets and so, through good use of language and appropriate intervention, enable children to produce a finished product of which they are proud.

56 Children respond confidently and enthusiastically while undertaking physical activities. They show an appropriate appreciation of the space around them and are gradually increasing their co-ordination moving slowly and quickly while pretending to be snails and mice. They use a range of materials and equipment in their work and their manipulative skills develop well. They use pencils, pens, scissors and glue spreaders with increasing dexterity.

57 The provision for children's physical development is sound overall. There is no specific outdoor provision and this detracts from the curriculum that can be offered. Classroom support staff are very effective, enabling children to learn to use tools correctly.

58 The curriculum provided is good. It is planned for a mixed age class and therefore relates to the national guidance for older pupils, but there is specific planning for this youngest group in language and literacy and mathematical development. The work is very well matched to the needs of the age and ability of the children with the exception of outdoor provision. The teaching is very good overall. It is based on a secure knowledge and understanding of the needs of young children and how they learn and very good classroom organisation and management. All staff work well and are valued as members of a team. They use their skills successfully to intervene and harness children's learning purposefully.

59 Effective communication channels and links with parents are in place. Parents are given helpful guidance through visits and written information. The provision prepares children well for the next stage in their education.

60 The school has maintained the quality of provision since the last inspection.

ENGLISH

61 Pupils make good progress and many achieve a good level of competency in all aspects of the subject by the time they leave school. Baseline assessment indicates that many pupils begin school with below average levels of skills in reading and writing. Standards of attainment in English tests in 1999 at the end of Key Stage 1 indicate that an average number of pupils achieve the nationally expected levels in reading and writing, though in comparison with schools of a similar background, the numbers of pupils reaching these levels is quite low.

62 In tests at the end of Key Stage 2 in 1999, the number of pupils achieving the nationally expected level 4, is well above average and a very high percentage of the pupils reach the higher level 5. In comparison with schools of a similar background, the numbers of pupils reaching these levels is high. This pattern of results is consistent over time, though in some year groups, numbers of pupils are very low and therefore judgements made on overall percentages are unreliable.

63 The above results appear to indicate that progress is better in Key Stage 2 than in Key Stage 1 but this is not the case. The pupils make equally good progress in each part of the school. The very good quality of the English curriculum which is very well taught, helps pupils to build a very broad range of English language skills and not only the ones which are tested. This is very apparent in Key Stage 1 in the quality of spoken language and expression which the pupils develop and in Key Stage 2 in the continuing development of pupils' spoken language skills and also in their expression in writing and their competence in reading. The only slight weakness in English is in some pupils' spelling and the school is already taking successful steps to address this. Overall, the school has adopted a very good literacy strategy.

64 In Key Stage 1, almost all of the pupils listen well because the teachers and the lessons are interesting. They are also given a lot of opportunities to talk, to each other about their work and to the whole class or group to discuss their ideas and findings. This gives the pupils a lot of confidence to try out language and to use it successfully to express their own ideas and wishes. This was most noticeably seen in a science lesson when one boy was so excited by his findings that he was unable to get his words out fast enough. The class was managed in such a way as to help him to do so and to spread his excitement to the other pupils. Other opportunities are provided, for example when all pupils are given the chance to talk about when they would like to help others. In Key Stage 2 the development of speaking and listening skills continues and the curriculum supports pupils in expressing, describing and dealing with a range of emotions and situations. A most moving lesson in religious education gave every pupil the opportunity to discuss how loss of something or someone important had affected them. Pupils of all ages are encouraged to address larger groups of people and do so very well, for example in a 'sharing' assembly.

