

INSPECTION REPORT

HOLLINSWOOD JUNIOR SCHOOL

Hollinswood, Telford

LEA area: Telford and Wreakin

Unique reference number: 123456

Head teacher: Mr L. Ferriday

Reporting inspector: Mrs S.Vale
22476

Dates of inspection: 11th - 14th March 2002

Inspection number: 194124

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Dale Acre Way Hollinswood Telford TF3 2 EP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Louise Hosker
Date of previous inspection:	6 th - 9 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22476	Sue Vale	Registered inspector	Mathematics Music Religious Education	Equal opportunities What sort of school is it? How high are Standards? Assessment How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13462	Bobbi Mothersdale	Lay inspector		Pupil' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27817	Angela Cooper	Team inspector	English English as an additional language Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
31963	Malcolm Padmore	Team inspector	Science Design and Technology	Special Educational Needs
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollinswood School was originally built as a Middle school. When the three tier system of education ended in South Telford the school became a Junior school for pupils aged seven to eleven years of age whilst retaining the facilities and space required by a Middle School. The school is situated near to the town centre of Telford and mainly serves the local Hollinswood estate. This was originally a large area of local authority housing, but there are now an increasing number of homes which are owner occupied.

There are currently 200 full time pupils on role, 100 girls and 100 boys. Of these 8 have English as an additional language. Overall there are 44 pupils eligible for free school meals. There are 60 pupils who are on the register for special educational needs this is well above the national average. Of these 40 are on stages 1-2 and 20 are on stages 3-5. Six of these pupils have statements of special educational needs. Overall children enter the school at standards just below the national average.

HOW GOOD THE SCHOOL IS

Hollinswood Junior School is a good school. The improving standards, consistently good teaching, excellent leadership and management from the head teacher and the governing body ensures that the school provides good value for money.

What the school does well

- Teaching. The quality of teaching is consistently good, and is a strength of Hollinswood Junior School.
- Leadership and Management. Leadership by the Head Teacher is outstanding and the governing body is excellent.
- Planning for the curriculum and assessment of pupils work is very good.
- Personal development and relationships are very good.
- Social development of pupils is very good
- Curricular and other opportunities including extra curricular activities are good.
- Parents' views of the school are very positive.

What could be improved

- Increasing the pace of lessons
- Provision for gifted and talented pupils

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has substantially improved since the last inspection in 1997. Standards of attainment in mathematics, a key issue in the last inspection have improved and are now in line with national averages, with a significant number achieving above what is expected for pupils of this age. The quality of teaching has significantly improved. There is now no unsatisfactory teaching, compared with 25% unsatisfactory at the last inspection. This is a very good improvement and is having a positive impact upon standards of attainment. A staff development programme identifies teachers' requirements for professional development and allows them access to appropriate training and support. Short term planning of teachers' work has also greatly improved. Lesson plans clearly identify what pupils are expected to

learn. Schemes of work have been developed in all subjects. Assessment is now more rigorous and there is a more consistent approach to the recording of pupils' attainment in order to inform the planning of the next stages of their learning.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	C	D	D	C
mathematics	C	D	C	B
science	C	E	C	B

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

By the time pupils leave school at the age of 11, and compared with similar schools, test results are in line with what is expected for pupils of this age. Over the last four years, results have improved at about the same rate as other schools. The school carefully analyses its results to monitor trends and strengths and weaknesses, it organises extra support so that pupils of lower attaining ability achieve as well as they can. In English and mathematics a higher percentage of pupils attained the higher levels for their age group than in other similar schools. Improved test results for 11 year olds show that extra teaching support and booster groups are proving successful. The work in English that current 11 year olds were doing during the inspection was of a better standard than the previous year's test results and in most subjects, standards were appropriate for their age group. Throughout the school pupils have good computer skills. The standard of art and physical education is also good. Pupils with special educational needs make good progress and benefit from good support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and enthusiastic. They want to come to school.
Behaviour, in and out of classrooms	Good. Behaviour is good both in lessons and when out at play. Good strategies are used to support pupils with specific behavioural problems.
Personal development and relationships	Very Good. This aspect is a great strength of the school's provision.
Attendance	Good. The procedures for monitoring attendance and encouraging pupils to come to school are very good.

A strength of the school is pupils' personal development and relationships. They are given many opportunities to work independently and to take responsibility for their own learning. Whilst attendance is good there are very good procedures for monitoring and encouraging pupils to come to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching			Good

The quality and consistency of the good teaching are great strengths. Nearly three quarters of the lessons observed were good, or better of these one in five were very good, this is a fifth of all lessons seen. All lessons were at least satisfactory. In English and mathematics, teachers always ensure the skills of literacy and numeracy are taught well. They regularly mark pupils' work and pupils' presentation of work is of a high standard. Teachers plan their work well. The school is very committed to supporting all pupils, but particularly those who have difficulties with their work. The good quality of the teaching successfully promotes pupils' learning and helps them to acquire a good knowledge and understanding in other subjects. Pupils who have special educational needs are successfully motivated and make good progress. The small number of pupils who learn English as an additional language also make good progress. However gifted and talented pupils should consistently be given more challenging work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of rich learning experiences for its pupils. Teachers often skilfully link different subjects through lesson topics. In addition the large number of extra curricular activities support pupils learning.
Provision for pupils with special educational needs	Good. The good provision supports pupils with special educational needs to make good progress.
Provision for pupils with English as an additional language	Good. Provision for the small number of pupils with English as an additional language is good. They are well integrated and fully included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social development is very good. Good provision is made for pupil's spiritual, moral and cultural development.
How well the school cares for its pupils	The school takes good care of its pupils and teachers know them well. There are very good procedures for monitoring attendance and pupils academic performance. Procedures to monitor pupils' progress in their school work have improved since the last inspection and are good. As a result, the pupils have a good understanding of their own abilities.

There are no major weaknesses in the quality of learning opportunities offered to pupils. There is an excellent partnership between school and parents. All legal requirements are met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school's leadership is outstanding. Management is also very good. The Head teacher and senior management have a clear vision for developing the school still further.
How well the governors fulfil their responsibilities	There is an excellent Governing Body. Governors are very enthusiastic and fully involved with Hollinswood Junior school. They fulfil their responsibilities exceptionally well.
The school's evaluation of its performance	Key members of staff have successfully influenced the development of their specific subject responsibility. The school has very good systems in place for evaluating its performance.
The strategic use of resources	Very good use is made of the accommodation and resources. The deployment of support staff to classes and small groups is often good and this promotes pupils' learning successfully.

The outstanding, calm leadership and excellent governing body are totally committed to school improvement.

There are very good procedures for monitoring and evaluating the standards of teaching. The governors review programme ensures that they have very detailed and relevant knowledge and understanding of their school. The head teacher has a clear and innovative vision of where he wants the school to develop. The accommodation is very good and is very well maintained. Resources are also good and support pupils learning. The school successfully applies the principles of best value to its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Children make good progress in school • Behaviour is good • Teaching is good • Parents feel well informed about their children's progress • Teachers are approachable • Teachers have high expectations • The school works closely with parents • The school helps their children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of home work pupils receive.

The inspection team agrees with parents' positive views. The school provides a good range of homework, which successfully extends pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection found that eleven year old pupils achieved well below average in the national tests for English, mathematics and science. Since then there has been a steady increase in standards, except for a dip in 2000 in mathematics and science where results were well below national averages again. This is mainly because the number of level 5's achieved were lower than in previous years despite the fact that the number of level 4's achieved were the greatest number ever. The school's year 2001 national test results show that in English pupils' standards are below the national average, and in mathematics and science pupils results are average. When compared to similar schools, English results are the same as other schools and pupils mathematics and science results are higher.

2. Overall pupils make good progress during their time at Hollinswood Junior School, particularly, as they enter the school with below average attainment. Above average numbers of pupils achieve level 5, (which is the level expected for 13 year olds) in mathematics, and pupils are close to the national average for the higher level in English and science.

3. Pupils with special educational needs of lower ability, make good progress. The SENCO has trained teachers in the early identification of need and in the writing of individual educational plans (IEPs). These documents contain clear targets that include learning and behaviour. IEPs are regularly reviewed to keep a track of progress. The special needs co-ordinator (SENCO), teachers and classroom assistants work well together to provide a level of support that enables pupils to make good progress in relation to their individual needs. However, whilst the small number of pupils who are gifted and talented are correctly identified by the school, there is limited extra support to enhance these pupils' particular talents. For example, a Year 5 pupil with an exceptional gift for mathematics, whilst given extension work towards the end of the lesson, would be better served if he were given this individual work right from the beginning of the lesson. The school is well aware of who these pupils are and whilst extension material specific to their individual talents and needs are provided on occasions, a more systematic approach to this now needs to be developed with pupils having greater access to work to suit their differing needs.

4. During the inspection standards in **English** throughout the school were as is expected for pupils of this age. This is an improvement in English when compared to last years national test results. By the age of 11, pupils listen attentively and answer challenging questions. Most speak confidently in all situations, including whole-school assemblies. Whilst standards in Reading are satisfactory overall, there are a number of pupils in Year 6 who read very well and achieve above expected standards. Standards in writing are satisfactory, but pupils are not always given the opportunity to have extended guided practice. Despite this they take great pride in the presentation of their work.