65 Pupils develop good reading skills as they move through the school. From pupils first entering the school, they are encouraged to not only read books for interest and pleasure but also to use books as a source of information. The youngest pupils are taught the sounds made by letters and combinations of letters and they use these, along with picture clues from their books, to help them to begin to read. Reading is supported very well by close links with parents who are supported in helping their child at home through the home school diaries which each pupil has and the welcome given to parents seeking advice on how to help. Pupils throughout the school are given regular opportunities to read in order to improve their skills. One example of this was seen in a group reading session where the books were chosen as part of a study of the author Jacqueline Wilson. They were matched well to the abilities of the groups, each child being given a copy of the book and the group collectively being given a series of challenging questions to help to develop their reading skills. Through their literacy lessons, pupils have good knowledge of various literary styles and they make good interpretation of books. Their reading is generally accurate and expressive.

66 The teachers use poetry very well as a vehicle for developing pupils' reading, writing and expressive skills. The school has a very good collection of poetry books and all of the pupils questioned indicated that they get great enjoyment from poetry. The school has provided opportunities for pupils to meet with poets and this has added to their interest. As a part of their study of the poet Kit Wright, pupils were asked to write a poem in the style of his poem 'The Magic Box'. They were given time to collect ideas as homework and then helped by the teacher to express and form their ideas during a literacy lesson. The outcome was a stunning array of very well expressed ideas, some of which were read out in the school assembly. Through experiences such as this, the pupils know what high standards they are capable of and they strive constantly to improve further.

67 Many pupils write fluently and accurately and use language well. During some work on the beginnings of stories one pupil wrote " *Clank, clankety clank. She stopped kicking the can and sat down on the kerb, put her elbows on her knees, her head in her hands and sighed a long, depressing sigh.*" In writing such as this, clearly the pupils have understood the idea of taking the reader quickly into the heart of the story. In other year groups there are good examples of writing being used well for a range of purposes, such as to prepare notes for a debate on fox hunting or to record the findings of experiments and observations in science, for example when describing not only the parts but the structure of flowering plants.

68 Some of the pupils experience difficulty with spelling, often, but not always, because they are adventurous in their choice of vocabulary and they attempt to use unfamiliar words. The teachers are aware of this and have introduced whole class spelling activities. Some improvement can be seen.

69 Pupils have very good attitudes to English and they behave very well in class. They are eager participants in the varied and interesting lessons which the teachers provide. They settle rapidly to their tasks and take their homework seriously.

70 Some pupils are withdrawn for short periods to be given additional help through an additional literacy strategy. This is very well prepared and taught, is very enjoyable for the pupils and they are making good progress. Pupils with special educational needs and those with English as an additional language make good progress.

71 The quality of teaching is always good or better at Key Stage 1 and is very good or better at Key Stage 2. At Key Stage 1, time is well managed but the teacher has to allocate time also for pupils within the same class who are under five and have different learning needs. This is done very well and all pupils get good support through stimulating lessons. At Key Stage 2 teachers reap the benefit of the good foundation which has been provided and can develop pupils' skills through very well planned and resourced lessons. All the teachers have good knowledge of the subject.

72 The high standards witnessed at the last inspection have been maintained.

MATHEMATICS

73 Attainment in the national tests in 1999 shows that pupils' at the end of Key Stage 1 achieve standards which are in line with the national average. At Key Stage 2 attainment was above the national average. The small number of pupils involved in the cohort make comparisons less meaningful, but overall, the school is improving in line with the national trend. The inspection findings confirm these standards for the current cohort.

74 Pupils' numeracy skills develop well at both key stages. By the end of Key Stage 1 pupils are confident and competent at working with numbers up to 100. They are aware that subtraction is the inverse computation to addition and can use calculators to check their answers. They can use standard units to measure length, mass and capacity. They know and use features of simple two dimensional and three-dimensional shapes. They can use graphs to record data. They explain simple strategies that they use while undertaking calculations, using the appropriate vocabulary. The pupils at both key stages develop mental arithmetic strategies but do not always work at maximum pace.

75 Upper Key Stage 2 pupils are developing their own strategies for solving problems and are using these strategies in practical contexts. They use their understanding of place value to multiply and divide whole numbers and decimals. They use all four number operations with decimals to two places, for example while calculating money problems involving change after multiples of more than one object is purchased. When solving problems, pupils check the reasonableness of their results by reference to their knowledge of the context or the size of the number. They check answers using a calculator.

76 Learning is effective and good throughout the school. Pupils with special educational needs make good progress. Younger Key Stage 1 pupils learn to add and subtract single digit numbers. Higher attaining pupils can devise algebraic sentences using addition and subtraction of numbers up to 20. Key Stage 2 pupils confidently add and subtract two numbers mentally and use calculators to check their results. Higher attaining pupils calculate using three digit numbers. While playing a game, they are able to play strategically, they calculate four numbers in a row or column and also, they try to prevent their partner successfully completing the row or column.

77 The school's strategies for teaching numeracy are good; it has adopted the national guidance and linked it to a well-resourced bank of activities that it has devised. There are links across the curriculum, for example comparing temperature in different places around the world and measuring while undertaking scientific experiments. Pupils produce graphs of data and link this with information and communication technology by using appropriate programmes. They make use of time lines in history and shape while engaged in art and physical education.

78 Pupils' response to their learning is very good. The emphasis the school places on learning

through enjoyable and relevant experiences enables all pupils to work with sustained concentration. They work co-operatively in pairs and small groups, for example, when playing mathematical games, always taking turns and sharing. Pupils support one another in their learning, for example checking one another's mental calculations with the calculator. Older pupils take a pride in their work and present it in an well-organised and clear format. Relationships are very good and all adults are good role models showing care and respect for all and a lively interest in the subject.

79 The quality of teaching is very good. Learning objectives are both articulated and written so that pupils are very clear on the expected outcome of the session. Planning is effective and sets the sessions within the context of the unit. Staff have a very good knowledge and understanding of the subject and use this to provide clear explanations of the concepts, for example while explaining how to tackle problems involving money. They devise stimulating activities that fulfil the learning objective very successfully. Initial mental strategy sessions have good structure and are developmental. However they lack a brisk pace and sometimes are insufficiently inclusive of all abilities particularly those of the older and higher attaining pupils. Differentiation is good overall both within tasks and by informed use of questioning techniques. On going assessment is very good, staff know their pupils very well and accurately match tasks and pupils. Resources are good and very well organised. Classroom organisation and management is very good.

80 The curriculum is stimulating and relevant. Assessment procedures are good and pupils' strengths and weaknesses known and acted upon, however marking is mostly for correctness. Pupils receive individual oral feedback but insufficient written information to ensure consistent attention to relevant areas for development. Monitoring is informal, but within the small school ethos this does not have a negative effect on the provision.

81 The school has maintained the good provision recognised in the last inspection report.

SCIENCE

82 Teacher assessment at the end of Key Stage 1 in 1999 indicates that a very high percentage of pupils achieve the nationally expected level and a high proportion reach higher levels. Inspection evidence indicates that this judgement is accurate; the pupils have a good knowledge of all aspects of the science curriculum and have a good understanding of scientific method. This marks good progress as most of the pupils start school with levels of knowledge and understanding of the world as expected, or slightly below those expected for this age group. The good progress that they make in Key Stage 1 is maintained in Key Stage 2 and the results of national tests at the end of Key Stage 2 indicate that a high proportion of the pupils achieve levels which are high. The pattern of achievement in science has been maintained for some years.

83 The pupils are successful in science because the teachers are confident with the subject materials. Lessons are planned very well and pupils are given many opportunities to find out and discuss. The teachers' inputs, the resources and the activities are interesting and this encourages the pupils. In a most exciting lesson on shadows at Key Stage 1, pupils were given very good equipment in order to help them to find out 'Amazing Facts'. The response of this mixed age and ability class was excellent. They followed the teachers' instructions, worked well together but also had the freedom to play with the equipment in different ways to find out what would happen. Many made important discoveries such as shadows move without the object moving or that more than one shadow is possible if there is more than one source of light.