5. In **mathematics**, current Year 6 pupils are on target to meet national average performance levels by the end of the year. Most pupils in Year 6 calculate accurately with whole numbers and decimals although lower attaining pupils sometimes make simple mistakes. Pupils understand the various methods which can be used to solve a problem, such as, partitioning and doubling. Pupils read and construct various types of graph, and calculate information from them. Pupils' problem solving and investigational skills are well developed. 'Mental' skills are good, and pupils make satisfactory use of their number skills in other subjects, such as when composing music.

6. In **science**, pupils gather a wide range of scientific knowledge as they move through the school. By Year 6 pupils know about the features of living things and a healthy lifestyle. They understand about the solar system, and great emphasis is placed in lessons on learning about science through investigation.

7. All pupils including those with special educational needs achieve well in **art and design** and standards are above those expected for their age throughout the school. Pupils use a variety of media, including, charcoal, pastels, textiles, and paint. Pupils' standards in **information and communication technology (ICT)** are above expectations throughout the school. It is a delight to see ICT used through so many other areas of the curriculum such as, music and mathematics. **Music** standards are satisfactory overall, with some good examples of composition work amongst all ages of pupils.

8. Pupils achieve to a satisfactory level of attainment in **design and technology**. Pupils build up their skills systematically as they move through the school and as they mature they use their knowledge to design and refine their work. Standards in **geography** are in line with what is expected nationally. Pupils are competent in the use of map skills and are beginning to develop good inquiry skills. Pupils achieve at levels expected for their age in **History**. Their factual knowledge is satisfactory and they are able to make comparisons well between their lives now and in the past. By Year 6 pupils' standards in those activities observed in **physical education** are above expectations for their age. By Year 6 pupils work to high standards. Pupils throughout the school have a growing awareness of healthy living and keeping themselves safe and the effects of exercise on their body. Pupils' achievements are satisfactory in **Religious Education**. They have levels and knowledge expected of their age, and understand the importance that people of different faiths place in their beliefs.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to the school are good. They enjoy coming to school, taking part in a wide range of activities and are keen and enthusiastic. After school activities and lunchtime clubs are oversubscribed, their popularity is so great. Pupils concentrate well in lessons. For example, in work on surface friction in science, pupils compared practical tests of moving objects, with or without wheels over a period of time, and could offer clear observations and suggestions as to how to improve the experiment. They respond well to the stimulus of learning. For example in an art lesson when the 'Fire Dance' was being played to motivate and encourage their art work one pupil said 'music makes me feel artistic'. They enjoy working together. For example in a music lesson where pupils were very keen to compose in a group for a musical competition, and pay attention to accuracy, for example, in a science lesson where predictions, observations, and measurements of an experiment to stretch elastic, relied on repetition of the experiment to ensure accuracy. Pupils' attitudes are especially good with work that they have organised themselves, for example, when investigating number problems. They are also open to and interested in the points of view of other pupils, for example, in a lesson on non-chronological writing and writing notes from pictures, some pupils changed their opinions after listening to the opinions of others in their group.

10. Overall pupils' behaviour is good and the behaviour of many pupils is very good. Behaviour is good both in lessons and when out at play. The school does acknowledge that there are occasional problems with bullying. This is also recognised as a concern by some pupils in the school, although they have said that the school deals very quickly with these incidents and that they feel safe in the school. In the last year there have been two fixed period exclusions for a pupil, but none in the current school year. Occasionally in lessons, where the pace of teaching is slow, the behaviour of some pupils who are insufficiently

challenged can disrupt the learning of other pupils. For example, in a physical education lesson, at first pupils were using hockey sticks in a controlled and safe manner to consolidate their skills, but later, when a number of pupils were not participating, their behaviour became disruptive. Teachers generally have good strategies to manage pupils behaviour, for example in a lesson where pupils had to act out, illustrate and write about the more gruesome aspects of mummification, the teacher made good use of spare space in neighbouring teaching areas to spread her class out and limit any potential disruption. Playground and lunchtime behaviour is generally good and pupils enjoy team and paired games in their break times.

11. Pupil's personal development and the relationships that exist in the school are very good. Pupils are given opportunities to help in school. They enjoy the responsibility of being lunchtime, library or office helpers, for example taking the registers back to the office. The wide range of after school activities gives pupils opportunities to take charge of remembering, for example, a sports kit, or complete and research their homework. The development of the school council has given pupils the opportunity to vote, an activity of citizenship, and to start to share the responsibility of representation. Pupils have enjoyed influencing aspects of school life, for example, by changing the drinks options at lunchtime, discussing different ways to combat aspects of bullying and recently introducing the concept of a house system. Relationships in the school are good and have a positive effect on learning and behaviour in the school.

12. Pupils take the opportunity to work independently and take responsibility for their own learning. For example, in a lesson where pupils were working in pairs, pupils waited patiently for their turn to take part in the activity and helped each other by calling out the measurements of liquid required to complete the task. The school has been successful in integrating and sharing its positive ethos with pupils who have had behavioural difficulties in other schools. Pupils are active fundraisers for charity.

13. Pupils with special educational needs are very positive about their time in school. They enjoy the work they do and work hard in lessons. They develop good relationships with their classmates. They happily accept support and advice from teachers and their assistants. This is a consequence of the school's policy to keep pupils with learning difficulties as far as is possible in the classroom so that they do not feel left out of things.

14. Attendance at the school is good and broadly inline with other schools of the same type nationally. This is a good improvement sine the last inspection. Most pupils are punctual to school and are waiting to come in before the start of school. The school has an extremely small number of unauthorised absences as the school can track the reasons behind each pupil's absence from school. Registers are completed promptly and in line with statutory requirements. A few parents take their children away from school for annual holidays during term time. This has a small detrimental impact on their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching has greatly improved since the last inspection. There is now no unsatisfactory teaching when compared to a quarter of teaching being unsatisfactory during the previous inspection. The standard of teaching has risen considerably with two thirds of lessons observed being good or better and one in five of these lessons being very good. This has had an obvious impact upon the improving standards of attainment which pupils achieve.

16. The school is fortunate in that it has a relatively stable staff and this has had a significant impact upon the great improvements in the standards of teaching which have

taken place. At the time of the inspection consistently good teaching was seen throughout the whole school. It was not confined to one particular year group.

17. In the most successful lessons, teachers have good subject knowledge which they share with pupils clearly and precisely. The teaching of English is mostly good and sometimes very good, and has improved significantly since the last inspection. All teachers implement the National Literacy Strategy successfully. Key skills are well taught and this is a major contribution to pupils' learning. Lessons are well planned and expectations high. Whilst instructions are clear, pace in many lessons is too slow, with teachers spending too long at the beginning of lessons explaining what is to be done by pupils.

18. The introduction of the National Numeracy Strategy has had a positive effect on the standard which pupils attain in mathematics. Again teaching is consistently good. The good teaching has a significant, positive impact on pupils' learning as they progress throughout the school. Teachers have a good understanding of the strategy and implement it confidently. However, as in lessons in English, there are times when teachers talk for too long at the beginning of lessons and not enough time is left for pupils to get on with the practical activities demanded of them.

19. Pupils' learning is good and this is as the direct result of the quality of the teaching which they receive. A good feature is how teachers reinforce subject vocabulary, for example in mathematics in Year 6 where the correct vocabulary is used such as, partitioning and doubling. Lessons are well planned so that pupils make good progress. A strength of the good lessons seen were the way teachers pull together what the pupils have learnt at the end of the lesson, by recapping what has been covered, so that pupils have their own learning reinforced.

20. The teaching of investigative skills in mathematics and science have improved a great deal since the last inspection and the pupils now have many opportunities for first hand investigations, which promote their knowledge well. Teachers across all classes have benefited from good quality in-service training in computer skills and this has raised the expertise of staff to teach all elements of information technology well. The teaching of physical education is consistently good and on occasions very good. This enhances pupils' knowledge of skills and understanding because of teachers own expertise in this subject. The teaching of all other subjects is at least satisfactory and often good. Pupils with musical talents are encouraged by including a good range of instrumental tuition by visiting specialists.

21. Homework is set regularly. There are many good examples of learning at home making a good contribution to the pupils' achievements.

22. The school caters for pupils with special educational needs well and the majority are fully included in lessons. The good progress pupils with special educational needs make, is the result of good planning for them, by a combined force comprising the SENCO, classroom teachers, and the classroom assistants. The small number of pupils for whom English is an additional language also learn well and are fully integrated into all lessons. In order to plan effectively for SEN the SENCO and classroom teachers produce detailed IEPs. These set out the ways in which the curriculum is to be adapted to meet individual needs for those pupils of lower ability. Teachers and classroom assistants have regular meetings with the SENCO to consider and evaluate how well targets are achieved. However pupils who are correctly identified by the school as being gifted and talented are not well catered for by teachers in every day lessons. There are occasions when lessons are specifically planned for these pupils, but as yet it is only occasionally, as opposed to a regular feature of these pupils school life.

23. Classroom assistants make a very good contribution to pupils' progress. They are highly experienced in dealing with pupils with special educational needs and are very capable. They know pupils well and foster the trust that provides good conditions for learning.

24. The Head teacher regularly monitors the quality of teaching and this monitoring has had a positive impact upon raising standards in the quality of teaching pupils receive.

25. Pupils acquire new knowledge and skills well. Their ideas and understanding develop well due to the consistently good teaching which they receive. They work hard and show interest in their work, sustaining concentration and starting to think and learn for themselves. This is more noticeable amongst the older pupils in the school.

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

26. There has been much improvement in curricular provision since the previous inspection. At that time some weaknesses were identified. Schemes of work were underdeveloped and did not adequately support teachers' short term planning, and arrangements for the assessment of pupils' attainment and progress were unsatisfactory. The school now provides a very good range of rich learning experiences for its pupils. It has a clear view of its curriculum strengths and has accurately identified priorities for further development.

27. Good quality documentation is provided for all subjects. Schemes of work in every subject now ensure a secure structure for all teaching. Teachers skilfully link different subjects through topics and this provides good breadth and balance of the curriculum for pupils in both mixed and single age classes. The school has made very good improvement since the previous inspection in widening its range of assessment procedures and improving its analysis of data to identify and inform the next steps in learning.

28. The school curriculum fully meets statutory requirements and religious education conforms to the locally agreed syllabus. Sex education and drugs awareness form part of pupils' personal and social development programme. For example, in a Year 4 class, following a lesson about 'People Who Care', the teacher sensitively led a discussion with the pupils about bullying and they shared their views and opinions. Projects supported by the local health authority and police help the school raise pupils' awareness of personal and health-related issues. Information and communication technology provision has improved significantly since the previous inspection. This is because of the considerable investment in equipment and resources. ICT is used effectively by teachers to support teaching and enhance pupils' learning. The school actively promotes learning of musical instruments using peripatetic teachers to teach woodwind, string and brass.

29. There is equality of access to the curriculum for pupils. The school is largely successful in the way it adapts the curriculum to the individual needs of pupils, particularly for those pupils who need extra help with their learning and behaviour. This gives them the grounding they need to make progress. The SENCO and classroom teachers write clear and appropriate individual education plans that are shared with classroom assistants. Very good planning and the effective use of resources help pupils to work towards their targets. The use of IT makes a good contribution to pupils' progress in literacy and numeracy.

30. Strategies for teaching literacy and numeracy are being used effectively to develop pupils' skills and whole school planning for extended writing linked to topics enables pupils to

practise and apply their skills in other subjects. More able pupils take part in extended learning activities for literacy and numeracy led by the Head teacher, the well-organised use of additional support staff ensures pupils with special educational needs access all areas of the curriculum. However these extended learning activities are spasmodic and not currently consistently available. The staff are of a high calibre and the overall arrangements make a positive impact upon the pupils they support.

31. The school continues to provide a very good programme of extra-curricular activities over the whole of the school year for all interested pupils. After school and lunchtime activities include sport, games, music, French, IT, library and gardening clubs. These activities have a positive effect on pupils' attainment and progress in academic subjects and on their personal development. For example, pupils in Year 3 reported that they enjoy library club because they have tasks to do and they enjoy sharing books.

32. Educational visits and the very good use of the local environment enhance the curriculum in a broad range of subjects. Good use is made of the swimming pool at Madeley Court by pupils for weekly swimming lessons and the adjoining 'Pit Mound Woodland' area is used for educational and recreational purposes by the school and the community. Pupils in Year 5 and Year 6 visit Ironbridge in Telford and Blist's open air museum to find out more about places and people in the past and in Years 3 and 4 pupils undertake surveys at a local shopping centre to develop geographical enquiry skills.

33. There are good links with the local community. A local church leader regularly visits the school to lead assemblies and the school premises are regularly used by members of the community. Links with the partner infant school are good. There is a structured programme of activities through the 'Bridge' project with pupils in Year 2 and the millennium project has fostered links between the two schools. Teachers from the infant and junior schools work together in developing policies that provide continuity for pupils and ensuring that pupils have a smooth transition when changing schools.

34. The overall provision for pupils' spiritual, moral, social and cultural development has improved. In the previous report it was adequate and now it is good.

35. The school's arrangements for spiritual development are good. The school meets the requirements for the daily act of worship. Lessons in religious education, assemblies and special events throughout the year provide opportunities that promote pupils' spirituality. Well-chosen music and candles add a spiritual dimension to assemblies. Time is provided for reflection in both school and class assemblies. For example, in a class assembly Year 6 pupils were given an opportunity to reflect on times when they felt sorry. The teacher helped the pupils express their feelings by giving them a card on which to write their feelings and say why they felt sorry. Pupils' spiritual development is promoted across the curriculum. For example, in a Year 4 religious education lesson pupils reflected on how Jesus might have felt on Palm Sunday. In a Year 5 lesson pupils listened to music and were asked to consider their feelings. One pupil explained that the music made him feel artistic.

36. The school's programme for moral development of its pupils is good. There is an orderly learning environment and most pupils behave well and demonstrate self-discipline. A clear framework associated with personal behaviour has developed and is understood by parents and pupils. Pupils are rewarded for good behaviour in 'Recommendation Assemblies' and parents are kept informed through letters from the school, which comment about pupils' positive attitudes towards school. Staff act as good role models so that pupils value others as the school values them. Moral issues are appropriately discussed and developed in assemblies. For example, the Head teacher told a story with a moral message about telling 'fibs' and he emphasised the importance of telling the truth.

37. Provision for the development of social behaviour is very good and pupils relate well to each other and to adults. Pupils are regularly given duties within the classroom, or on behalf of the school community through, for example, giving out equipment, preparing the hall for assemblies, office responsibilities and keeping the school tidy. The 'friendship benches', established to embrace lonely or disaffected pupils, demonstrate the constructive approach that the school takes to relationships. After school and lunchtime activities and residential visits for Year 5 and Year 6 pupils contribute well to pupils' social development. Pupils are encouraged to organise and run many school charitable fund raising events such as Blue Peter appeals, Children in Need, National Action for Children, Telford Christian Council and USPG World Church Council. Currently pupils are raising funds to support a pupil who has recently left the school and is in need of medical treatment. Good opportunities are provided for collaborative work. For example in a Year 4 religious education lesson, pupils worked together to re-enact the story of Daniel in the Lions' Den. Both pupils and teacher understood that a high degree of collaboration is necessary and expected. This type of classroom activity that extends throughout the curriculum promotes an ability to show respect and regard for others.

38. Provision for pupils' cultural development is good. The school provides many opportunities for pupils to appreciate both their own cultural heritage and that of others, through visits to local historical and geographical places of interest. For example, pupils in Years 5 and 6 visited a Victorian museum to gain a better understanding of life in Victorian times. Religious education lessons are used well to provide rich opportunities to develop pupils' awareness and appreciation of the range of faiths and cultures. The school makes good use of the resources provided by the Multi-cultural Development Service to promote pupils' appreciation of different cultures. Through religious education, displays, visits and discussion the school increases pupils' awareness of the richness of British culture and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Overall, the school's procedures to care for its pupils and ensures their well-being and health and safety are good.

40. Staff in the school know their pupils very well. This knowledge is used effectively to monitor and guide pupils personal development, for example, when deciding each week, which pupils should receive a 'letter' home to their parents to praise their contribution to the school ethos, or who will receive a mention in recommendation assemblies. In addition, pupils approve of the judicious dispensation of a variety of reward stickers as a positive response to their good work and behaviour by the staff and head teacher. The school encourages healthy eating, and fruit is available each break time from a pupil organised fruit sales scheme. Consideration is paid to pupils having access to fresh drinking water at all times. The school is starting to make use of the school council as a regular procedure for taking pupil's views into account, but recognises that the council needs adaptations, and more regular meetings, to be able to carry out this role successfully. In the playground, friendship benches are there for pupils to indicate that they are in need of a friend and in school pupils are encouraged to share in the responsibilities of running a school, for example by answering the school phone at lunch, or helping with lunchtime duties. The school has close links to the neighbouring infant school and this supports pupils' induction into Year 3 at the school through the Bridge project. Activities organised by the school to for example make pupils respond properly to dangerous situations, as in the Crucial Crew day and the Star drugs awareness programme, are vital to their personal, social and health education. An important contribution to the schools own judgement of its success in caring for pupils is the oversight of this care by the Governor Review Programme.

41. The school's procedures for ensuring that child protection issues are dealt with properly are satisfactory. The Head teacher is the designated person. The school follows the procedures of the local area child protection committee, and is reviewing its child protection measures and policy to ensure that they are up to date with new legislation and referral procedures, and that all staff receive training in these procedures. The school's procedures to ensure the health and safety of its pupils are very good. First aid arrangements are efficient and overseen by the school's administrative staff. The school is conscientious in ensuring that fire drills are held regularly, and that all fire fighting equipment, portable electric appliances and physical education equipment is routinely maintained and checked. The school follows the local education guidelines for out of school activities. Lesson plans consider any risk element involved, for example in design technology lessons. Efficient caretaking arrangements ensure that any hazards in the school are dealt with quickly to ensure the safety of the pupils and staff, and the school is kept meticulously clean.