84 In Key Stage 2, pupils are encouraged to maintain their interest but also to work with care and attention to detail. Pupils made personal discoveries when dissecting flowers and came to understand not only the functions of the parts of a flower but also some of the importance of the flower's structure. Most of the pupils take great care in their work in science, show an awareness of hypothesis and outcome and pose interesting questions for themselves and their teachers. Some of their recent work in science has been supported and enhanced by still life paintings of the parts of the dandelion plant in art.

85 The quality of teaching is good and this is a major contribution to the high levels achieved in science. Teachers have high expectations of behaviour and attention to detail and the pupils respond well. The teachers plan the lessons well, following the school scheme. Learning targets for pupils are particularly clear and the teachers are all able to match the tasks given to the prior learning and capability of the pupils. When working with groups, all of the teachers ask pertinent questions, encouraging the pupils to verify their ideas and seek new solutions. Almost all of the lessons end with a well-structured short discussion or presentation by the pupils. This gives the teacher the opportunity to clarify what has been learnt and to assess those pupils who are having any form of difficulty. In all of the lessons seen, teachers make best use of their time to encourage and support pupils. Just occasionally, opportunities for pupils to set their own challenges or arrive at their own solutions are missed.

86 The school has a good range of resources for science and a well-planned curriculum to meet the needs of mixed age classes. The curriculum is enhanced by visits and by the school Gardening Club which is currently working on the development of an area to attract bees and butterflies. Pupils' learning is further supported through the interesting displays which are available for pupils to use, such as the display in light in one classroom.

87 The good quality and standards reported at the time of the last inspection have been maintained.

ART

88 At the end of Key Stage 1, standards are as expected nationally. Pupils make good progress throughout the school and by the end of Key Stage 2 standards are above those that would be expected in most schools. No lessons were observed during the inspection, evidence is drawn from a scrutiny of pupils' work, teachers' planning and from discussion with pupils and staff.

89 At Key Stage 1 pupils record their ideas and feelings confidently and show a developing ability to represent what they see and touch. They learn colour matching and how colours are mixed from primary colours. They learn to shade colour and produce colour wheels. They are introduced to ceramics and work with a visiting ceramist to make tiles of excellent design and harmonious colour. They choose resources and materials for their visual and tactile qualities to stimulate and develop ideas for their own work, for example, while making collage pictures to illustrate a poem about a dragon. They use clay to make three dimensional black and white animals.

90 At Key Stage 2 pupils record what they have experienced and imagined. They represent chosen features of the world around them, producing watercolour paintings of the landscape which show very good use of shade and technique. They copy the leaves, flowers and seed heads of dandelions with increasing accuracy and attention to detail. They consider the work of the Swedish botanical illustrator James Bauer and compare it with their own good quality work and look at ways that they could improve. They experiment with a range of collage materials selecting for visual effect while representing the Tudor monarchs. They look at the work of the sculptor Henry Moore.

91 Display throughout the school is of a high standard and values pupils' work and in return pupils take a pride in their work and always try to do their best. They enjoy the tasks and work as individuals, small groups and as a whole class. Older pupils' confidence increased while showing their best effort to the whole school during an assembly.

92 The curriculum is stimulating and supports other curriculum areas very well, for example history, geography, and design technology. Resources are good; provision is enhanced by the use of visiting artists and an appropriate amount of time is devoted to teaching the subject.

93 The school has maintained the good provision since the last inspection.

DESIGN AND TECHNOLOGY

94 No lessons were seen in this subject but planning was scrutinised, a range of photographic and other evidence was seen and work was discussed with the pupils. The pupils reach good standards at

both key stages and have a broad experience of work in the subject. Standards have been maintained since the last inspection

95 At Key Stage 1, pupils are introduced to and work on all elements of the designing, making and evaluation process and by the end of the key stage are familiar with making judgements based on their initial design criteria. For example pupils have designed and made Joseph's Coat of Many Colours. They have planned the coat and worked to a plan in cutting it out. They have worked on ways of joining the materials together through the use of adhesives, fastenings and sewing and have then judged which of the products is the most successful. Through activities such as this, pupils gain a good knowledge of the subject for their age. The work involved links well with the work pupils do in science on materials. The subject also supports a developing awareness of the world of work through projects such as 'Biscuit Making'.

96 In Key Stage 2, the good progress continues. Pupils continue to look at all parts of the design process, for example making and testing motorised buggies and making different types of torches. They apply their scientific knowledge of electrical circuits to the work. Pupils also work on foods, most successfully evaluating a range of commercial products before going on to making their own similar product, for example when they work on yoghurt making.

97 Pupils of all levels of ability make good progress because the teachers plan activities and give instructions to meet their learning needs. Teachers provide pupils with design books and expect recording of plans, ideas and evaluations to be of a high standard. The quality of work in these books is good. Scrutiny of planning indicates that the pupils have a well-balanced curriculum in this subject over the two key stages. The school has satisfactory resources for the subject.

GEOGRAPHY

98 At Key Stage 1, standards are what would be expected nationally. Pupils make good progress throughout both key stages and by the end of Key Stage 2, standards are above what would be expected nationally. Only one lesson was observed during the inspection. Evidence was drawn from a scrutiny of pupils' work, teachers planning and discussions with pupils and staff.

99 At Key Stage 1, pupils learn geographical terms such as hill, river and valley. They use the local environment to look at features of a road and its houses and shops. They have a good knowledge of directions including north, south, east and west. They make maps of imaginary places using pictures and symbols, for example a route which includes visiting nursery rhyme characters such as Miss Muffet. They are beginning to be more aware of their environment and the effect that litter has on it.

100 At Key Stage 2, pupils study the local environment in detail. They make and use maps with accurate symbols and keys and can identify their village within Shropshire and know its position within the United Kingdom and within the world. They make very good use of secondary sources of evidence such as pictures and photographs. They write to local farmers to determine the land use of their area. They use information technology to access information, for example weather patterns through the world. Making use of good cross-curricular links, they collate this and other information collected, as the basis for a postcard from abroad. They make use of digital photography to record findings about the local housing and incorporate these images into the text of their presentations. They learn about water in relation to the oceans of the world. They study the sources and cycle of water and consider the use of it by industry. They learn that land fill sites, re-cycling and incineration are ways of disposing of rubbish. They are beginning to recognise ways in which their actions can affect their environment and look at ways in which they personally can take action; for example reduce the amount of paper towels that the school has to dispose of.

101 There are very good cross-curricular links, for example researching Iron Age forts or changes in the area of Cardingmill Valley in terms of population in the 1800's. Landscapes studied are used as a basis for art work. Computers are used to access and record information. Work is well presented and written in a variety of formats and for a range of audiences.

102 The quality of teaching is very good. Stimulating and relevant activities are planned to meet the needs of the pupils and the curriculum. Resources are good and very well organised. There is a good balance between direct teaching and practical activities. Questioning is used skilfully to assess

prior knowledge and develop further understanding. Staff are mindful of the health and safety aspects they encounter. Staff have a good knowledge and understanding of the subject and use this to make the strong cross-curricular links. Classroom organisation and management is very good.

103 The good levels of presentation within their written work and in the displays on the walls show that pupils take a pride in their work and try hard to do their best. They are interested and motivated by the relevant topics they encounter. They use their initiative while sorting rubbish and determining the criteria they should use and while recording the data on a graph using the computer. Relationships are very good and they work well together.

104 The curriculum is very good. Themes and topics are planned which maximise cross-curricular links. Teachers know their pupils well and ongoing assessment informs future planning. There is an emphasis on research and pupils take responsibility for finding out and answering key questions. There is a corporate leadership strategy and staff support one another well both within school and within the cluster of link schools. Resources are good and visits to relevant places of interest enhance the provision.