42. The school's procedures for monitoring and promoting the attendance of pupils are very good. The administrative staff are vigilant in following up any absent or late pupils. Especially, for example, those pupils who they know walk to school. The school has a good relationship with the education welfare service to follow up and refer any pupil where they have attendance or punctuality concerns. Registration records are entered onto a computer programme and this gives the administrative staff speedy access to an analysis of any pupils attendance record. Certificates are awarded for good attendance and the school does not encourage families to take their children away from school for holidays during school time. Where a pupil has a structured time table for attendance at the school, the school is very supportive in ensuring that they come into school regularly. Registration procedures comply with statutory guidelines and registers are marked correctly, which is an improvement since the previous inspection.

43. The school's procedures for monitoring and improving behaviour and working to eliminate bullying are good, and imaginative. For example, the school council was asked to consider ways to stop bullying in the school and it is frequently addressed as an issue in assembly or circle time. Pupils whose behaviour at lunchtime or break time is disruptive can expect to be put into detention for a certain period of time, and can also have to complete lines if that is judged to be a proper deterrent to further unsatisfactory behaviour. Any incidents are included in pupil's personal files and the Head teacher retains an oversight of all behavioural issues in the school. Behavioural responses and targets are included in some pupil's individual education plans. The school routinely involves the behavioural support unit and the education psychology service where expert advice is required on behavioural issues.

44. Procedures for monitoring pupil's academic progress are very good. Pupil's progress in English and mathematics are carefully mapped through end of year, and end of topic testing, and the information is used very well to target extra support for individuals, such as including them in 'Springboard' mathematics classes and booster classes. This information is also used well to establish individual pupil's likely results in the Year 6 national tests, and so to inform the overall school targets for English, and mathematics. The wealth of information which is gathered about pupils' curriculum and personal development is used very well to inform teachers' planning and to set pupils group or individual targets. Both pupils and parents are kept well informed of targets. Once a term pupils undertake unaided tasks in their individual assessment books. This enables teachers to assess pupil's progress towards their targets, to consult with pupils about their performance and adjust planning accordingly. Pupils' progress towards targets is tracked using 'Assessment Manager' and pupils identified as 'at risk' are nominated for additional support. All of this helps to support pupils learning and standards of attainment.

45. The school's systems to identify, assess, support and review pupils' special educational needs are good. The SENCO has worked hard to set up good systems and is very effective in involving parents, teachers and outside agencies. The school has a comprehensive and appropriate special educational needs policy and meets its aims to the full. The school fully implements all the requirements of the code of practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents' views of the school are very good and they are very supportive of the work of the school with their children. Parents are impressed with their perception of improvements in the school since the previous inspection, quoting an improvement in 'everything' but particularly equipment and SATs results. Parents can talk to staff on a daily basis and they feel welcome in school. Parents feel that the school caters very well for differing abilities of pupils and that staff liaise with parents closely and are helpful in enabling their children to achieve their potential. They are pleased with the way that the school listens to them when they have concerns and that all staff, and especially the head teacher, involve themselves with sorting out problems. The administrative staff of the school are a very effective team in dealing with day to day contacts with parents. They are the front line of the school when, for example, there is a need to get in touch with families if a child is away or feeling ill. Parents know them well and are comfortable in speaking to them. Day to day links with most parents are maintained through telephone messages and there is a good parental attendance at school productions, sports day, special assemblies and open afternoons.

47. Parents of pupils with special educational needs are kept fully informed of the progress their children make. They are involved where appropriate in the SEN review process.

48. The quality of information provided for parents is good. Frequent newsletters go home to parents with day to day news of the school, and parents are welcome to speak to staff at the end of the school day whenever they need any follow up information. In addition to termly consultation evenings held during the school year, parents have the option of discussing their child's annual written report in the summer term. These written reports are based on a computer bank of phrases, emphasise work completed by the whole class and are rarely personal to the pupil. The school is already reviewing their format and content. The school has had a good response to the home/school contract, and parents work closely with staff to back up behaviour management strategies and the school rules. The school has recently developed its own web site.

49. The school appreciates the active support of a number of parents as classroom helpers, and the collaboration of most parents with the school's home school agreement. A number of parents were very active in ground improvements linked to the Millennium project and school tapestry. Overall parents are happy with the homework provision made by the school, but a few parents are unhappy with the amount of homework their children receive, and with how homework is monitored and marked. Parents are especially pleased with the respect that the school pays to the beliefs and faiths of pupils' families.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership of the school is excellent. The head teacher has outstanding leadership skills and a clear vision for the school. The head teacher and deputy make a very good team, and therefore management is also very good, an improvement since the last

inspection. Together with the active involvement of governors, they make a positive impact on school improvement and raising standards. The school has an outstanding commitment to making improvements. The school carefully analyses its annual results to monitor trends and strengths and weaknesses. It organises extra support for lower attainers and booster groups, so that pupils achieve as well as they are capable.

51. The special educational needs coordinator provides good leadership and support for pupils' with special educational needs. The management of learning support assistants is good, and they are appropriately deployed. They are well motivated and qualified. The management guidance for pupils with behavioural difficulties is very good and has a positive effect on the successful learning and integration of these pupils. Funds allocated for pupils with special educational needs are used to good effect, for example by funding individual support for some pupils.

52. The governing body's effectiveness is excellent, and it is fully committed to supporting the school. The governors know their school very well and are fully involved in all aspects of school life. The governors have a very good understanding of the school's strengths and weaknesses. This is supported by the excellent governing body review programme, which allows governors to work in very close partnership with the school to enhance all parts of school life. The chair of governors has a very good understanding of the importance of good governance. Other governors are very enthusiastic and give their full support to the school.

53. The governors have successfully delegated roles and responsibilities, and a good committee structure has been defined. There are designated governors for literacy and numeracy who oversee developments in these subjects. The chair of Governors regularly visits the school to meet with the Head teacher and staff. The governors are very proud of their school and they have a very good working relationship with the head teacher and staff. All statutory requirements are very successfully met. The school provides a very good ethos where pupils are made to feel truly valued

54. Staff and pupils are well motivated and committed to their school. The school strategy for staff appraisal and performance management is very good. The quality of teaching and learning is effectively monitored by the head teacher and as a result this is strong. The school is very committed to staff development and ensures there is a good programme of training, which includes local courses. Teachers performance management objectives are linked to the progress which 'targeted' pupils make in each class. All teachers' professional development is planned as part of the performance management cycle. This is closely aligned to targets on the school improvement plan, which are selected and prioritised to ensure continued school improvement through the raising of standards.

55. There are an appropriate number of teachers and support staff for the number of pupils on roll and for the large percentage of pupils who have special educational needs. Results of tests and pupils ongoing progress are monitored in detail and work is suitably adapted to meet individual needs. This is particularly noticeable for those pupils who are of lower ability but less visible for those pupils recognised as gifted and talented.

56. The provision for pupils with special educational needs is very well managed. There is a caring ethos which is shared by all those working with SEN children which is underpinned by thorough processes for the identification of special needs and for the generation of individual work programmes to meet needs. The SENCO is highly organised and has instituted good systems for the management of all the information that is generated. She has worked hard to ensure that the systems can be easily handed on to her successor. The SENCO co-ordinates the work of the large number of classroom assistants very effectively.

They are well briefed and make a good contribution to the progress of the children they work with.

57. The SENCO makes sure that she is kept up to date on developments in SEN and has attended a good number of relevant courses. She shares information with staff in staff meetings. She has led a good number of courses in school to pass on her knowledge. She has weekly meetings with assistants in which the progress of individuals is reviewed and targets revised and in which other information can be passed on. The accommodation and learning resources for SEN are good.

58. The school has very good accommodation. As Hollinswood Junior school was originally built as a middle school it has spacious accommodation which is used well to support pupils learning. This includes a well resourced computer suite, food technology room, and a design technology room. There are 2 halls, and the building is very well maintained. The grounds are of exceptional quality and pupils are fortunate to have access to two playgrounds, very large grass area and wild woodland area. Pupils and staff respect the premises and it is kept exceptionally neat and tidy.

59. The school's organisation and management of its resources is very good. There is a good range of resources for all pupils. There is a suitable range of resources in all areas of the curriculum.

60. The school's efficiency is very good. The last inspection report said that the school gave satisfactory value for money, since 1997, the school has improved on this. The school's administration is excellent. The quality of financial planning is very good. Specific grants and fund to raise standards are efficiently used and the funding for pupils with special educational needs is used appropriately. There is an excess amount in the budget to offset staffing costs as the school is aware that role numbers are starting to fall.

61. The school successfully analyses the results of National Curriculum tests to make sure it is giving value for money. It provides a good education for its pupils because of the commitment and hard work of the staff. The budget is successfully used to benefit pupils and provide them with a wide range of opportunities. Best value is applied well. Taking all this into account the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Greater attention to be given to the beginning of lessons in order to ensure that pupils have enough time in which to complete their practical tasks. By reducing and being aware of the amount of time teachers spend talking and explaining in the first part of the lesson.
Paragraphs; 10, 17, 18, 70,76,80,102,115,121,125.
- (2) Give more structure to the individual needs of identified gifted and talented pupils within the school. Through a more consistent, individual programme of work for those with particular gifts.
Paragraphs; 3,22,30,55,72.

In addition to the Key Issues for improvement; the school should consider the following areas for improvement:

- Increase opportunities for extended guided writing
Paragraphs; 63,69

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	71

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	25	16	0	0	0
Percentage	0	21	48	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		200
Number of full-time pupils known to be eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3-Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		60

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.8
National comparative data	5.6

School data	0.0
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	23	33	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	21
	Girls	20	20	27
	Total	36	36	48
Percentage of pupils at NC level 4 or above	School	64 (76)	64 (74)	86 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	22	20	22
	Total	37	37	40
Percentage of pupils at NC level 4 or above	School	66 (65)	66 (65)	71 (78)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	2
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	1
White	190
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3-Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	23.1
Average class size	28

Education support staff: Y3-Y6

Total number of education support staff	7
Total aggregate hours worked per week	126

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	2	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.

Financial information

Financial year	2000-2001
	£
Total income	396727
Total expenditure	406992
Expenditure per pupil	1983
Balance brought forward from previous year	-22748

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	188
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	45	45	3	1	4
My child gets the right amount of work to do at home.	29	46	18	3	3
The teaching is good.	63	32	1	0	4
I am kept well informed about how my child is getting on.	41	53	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	1	1	1
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	46	41	8	3	3
The school is well led and managed.	62	32	1	1	4
The school is helping my child become mature and responsible.	57	37	3	0	4
The school provides an interesting range of activities outside lessons.	47	39	8	1	4

Summary of parents' and carers' responses

Parents are very supportive of all that the school does. They believe that the school provides the best education it can for its pupils. The majority say that the school provides a really caring supportive environment in which their children can develop to the best of their ability.

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

ENGLISH

62. Standards in English have improved steadily since the previous inspection. Results in the 2001 national tests show that standards attained by eleven year olds were just below the national average but in line with similar schools. The proportion of pupils attaining the higher level 5 in English has risen significantly and boys are achieving better results. All pupils, including those with special educational needs, make good progress.

63. The findings of the inspection confirm that the attainment of eleven year olds in English is satisfactory overall. Since the previous inspection attainment in speaking and listening has improved and is now consistently good. Pupils' attainment in reading has also improved and standards are what are expected for pupils of this age, with some pupils able to read to a higher than expected standard. Whilst standards in writing remain satisfactory, the school has correctly identified writing as a focus for school development and strategies to improve writing are starting to have a positive effect. Overall the steady rise in standards is due to a number of factors including, good management of the subject, consistently good teaching, effective support for the lower and higher attaining pupils and the school's systematic approach to setting targets based on prior attainment. The school's meticulous analysis of pupils' results show, that all pupils make good progress in English throughout the school. This represents good improvement since the previous inspection.

64. On entry to the school, pupils have adequately developed speaking and listening skills. By the age of eleven pupils of all abilities have made steady progress and the majority achieve above average standards. The oral part of the literacy hour is put to particularly good effect to promote pupils' speaking and listening skills. Through skilful questioning and good use of support staff, pupils of all abilities make a positive contribution. In a good Year 3/4 lesson, there was a real sense of growing confidence as pupils talked excitedly to each other about World Book Day and their favourite books and authors. A very sensitive introduction with Year 4 pupils during a personal, social and health education lesson enabled pupils to listen to each other's views on bullying and contribute to the whole class discussion. Pupils in Year 6 engage in active discussion when they agree the theme of the poem 'Jabberwocky'. Speaking and listening skills are effectively developed further through pupils' involvement in school productions, debates linked to topics and assemblies. For example, during one assembly, pupils spoke confidently and with an awareness of their audience about what questions they would like to ask famous people, if they were able to have a one to one with them.

65. Most pupils are knowledgeable and articulate when talking about their written work. When pupils discuss their reading habits, they express very clear preferences and strong opinions about their likes and dislikes. Drama and role-play are effectively used as a tool to extend pupils' speaking and listening skills. A good example of this was in a successful Religious Education lesson in Year 4 when pupils re-enacted the story of Daniel in the Lions' Den to emphasise Daniel's feelings. Pupils across the school usually work with concentration and question others' ideas respectfully and responsibly. They are provided with a range of opportunities to talk in different contexts and purposes. Progress in speaking and listening throughout the school is good.

66. Pupils throughout the school enjoy reading and make good progress in developing their skills. By the time they are eleven, the majority achieve standards that are at least in line with what is expected for pupils of this age and some pupils in Year 6 are on track to achieve above average reading standards. Pupils' achievement is good because teachers provide

frequent opportunities for them to practise their skills in literacy lessons. Texts chosen for whole class reading lessons are very accurately matched to different age groups and abilities. Pupils with special educational needs cope well with most texts through the good support provided by classroom assistants. Both fiction and non-fiction books are used in whole class and guided reading sessions. A range of resources including newspapers and magazines contribute to the good range of reading material. Pupils are familiar with the library classification systems and many benefit from the lunchtime library club. They are encouraged to take books home regularly and school reading diaries are used efficiently to record and monitor pupils' progress. Pupils are willing to express opinions about their favourite authors and poets. They enjoy popular fiction authors such as Roald Dahl and J K Rowling. Some older pupils are confident in tackling complex texts, for example 'The Hobbit' by J R Tolkien. Pupils enjoy poetry, especially humorous poetry, and talk eagerly about their favourite poems such as 'Please Mrs. Butler' by Allan Ahlberg. Guided group reading is planned each day and is used well to support pupils in reaching their reading targets. In a Year 5 lesson less able pupils were supported by the teacher in reading and interpreting a report about life in Victorian mines and by the end of the guided session made good progress in their understanding of the text.

67. All pupils make good progress in writing and attainment for pupils aged eleven is in line with what is expected for their age. Pupils are beginning to apply the skills they are developing in literacy across the curriculum when they write for a range of audiences and purposes. For example, pupils in Year 5 wrote instructions for making a 'colour changer' and Year 6 pupils wrote a balanced argument using persuasive writing techniques in their work about tourism in Ironbridge. Pupils write sustained stories and pay good attention to character and plot. Stories by pupils in Year 3 about a 'Mysterious Box' show that they are beginning to develop their understanding of story structure. By Year 6 pupils write more complex and grammatical sentences and a good range of punctuation is used. They begin to experiment with sentence structure earlier in the school, for example in a Year 3 literacy lesson; pupils successfully practised joining sentences together using a range of conjunctions. Pupils' increasing ability to spell accurately is promoted through regular practice and review and from regular weekly learning of spellings throughout the school. Good use of white boards encourages pupils' individual attempts at writing and spelling, building their confidence and independence. In some literacy sessions pupils produce very little written work, partly due to an imbalance of pace at the beginning of the lesson where teachers talk and explain things for too long. However, this is being addressed through the more recent introduction of extended writing sessions and topic writing sessions that focus specifically on more sustained aspects of writing. So far this has gone some way towards addressing this problem but it is too early to measure the impact on standards.

68. Pupils' attitudes and behaviour and personal development in English are good. They take care over the presentation of their work. Nearly all pupils enjoy reading for pleasure and there is a lot of enthusiasm in lessons for reading as pupils and teachers explore texts together. Concentration on individual reading and writing tasks is very good. Pupils collaborate well together and are interested in what others have done and discovered.

69. The quality of teaching has improved significantly since the previous inspection when it was satisfactory overall. Both teaching and learning are now consistently good. No unsatisfactory teaching of English was observed during the inspection; six out of ten lessons were good or better and of these, three were very good. The good relationships and the value and respect placed on pupils' contributions in lessons are major strengths. This inspires pupils to behave well and try hard. Teachers have high expectations and manage pupils well. Overall, time is used effectively in the literacy hour and very good use is made of an interesting range of resources, including ICT, to capture pupils' attention. Support staff are well informed and make a valuable contribution to teaching of literacy. Teachers' subject

knowledge is good and lessons are planned well. Teachers explain carefully to pupils what they are expected to do, and assess learning well at the end of the lessons. In lessons where teachers use the opportunity to model aspects of writing, pupils make significant gains. For example, in a lesson for pupils in Year 3 and Year 4, the teacher demonstrated how to write aspects of a book review. Consequently the pupils were clear about expectations and knew exactly what needed to be done. They settled quickly to the task and produced book reviews of good quality containing considered views with appropriate justification. Teaching is less effective when pace slackens and too much time is spent instructing and explaining. When this happens insufficient time is left for pupils to complete tasks during the independent session of the lesson and as a result progress is limited. In some lessons higher attaining pupils are not sufficiently challenged; for example, in a Year 4 extended writing lesson, the pupils completed the task quickly and proceeded to reinforce what they already knew, but were not sufficiently challenged, to extend their learning still further. Opportunities for 'guided' writing to support pupils in achieving writing targets are underdeveloped. During the inspection 'guided' writing was not observed in any literacy lessons.

70. The leadership and management of English are good. The co-ordinator is enthusiastic and has an accurate perception of the school's strengths and weaknesses in English and a clear focus for future developments. Priorities for improvement are precise and all staff have a shared commitment to raising standards. The school development plan correctly identifies the school's main priority and related strategies to improve writing. Careful marking, evaluation and target setting are used well to raise standards. An impressive range of purposeful assessment procedures is used to monitor and track pupils' progress effectively. There are procedures in place for monitoring the quality of teaching; however the school has identified that these procedures require further development. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is good. Teachers successfully capture the moods and feelings evoked through sensitive discussion of texts and through dramatic readings of poems.