105 The good standards have been maintained since the last inspection.

HISTORY

106 At the end of Key Stage 1, standards are as expected nationally. Pupils make good progress through both key stages and by the end of Key Stage 2 standards are above what would be expected nationally. Only one lesson was observed during the inspection, however evidence was gathered from pupils' work, teachers' planning and recording, and talking to staff and pupils.

107 Pupils in Key Stage 1 are able to find answers to questions about the past from artefacts. They learn about the type of lighting used around the home comparing and contrasting lamps we use today with oil lamps and candles from the past. They explore and discover how they work and talk about their relative merits. They are able to use their knowledge to sequence the objects in order and so develop a sense of chronology.

108 At Key Stage 2, pupils demonstrate factual knowledge and understanding of life in the Tudor times. They use this very effectively to describe some of the main events and people of the time, including all the Tudor monarchs and Sir Francis Drake. They learn about leisure at the time by looking at the toys children used, at the theatre and at the life of William Shakespeare. They skilfully select and combine information from sources to answer the key questions set for them. They produce structured work which makes appropriate use of dates and historical vocabulary and which is of a very good standard. While looking at the local environment, they use past and present photographs of the school and village and determine what major changes have occurred within the village and its surroundings and why these have changed. They use the school logbook to determine similarities and differences in areas of school life. They compare and contrast the city states of Athens and Sparta in terms of their political social and religious perspectives while studying the Ancient Greeks.

109 There are very good cross-curricular links and these benefit a range of subjects. Whilst studying history, pupils learn about the geographical features of the local area, they use their numerical skills producing time lines and collecting data. They use their knowledge and vocabulary to articulate the personal characteristics of the Tudor monarchs. They use writing well to organise and communicate ideas, they write in response to a wide range of stimuli, and they use different kinds of writing such as commentary, argument, notes, and dialogue to record their work. They present their work to a high standard.

110 The quality of teaching was excellent within the lesson observed. Staff have good knowledge and understanding of the subject and use this to plan stimulating relevant activities which are well linked to other areas of the curriculum. They have high expectations of the level of work which is produced. Where teaching is excellent artefacts are used very effectively as a historical source. Questioning is used very skilfully to prompt pupils to investigate and make deductions while looking at the artefacts. Organisation is good so that all have an opportunity to participate. Relationships are very good.

111 Pupils respond well and present work to a high standard. They are interested and talk knowledgeably about what they have learned. The youngest pupils are extremely enthusiastic in the exploration of the oil lamps, show initiative in their suggestions and are keen to experiment and find out how things work. Older pupils demonstrate sensitivity to things from the past and realise that they need to preserve their heritage.

112 The curriculum is stimulating. Resources are good and use is made of visits to places of historical interest to enhance the provision. The staff take corporate responsibility for planning the subject and support one another well. Also, there is good support within the cluster of small schools and ideas and resources are exchanged. The staff make good use of local authority in-service training to inform them of the curricula requirements.

113 The school has maintained the good standards reported in the last inspection.

INFORMATION TECHNOLOGY

114 No direct teaching was seen though pupils were seen using computers in all classrooms to support their work in other subjects. In addition, pupils' work was seen and the use of information technology was discussed with the pupils.

115 Standards are as expected for their age at the end of Key Stage 1 and higher than expected at the end of Key Stage 2. This is a reflection of good progress made by the pupils at both key stages. Throughout the school, pupils reach these standards in all aspects of the subject curriculum. Standards have at least been maintained since the last inspection

116 In Key Stage 1, pupils use a variety of computers, keyboards and electrical toys to help them to explore ideas, as in music, or communicate their ideas, through drawing pictures on the computer or word processing their thoughts and views. They learn how the computer can be helpful to them, and they use the computers with a range of learning games, for example in mathematics. When using the computer, they understand that their work needs to be saved and that it can be retrieved and altered to better communicate their ideas. Most of the pupils know how to operate simple electronic devices such as cassette players and keyboards by the end of the key stage.