MATHEMATICS

71. The majority of pupils enter the school in Year 3 with standards in mathematics which are below those expected for pupils of their age. By the time they leave school at the age of 11 they have made good progress and their attainment is in line with what is expected for pupils of this age, with a significant number achieving above this standard in the 2001 end of key stage exams. When compared to schools with a similar socio-economic background, the majority of pupils at 11 achieve similar standards; however, there are a significant number of pupils who achieve well above the national average when compared to other schools.

72. Since the last inspection in 1997 standards in mathematics have improved. There is no significant difference between the performance of girls and boys in this subject. All pupils are suitably included. Those with English as an additional language and special educational needs are well supported and make good progress. For example, throughout the school, pupils with specific behavioural problems, are ably supported by classroom assistants who make sure that they have access to the mathematical curriculum and support their lack of concentration so that their problems with behaviour does not impair their success in working in mathematics. Pupils achieve well considering that they start from standards which are below average. However, pupils who the school have identified as gifted and talented are not regularly given support to encourage their particular talents. For example, in discussion with one particularly talented mathematician, he talks of how much he enjoys his maths work, when he is given work that really challenges him. In his words, 'It really makes my brain work.'

73. By the age of 11 years, pupils can carry out mental calculations quickly in their heads and with the use of white boards can do more complicated addition and subtraction sums using three digits. They understand how to interpret data to a satisfactory standard. More able pupils can solve problems which need more complex solutions, for example investigating nets of open and closed pantomime boxes. Throughout the school pupils use their knowledge of number to solve every day problems carefully. They use their reading skills well from Year 2 to understand what the question is asking of them so that they know which operations they are to use to solve problems. For example pupils in Year 6 use a variety of different methods to solve addition of decimals, such as partitioning, doubling and number patterns.

74. Teaching is consistently good. A number of strengths account for pupils' good progress:

- Well planned lessons that have clear learning objectives for the mental warm up activity and main activity, which are shared with pupils and referred to at the end of lessons.
- Effective learning methods used in mental warm up activities develops a speedier recall of number, for all abilities of pupils. This was seen across the whole school.
- Open-ended questioning used by the teacher to explore pupils' methods and deepen their thinking of how to solve problems when asked questions such as, 'How did you work that out?'
- Key mathematical vocabulary is explained by staff and there is an expectation for pupils to use words, such as 'inverse' and 'partition'.
- Where teachers inform pupils how long they have to carry out a task they are effectively utilising time.
- Good management skills on the whole ensure that pupils concentrate, behave well and work well together.

75. Where teaching is not as good, lessons lack pace. Teachers talk at the beginning for too long. This was seen in several lessons but in particular in a Year 6 lesson where the teacher input in the first part of the lesson was 40 minutes long leaving the pupils with only 15 minutes to attempt their practical work. Whilst the majority of pupils remained on task during this introduction and direct teaching, the length of time does not allow pupils to consolidate what they have just been taught.

76. There have been many improvements since the last report in the teaching of mathematics. The development of mental mathematical skills and use of key vocabulary is contributing to help raise standards further. The coordinator monitors planning, and the subject is well managed. Pupils are now assessed regularly with additional national tests and QCA tests. They are also assessed more frequently after the end of topics and the teaching of new concepts. Pupils' progress is tracked year by year and these results used to inform future planning.

SCIENCE

77. In the 2001 national tests pupils' attained standards which were around the national averages. The trend in these results has been one of overall improvement over several years. During the inspection it was clear that the attainment of the current Year six is in line with the national expectations particularly in investigative work.

78. By the age of eleven most pupils know that they have to plan investigations carefully, taking into consideration a wide range of factors affecting outcomes and that they have to pay

appropriate attention to the accuracy of their findings. They know that they have to repeat experiments to achieve consistency and that they have to be systematic in the way they record results. This they do when they test the forces operating when an elastic band is stretched. They make sound predictions as to the results of their investigation. Science is an interesting and stimulating subject for pupils. Teachers make sure that the emphasis is on investigation and on the value of pupils' own ideas for why things do what they do. Pupils' overall grasp of forces and motion is satisfactory. They know about gravitational force and about factors that work against it such as buoyancy. They can use and interpret tables to draw out scientific information and are correctly using the terminology associated with the various topics they study. They are beginning to relate the observations they make in the investigations their teachers set up for them to other problems. They have a sound knowledge of the solar system. One exercise they have completed that also helps to develop their literacy skills is the making up of riddles to test each other's knowledge of the properties of individual planets. Pupils make sound use of diagrams to represent their findings of, for example, a test they do using a torch, a box with a hole in it and some chalk dust to prove that light travels in a straight line.

79. The teaching of science is good. This is an improvement on the situation noted in the last inspection report in which teaching was seen to be satisfactory. There is a consistently good approach to the teaching of science. Teachers provide a good number of opportunities for pupils to try practical approaches to discover scientific fact. Teachers are good at the management of behaviour in lessons where groups of pupils are working energetically on different investigations. These sessions are often lively but never out of hand. Teachers prepare well for investigations and so no time is lost at the beginning of lessons though on occasion teachers allow the pace of lesson to flag and some pupils to lose concentration. Planning is consistently good and this leads to purposeful lessons that build on previous learning. Teachers often remind pupils that they are scientists and that their observations are valuable. This motivates learning as it boosts their confidence. Teachers have good subject knowledge that leads to good support and advice to advance pupils' learning. Teachers are constantly on the move in practical lessons and are effective in keeping pupils on track to make good progress. Pupils in science classes generally do the same work whatever their ability. Teachers need to consider more carefully the provision of levels of difficulty in ways, for example, of recording results. Nevertheless teachers and classroom assistants do support pupils very well in investigations, making sure that all pupils of whatever ability make good progress. Pupils whose first language is other than English are also well supported and make similar progress to their peers. Teachers and classroom assistants work to develop good relationships with pupils and pupils respond well to this. Learning attitudes are good in science. They feel that their ideas are valued and so are more ready to get involved and to contribute. Teachers handle the question and answer sessions well. They draw out extended answers from pupils which also contributes to developing literacy skills.

80. The co-ordination of science is good. The co-ordinator has a clear vision for the development of science and has been instrumental in promoting the rising trend in standards. There is little use at present of ICT in books and this has been already identified by the co-ordinator as an area for development. Some teachers use computers more often than others and there is the expertise within the school to inform its increased use particularly for tables, graphs and charts to record the results of investigations but also in a wide range of applications. The use of the topic books to record work in science detracts from the profile of the subject and also presents difficulties for pupils and staff to track progress over time. Some books lack the helpful commentary which teachers normally provide in books in the form of marking.

ART AND DESIGN

81. The satisfactory standards found at the time of the last inspection have improved overall, pupils achieve well and their attainment is above average.

82. An impressive portfolio of pupils' artwork collected over the key stage exemplifies the pupils' development of artistic skills, and shows the real progress which they make. These examples include works in the styles of Matisse and Kandinsky. The pupils are able to explore ideas using a range of media including, paints, charcoal, inks, pencils, clay, computer painting programs and a host of materials commonly found in the environment.

83. Through the year groups, art and design supports other curriculum areas very well, and shows a good quality of work. For example, field work in geography offered pupils the opportunity to study the iron work in Ironbridge in fine detail using charcoal and chalks. Similar studies have been made of Hollinswood, Wenlock Priory and Widerhope Manor which have embraced historical themes such as Tudor monarchs. The current topic of Ancient Egypt has enabled the pupils to create hieroglyphs using mono prints and clay models of animals found within Egyptian murals. These hieroglyphs are also used in music to depict the different sounds different musical instruments make when pupils are composing their own sounds. Ancient Greece studies using oil and pastels depict Bellerophon and Pegasus in striking poses illustrating the pupils' well developed techniques to produce contrasts.

84. Work on display, including the corridor art gallery, indicates the high value that the school attaches to art and design. It also serves to reinforce the importance of its contribution to the pupils' spiritual and cultural development as well as their understanding of other subjects. The Millennium Tapestry is an outstanding example of the school's commitment to art and design. Depicting famous characters and events from the past, it serves as a popular focus in assemblies and marks both the achievements of others and all the pupils who made it.

85. All pupils, including those with special educational needs, work well in lessons, maintain a good level of concentration and think hard about what they are going to produce. They are happy to evaluate their work and appropriately seek and accept guidance from the teacher. They listen well during the introduction to lessons and this helps them to work productively on their work. For example, one teacher used a piece of classical music to inspire the pupils. Whilst listening to the piece, many pupils closed their eyes and were obviously moved to create vivid paintings.

86. The quality of teaching is good. The lessons seen were well planned and prepared. The teachers introduce the lessons clearly, building on work carried out so far. They show good subject knowledge and encourage pupils as they work and guide them in using different techniques. Pupils are well motivated and learn successfully as a result of teachers' careful organisation, good relationships, high expectations and good use of prompting and praise.

87. The subject is well managed by an experienced subject leader who monitors work informally by display boards and updating the school portfolio. He is well supported by other teachers and staff who also appreciate the role that art and design has in other subjects. The range of resources, including the use of visiting artists and the environment is good. A useful development would be clearly annotated information within the portfolio that would give more useful assessment information about progression in standards through the key stage.