117 In Key Stage 2, pupils' knowledge of the potential of computers and computer software grows rapidly. They continue to gain skills in word processing and use these to illustrate their work. By the end of the key stage, pupils are able to talk knowledgeably about the use of digital cameras, how to import images into documents and how to use publishing programs to express and improve their ideas. In one poetry lesson, two pupils competently drafted and edited their work on screen. The pupils know the purpose of control devices and can describe from memory how they used these in mathematics work on angle and measurement.

118 Though no lessons were seen, teachers did give support where necessary and encouraged pupils to support each other when working on the computers. This was very successful. The school recognises the shortcomings of its current hardware provision and this will be improved in the near future as a part of a national project to up-grade the facilities for information and communications technology. At the present time, this shortcoming is dealt with most effectively by buying in a member of the Local Education Authority staff who can bring a number of lap top computers and lead intensive sessions for the pupils. This is very good management of the situation.

MUSIC

119 At Key Stage 1, standards are in line with what would be expected nationally. Pupils make good progress through both key stages and by the end of Key Stage 2 standards are above those which would be expected nationally.

120 At Key Stage 1 pupils sing a variety of songs and know some from memory, for example 'Thank you Lord for this New Day'. They can clap the beat of the syllables of their names. They know the names of a range of percussion instruments and the type of sound they make. They can play these instruments effectively.

121 At Key Stage 2, pupils sing confidently and accurately, keeping in tune. They can change the rhythm, and respond when the teacher changes the dynamics, tempo and timbre while singing 'Boom Chicka Boom'. They are able to control their diction and change phrasing while singing 'Lots of Worms'. They listen to the sounds made by a variety of tuned and untuned percussion instruments and carefully select appropriate ones to achieve an intended effect, for example the sounds made by clocks, dragonflies, frogs, bubbles and tadpoles. They listen to music and can discuss how the score works referring to changing textures and structure of the music. They rehearse and present their own interpretations to perform music which evokes pond life. A number of pupils play the recorder and a group of pupils learn to play woodwind, brass and string instruments.

122 Attitudes are good overall. Occasionally younger pupils are restless but older pupils remain on task and concentrate well. When a little silliness does occur it is dealt with quickly and effectively and so has no negative impact on the session. Pupils enjoy the pace and challenge of their tasks. They behave responsibly while practising their compositions and independently select resources. They enjoy singing within the school assembly and all try hard and participate fully.

123 The quality of teaching is very good overall, ranging from good to excellent. The specialist teacher has a very good knowledge and understanding of the subject. Learning is enhanced by the brisk pace and high expectations at the start of sessions. Questioning is used effectively to recapitulate on previous learning and while discussing the sounds that musical instruments make and how to match these with the sound required for the composition. Resources are used very well and pupils are given the opportunity to investigate the sounds made by different depths of water when they are blown and how they can be most effective in representing the sound a frog might make.

124 The curriculum is enhanced by the use of the specialist teacher and the priority the school places on music. Pupils are encouraged to learn a musical instrument and there is a school orchestra. They also experience events such as the 'African Jigsaw' where older pupils participated in an evening of music which was held in Shrewsbury. Also, the school participates in the local music groups whereby small schools come together and share experiences, for example percussion or composing day. There is frequently a performance at the end of term to which parents are invited.

PHYSICAL EDUCATION

125 During the period of the inspection only a limited number of the areas of activity could be observed. However, there is evidence that all the aspects of the subject are taught over an appropriate period of time. At the end of Key Stage 1 pupils' attainment is what would be expected nationally in dance. By the end of Key Stage 2 pupils have made good progress and understand and play a small-sided game of rounders to standards above what would be expected nationally. Their skills in athletics and swimming are at standards that would be expected nationally.