DESIGN AND TECHNOLOGY

88. During the inspection it was only possible to observe two design technology lessons so a judgement on teaching and learning in the subject is not given. Nevertheless it is clear from discussion with the design technology co-ordinator, from evidence such as teachers'

planning and from work on display that standards in design technology are in line with national expectations at this time in Year 6. Pupils with special educational needs and those whose first language is other than English are attaining similar standards to their peers. Standards have been maintained since the last inspection.

89. Pupils in all years are working with a suitable range of materials, which includes food. In Year 6 they are attaining sound standards finding out about bridges and other structures using a suitable variety of methods. They are using IT to conduct Internet searches to research the topic and they are conducting experiments to learn about ways in which structures can be strengthened. They successfully construct card models that are then tested using weights. In this way they learn the advantages of small scale modelling. The investigations are thorough and make a good contribution to pupils' understanding in science of 'fair tests'. To prepare for the bridge topic they visited Ironbridge and recorded their observations. This is a good project that provides pupils with a good range of opportunities to develop their design skills. In another project Year 6 pupils research and disassemble photographic frames to learn about their construction. They then design and make their own. The outcomes are sound and fit their purpose well. The recording of design technology in this and other years is inconsistent. Pupils are using labelled drawings to communicate their ideas and record their progress through the design process, however, this is not as a matter of course recorded in one project booklet. As a result records of pupils' progress through tasks are incomplete and do not provide, for example, the means to revise topics before testing. Teachers do not ignore the importance of following the progress of the design process in tasks as is evident from one display that shows how pupils worked from research through drawings to making and evaluating model siege engines in Year 5/6. In Year 3/4 they are attaining standards that are in line with national expectations when they work with food. They research different types of bread before making and testing their own. A commercial bakery came to the school to give a presentation about bread and gave pupils an important insight into industrial process in bread making.

90. The co-ordination of design technology is satisfactory. The co-ordinator has guided the subject through the changes that have occurred over the past few years and has developed sound schemes of work that ensure adequate coverage of National Curriculum Programmes of Study. He has identified the need for a consistent approach to the recording of progress in design technology and is considering the introduction of a design booklet to combine design sketches, planning, working drawings and evaluation as well as space for assessments and for digital photographs of outcomes.

GEOGRAPHY

91. By the age of eleven pupils attainment is what is expected for pupils of this age, and these standards have been maintained since the previous inspection.

92. Throughout the school pupils acquire a sound knowledge and understanding of a range of places. For example, Year 3 and 4 pupils recognise how places fit within a wider geographical context and they are helped to make good progress in understanding the human and physical features of their immediate locality. They develop geographical enquiry skills, for example, by conducting a survey of shopping facilities in their local shopping centre and they consider environmental issues that arise from studying nearby housing developments. Skills developed in literacy are integrated well into geography and are evident in pupils' writing. For example, Year 3 pupils describe the advantages and disadvantages of living in Hollinswood from different points of view. Year 5 pupils examine the land use of Ironbridge and make good use of secondary sources such as photographs, to help them record their findings. Good links are made with history as pupils successfully draw comparisons with land use in Ironbridge in 1881. They demonstrate good speaking and

listening skills when they debate whether tourism is good for Ironbridge. Teachers use the local area well to support learning; however opportunities for pupils to study a contrasting locality abroad are limited.

93. Across the school pupils make good progress in their mapping skills. This is because teachers promote this aspect of the subject well in the work that they cover. Pupils in Years 3 and 4 learn how to interpret simple maps and plans of the area in which they live and they know the symbols for common landmarks and they can locate places on a world map and a globe. In a Year 3 lesson pupils found continents and oceans on a map and successfully located Egypt. They went on to apply their knowledge and understanding of compass directions to find places north, south, east and west of Africa. In Years 5 and 6 pupils eagerly examine maps at different scales related to Ironbridge, including an Ordnance Survey map. Across the school pupils can use and interpret atlases and globes well and can use key and grid references.

94. Pupils work well together in geography lessons. They co-operate to match photographs of places they know on a map of the area and they enjoy using maps and globes. Attitudes to geography are good.

95. Two lessons were observed during the inspection and this, in conjunction with planning, displays and observations of pupils' work, indicates a good quality of teaching and learning. When teaching is at its best teachers use resources, including the local area, well to develop pupils' geographical skills and effectively promote fieldwork techniques. Skilful questioning, demonstration and clear explanations ensure that pupils' knowledge and understanding and thinking are suitably extended. Teachers are developing the use of information technology to project maps at a range of scales, and a Year 3 class observed a simulation of the earth's rotation on screen. There is inconsistent practice in pupils' recording of work in geography and in teachers' marking. Time is wasted and progress limited when pupils copy completed work into Topic books and when teachers' marking does not indicate to pupils how their work can be improved.

96. The subject is well-managed and there has been satisfactory development of the subject since the last inspection. The co-ordinator has clearly prioritised future developments for geography in the school's development plan. For example, there are plans to investigate and develop the use of information technology within geography. The scheme of work ensures that the geography curriculum is broad and balanced and contains sufficient detail to support teachers' fortnightly planning in the subject. Displays throughout the school are of a high standard and enhance pupils' learning. There are, however, insufficient opportunities for the co-ordinator to monitor the quality of teaching in the subject across the school. The school makes good use of visits and local fieldwork to broaden pupils' understanding and bring relevance to their learning.

HISTORY

97. When pupils are eleven years old attainment remains in line with what is expected for pupils of this age, as it was in the previous inspection. The subject as a whole has been developed well since the previous inspection due to the good integration of history with other subjects in topics.

98. In Years 3 and 4 pupils begin to develop their understanding of chronology using an Ancient Egyptian time line which shows key dates and pupils can relate events during that period. Pupils in Years 5 and 6 continue to develop an understanding of time through creating time lines back to Tudor times and more sophisticated time lines within the Tudor period.

99. Across the school pupils develop a sound knowledge and understanding of events, people and changes in the past. For example, in a Year 3 lesson, pupils find out more about the characteristic features of everyday life in Ancient Egypt. They learn about different trades and the bartering system. In role-play, pupils set up stalls using a set of cards representing goods and they confidently used appropriate vocabulary to barter for goods such as painted stone tiles from the potter's stall. This is a good example of how the school uses the teaching of literacy to support pupils learning in other subjects. Years 3 and 4 pupils begin to understand the similarities and differences between periods in history through comparing shopping in a Greek agora with supermarket shopping today and they examine the patterns and pictures on Greek pots to find out more about the life of people in Ancient Greece. In Years 5 and 6 pupils develop a sound knowledge and understanding of aspects of British history through studying the Tudors. They begin to recognise that the past can be represented in different ways and from different points of view. For example, pupils successfully capture the opinions of different characters such as Catherine of Aragon and the Pope on the subject of Henry VIII's break with Rome.

100. Pupils are very enthusiastic about learning history. This is because the school makes history relevant, through the good use of role play, and comparisons between the past and today. Pupils co-operate well in pairs and groups and maintain a good pace in individual and group tasks.

101. Lesson observations during the inspection, planning, display and observations of the pupils' work indicate a good quality of teaching and learning. Teachers have good subject knowledge and plan lessons effectively. Teachers link history with other subjects thoughtfully and imaginatively; this is a strength in the teaching. Teachers are developing confidence in the use of information technology to support teaching. The digital projector provides clear images which helps focus pupils' attention. The tasks, which follow whole class teaching, motivate pupils in their learning. For example, pupils in Year 3 and 4 successfully used search engines on the Internet to complete a task on Ancient Egyptian Queens. In Year 5 pupils used 1881 census data and publishing software to design an advertisement to help find a suitable home for a Victorian family in Ironbridge. Following a visit to Ironbridge, pupils in Year 6 raised a series of questions and used the Internet successfully to research and locate information. These aspects of good teaching result in pupils making good progress in their development of knowledge, skills and understanding. However, on occasions pace slackens during lessons and pupils lose concentration and progress is limited. There is inconsistent practice in pupils' recording of work in history and in teachers' marking. Time is wasted and progress limited when pupils copy completed work into Topic books and when teachers' marking does not indicate to pupils how their work can be improved.

102. The subject is well managed and there has been satisfactory development of the subject since the last inspection. The co-ordinator has clearly prioritised future developments for history in the school's development plan. For example, there are plans to evaluate the impact of the links between history and geography and to develop the use of 'history mysteries' as a means of getting pupils to develop questioning skills. The scheme of work ensures that the history curriculum is broad and balanced and contains sufficient detail to support teachers' fortnightly planning in the subject. However, there are insufficient opportunities for the co-ordinator to monitor the quality of teaching in the subject across the school. Displays through the school are of a high standard and enhance learning in history. The school makes good use of visits to places of historical interest such as Ironbridge and Blist's Hill Living Museum to broaden pupils' understanding and bring relevance to their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. The satisfactory standards found at the time of the last inspection have improved overall. The pupils achieve well and by the end of the key stage, their attainment is above average.