126 At Key Stage 1 pupils can plan, practise and perform a sequence of slow movements pretending to be a snail and quick movements while being a mouse in response to a poem read by the teacher. They can control their movements and travel safely across the floor. They respond well to instructions which contain positional language.

127 Younger Key Stage 2 pupils develop basic skills and techniques while running over short distances both sprinting and through a slalom. They learn to throw for accuracy and distance. They work hard to improve their performance against their own previously recorded time and distance. Older Key Stage 2 pupils continue to develop their skills in athletics systematically and make progress against their best previous performance. They throw a range of equipment effectively, and run with improved co-ordination. They are able to take responsibility for measuring, recording and comparing their efforts. They play a game of rounders with well-developed skills in sending, fielding and striking the ball. Pupils from Year 2 to Year 6 attend swimming sessions each year and currently all Year 6 and the majority of the rest of the pupils are able to swim for at least 25 metres.

128 Pupils are keen and eager to engage in physical activities. Younger pupils thoroughly enjoy warming up to music. By the beginning of Key Stage 2 pupils enjoy competing against their previous best performance and try very hard to improve. They behave in an orderly manner and move sensibly from group to group as organised by the teacher. Older Key Stage 2 pupils maintain very high levels of concentration while working co-operatively in 2's and 4's. They show independence and

initiative while setting up the game of rounders. Their behaviour throughout is impeccable and relationships excellent.

129 The quality of teaching is good overall. Where teaching is very good, the expectations are high of both pupils' response to performance, and their concentration of the task. Also, excellent use is made of assessment information in order to group pupils effectively. The sessions are challenging and fully engage the pupils' interest. Good teaching is exemplified by the class teacher directly teaching the techniques required to undertake the task, for example throwing over arm, and intervening effectively to help extend pupils to improve their performance. Occasionally, younger pupils have insufficient opportunities to sustain energetic physical activity as although very good cross curricular links are established while discussing the poem this detracts from the time spent being active. All teachers are good role models throughout the sessions; they always treat pupils with respect, they dress appropriately and are prepared to participate in the activities. Support staff are used well; they all maintain the same high expectations of performance and know what is required.

130 Coverage of the curricular aspects of the subject are planned for systematically within long term plans. Staff know their pupils well and plan to meet their specific needs. The school has good resources and accommodation to meet the needs of the curriculum.

131 The school has maintained its provision since the last inspection report.

RELIGIOUS EDUCATION

132 The school plans well for religious education. Lessons are regular and the teaching staff plan them very well to interest the pupils and to get the maximum contribution from them. The pupils' levels of knowledge are at least as indicated in the Shropshire Agreed Syllabus at the end of both key stages and their awareness and empathy, also part of the syllabus, are way above what is expected. Standards have been maintained since the last inspection.

133 In Key Stage 1, pupils are encouraged to think about themselves and how they can make a contribution to the welfare of others. This is done in a whole class situation and the work involved is planned to support the development of pupils' vocabulary. Their written work shows a good understanding of some of the major events of the Christian year. In Key Stage 2 this good work continues and they begin to learn how major events and festivals are celebrated in other faiths, for example Sikhism. Pupils make accurate recordings of their work and have good recall some months later.

134 In the lesson seen at Key Stage 2, pupils were exploring the concept of loss. The teacher had prepared for the lesson well; asking pupils to bring in souvenirs which reminded them of something or someone now gone. The lesson was approached with great sensitivity by the teacher and also by the pupils. Though given the choice whether to speak or not, every one of the pupils participated in the lesson, sharing their own experiences. This lesson, more than any other seen, demonstrates the level of trust and security which is part of the daily life of this school. The pupils all learnt in great depth about things which are significant in their lives and the lives of others.

135 There is written evidence to confirm that all aspects of the subject are taught and learned well.