104. Skills in using the computer are well developed through strong links with other curriculum areas. All pupils, including those with special educational needs make good progress. They use common features of the computer, such as, the mouse, icons and menus to use programs effectively. In art, the pupils create pictures involving shapes and colour providing links with mathematical tessellation. Work in control, using a screen turtle, is well established with older pupils. In links with history, pupils investigate the possibility of housing a family at the time of local industrial expansion. This involves the pupils studying property details in order to create their own adverts using a desktop publishing program. The pupils use icons and menus successfully with a genuine sense of purpose and are pleased with their results. In geography, pupils can create presentations to illustrate the water cycle making good use of graphics, sounds and animations. Many pupils are familiar with e-mail and talk knowledgeably about Internet safety and the importance of logging-on and passwords.

105. Progress in ICT is good because there is now an up-to-date policy and teaching ensures progression and continuity in the development of skills. Planning for the whole school sets out recommended topics and targets for each year and term. The coverage of the subject is enhanced by the good use made of the computer suite. Individual computer folders of work have recently been established for recording and preserving pupils' work.

106. Pupils have a positive attitude in lessons and their standard of behaviour is very good. They work well in pairs, sharing ideas and taking turns to operate the computers. They enjoy the tasks and use their knowledge well to meet the challenges offered. Pupils join in discussions sensibly and are prepared to listen to others' views. Several pupils have a very good knowledge of navigating the Internet and readily offer support to their peers. All who attend the lunch-time Computer Club enjoy their activities which they describe as fun.

107. The quality of teaching is good. Teachers have high expectations for the pupils and these are evident in the portfolio of work and future planning. Most teachers are confident using the computer suite and have a good working knowledge of most programs available to the school. Overall, the teachers' subject knowledge and planning for the subject are good. Several staff have undertaken training to improve their skills and increasingly they are able to identify exciting curriculum opportunities to develop the pupils' learning. The teachers make good use of the ICT suite and the resources within it, notably the local Intranet that offers well-organised resources. Similarly, the Internet is becoming an increasingly well-used resource that offers immense opportunities for teachers and pupils. Lessons are well prepared and promote skill development well in the context of other subjects. The management of pupils is good as is the attention given to the inclusion of pupils with special educational needs.

108. Teaching takes place mostly in the ICT suite with computers linked by network.

109. Teachers have adapted well to the new technology but need to make greater use of the ICT facilities in the classrooms. For example, the pupils make very little use of the computer based in every classroom.

MUSIC

110. Standards in music are as expected for pupils at the age of eleven, and have remained so since the previous inspection. Pupils sing with a harmonious gentleness in

assemblies. They can name instruments such as a cabasa and are aware of how different sounds can be made from individual instruments, for example, blowing and plucking.

111. By the age of 11 pupils write rhythms using appropriate annotation and correct musical symbols. They can then interpret these written rhythms and play them on simple percussion instruments, adding other rhythms in to the same beat to produce a self composed rhythmic 'tune.'

112. Pupils in Year 6 make particularly good progress in music. Music enhances the self-esteem of pupils who may have learning difficulties in other areas of the curriculum. Pupils respond appropriately. They are attentive and show genuine interest and enjoyment during music lessons and whilst listening to music when entering and leaving assemblies. This was seen in a Year 4 lesson where pupils were given the opportunity to compose their own short pieces of music and to perform them to their peers, great fun was had by all!

113. Music is used successfully to enhance other areas of the curriculum. For example in an art lesson with younger pupils, where music was played and pupils asked to interpret the feelings which it evoked in them through their art work. Some good creative work came out of the pupils interpretations. The music from Fingles Cave was also used successfully in Year 6 booster classes to inspire pupils in their story writing about 'The Storm.'

114. The quality of teaching is consistently good. Teachers are well prepared, with all the resources they need readily available. Teachers' subject knowledge is supported by the teaching of music through information technology. However, on two occasions pupils' learning was slightly hindered by too long a teacher input at the beginning of the lesson, not allowing pupils sufficient time for their own musical experiments and composition.

115. The teaching of music is supported by visiting peripatetic music teachers, who offer brass, wind and stringed instrument lessons to pupils. There is a flourishing choir, and recorder groups. These are encouraged to perform in assemblies and their performances are appreciated by the other pupils, for example the advanced recorder group played to the whole school in one assembly and was greeted with great enthusiasm.

116. The subject is well led and the coordinator has a good subject knowledge. There are clearly defined ideas of how the subject will be developed including the use of information technology to support learning in music.

PHYSICAL EDUCATION

117. Standards of attainment have improved since the previous inspection. When pupils are eleven years old attainment is now above age related expectations. Overall, pupils achieve well as they progress through the school and they confidently and systematically learn a broad range of physical skills in gymnastics, games, dance and swimming. There has been good development of the curriculum by the co-ordinator, teaching is good overall, and there is good provision of extracurricular activities that encourages participation in a variety of sports.

118. Lessons in games, gymnastics and dance were observed during the inspection. Pupils understand the need to warm up before exercise. They successfully evaluate the work of others and use this to improve their own performance. All pupils sustain a consistent level of performance in response to good teaching. In Years 3 and 4 pupils were observed in a dance lesson. They successfully explored and practised different travelling movements with varying degrees of speed and they moved and stopped in time with a musical accompaniment. In a Year 5 games lesson pupils listened well to advice and tried hard to

master the technique of dribbling with one hand. As a result they made good progress and successfully applied dribbling skills in a slalom relay. In Years 5 and 6 pupils were observed using good variations in level, speed and direction in their sequences. They found ways to jump from different apparatus and land. Pupils were not observed swimming during the inspection. However, all pupils receive swimming instruction at Madeley Court Swimming Pool at some point during each year. Teachers' records indicate high standards, with 85% of pupils achieving at least the requirement to swim 25m competently and confidently. Many perform well above this standard and are able to achieve long distance swims and good levels of personal survival skills.

119. Attitudes to physical education are generally very good. All pupils, including those with special educational needs, enjoy the challenge and make good progress. Good enthusiastic teaching helps pupils to follow directions exactly and so pick up new techniques and sequences quickly. They work together in pairs, groups and teams. All pupils co-operate well in setting up, dismantling and putting away equipment. The good relationships as well as the good behaviour of the majority of pupils support their learning and inspire confidence.

120. Overall the quality of teaching is good with very good teaching in half of lessons observed. Lessons are planned thoroughly and teachers pay good attention to health and safety factors. The emphasis on skill development continues from Year 3 to Year 6. Learning objectives are clear and as a result pupils make good progress. Good teaching incorporates use of selected pupils to demonstrate specific actions that reinforce key features of what is to be learned. For example, some pupils in Year 5 demonstrated how to dribble a ball around a set course. The pupils observing these demonstrations were encouraged to look out for particular features and evaluate what was good about what they were watching and what could be improved. Very good gymnastics teaching, such as that seen in a Year 5/6 class, incorporates a good range of learning activities that builds well on previous learning. Teachers' levels of subject knowledge are good. Good demonstration and directions in most lessons help pupils to improve their movements and as a result pupils make good gains in their learning. Most teachers have high expectations of behaviour and most pupils work sensibly and safely together during floor and apparatus work. However during a Year 6 hockey lesson, some pupils became distracted and tried to distract others. This was a result of inappropriate time spent on discussion, organisation and rules and not enough time spent on skills and techniques. A special feature of all lessons is that teachers are appropriately dressed, setting a good example to pupils. Another good feature is how well teachers are aware of the needs of less able pupils and ensure that they are fully included in lessons. For example, balls were carefully selected according to size to support less able pupils in a basketball lesson.

121. The subject is well managed. The co-ordinator is knowledgeable and enthusiastic and he has clearly prioritised future developments for Physical Education in the school's development plan. For example, he has identified staff to attend a TOPS outdoors course. The Physical Education curriculum is broad and balanced, and the scheme of work ensures that the required range of sports activities is covered at appropriate times of the year. The school provides a good selection of extra-curricular activities and offers many opportunities for involvement in competitive sports at local level. The Year 5/6 residential visits enable pupils to take part in outdoor adventurous activities such as orienteering and outdoor challenge.

RELIGIOUS EDUCATION

122. In the previous inspection, pupils made satisfactory progress in religious education and their attainment was judged to be satisfactory by the end of Year 6. These standards have been maintained. Pupils have appropriate knowledge and understanding of religion and

of the importance that people of different faiths place in their beliefs. Older pupils have an understanding of the importance of symbols in different religions.

123. There have been some improvements in the curriculum since the last inspection. The scheme of work is planned to be reviewed as soon as the new locally agreed syllabus is published. Multi-faith aspects of religious education have been strengthened so that the pupils are offered opportunities to learn about Christianity and other major religions, for example, Sikhism, Judaism, Hinduism and the Islamic religion. Curriculum opportunities are enriched by both visits to places of worship and by outside visitors.

124. Teaching is good overall. In the better lessons good use of drama is applied to help pupils understand more easily what emotions and feelings for example Abraham went through when God asked him to sacrifice his only son. Planning is detailed and matches classroom activities where appropriate. Learning objectives are clearly identified in planning and are shared with pupils so that they know what to expect and what is expected of them. However work is not planned to the different needs of individual pupils and occasionally this lead to a slower pace than some pupils are capable of. Pupils are encouraged to relate what they are learning to their own experiences and share these with each other. As a result pupils' learning is enriched by the good relationships and relaxed atmosphere that are a feature of these lessons.

125. The subject leader is very experienced and provides effective leadership, particularly in her own subject knowledge, which she shares willingly with others.