

# INSPECTION REPORT

## **MUCH WENLOCK PRIMARY SCHOOL**

Much Wenlock

LEA area: Shropshire

Unique reference number: 123407

Headteacher: Miss M Hordley

Reporting inspector: Mr J D Eadie  
20191

Dates of inspection: 11<sup>th</sup> - 14<sup>th</sup> March 2002

Inspection number: 194289

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Racecourse Lane  
Much Wenlock  
Shropshire

Postcode: TF13 6JG

Telephone number: 01952 727634

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Appropriate authority: The governing body

Name of chair of governors: Mr G Walker

Date of previous inspection: May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20191	Mr J D Eadie	Registered inspector	Mathematics Design and technology Physical education	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9504	Mrs S Gurney	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22686	Mrs E Walker	Team inspector	Equality of opportunity Provision for pupils with special educational needs English Geography History Information and communication technology	How good are the curricular and other opportunities offered to pupils?
2818	Mr G Warner	Team inspector	Areas of learning for children in the foundation stage Science Art and design Music Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Much Wenlock Primary School is situated in the small Shropshire town of Much Wenlock. It serves the town and small rural communities in the locality, although a significant number of children in the area travel to independent schools in Shrewsbury and Wellington. There are 130 pupils on roll between the ages of 4 and 11, 15 of whom are of reception age in a mixed Year 1 and reception class. All the pupils are of white British heritage. There is a wide economic range in the town and the families represented in the school reflect this range. The proportion of pupils eligible for free school meals is below average. There is a higher rate of mobility in the school than normal. The number of pupils with special educational needs is about what one would expect to find in a school of this size. Most of these have moderate learning difficulties. There are two pupils with statements of special educational need, which is average for a school of this size. The pupils have average attainment on entry in all areas of learning.

### **HOW GOOD THE SCHOOL IS**

Much Wenlock Primary School is effective in providing a sound education for its pupils. Standards achieved have been variable. They are now above average and the pupils are achieving well. This improvement is largely due to the new teaching team in Years 3 to 6. The quality of teaching in the school is good. Leadership and management is satisfactory overall and the school is providing satisfactory value for money.

#### **What the school does well**

- Standards are above average by the time the pupils leave the school.
- The quality of teaching and learning is good, particularly in Years 3 to 6.
- The school provides a broad range of curriculum opportunities for the pupils.
- The school cares well for the pupils.
- The school makes good provision for the pupils' moral, social and cultural development and consequently behaviour is very good. The pupils have very good attitudes to their school.
- The school provides good information for parents.
- The school has good links with parents and they make a good contribution to supporting their children's education.

#### **What could be improved**

- Effective systems of assessment to enable the teachers to ensure that the pupils are making the best possible progress.
- The achievement of the higher attaining pupils.
- Standards of reading. Although these are satisfactory, they are not as good as other aspects of English.
- The management structures, to enable the effective monitoring, evaluation and development of teaching and a more equitable distribution of responsibilities.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in May 1997 and has made satisfactory progress since then. Three of the four key issues from that inspection have been effectively addressed. For example, the teachers now teach knowledge and skills in each subject systematically, largely due to the system of planning introduced in September 2001. The quality of teaching has therefore improved. Good progress has been made in addressing the issue regarding the teaching of religious education. The one issue that has not been effectively tackled is that concerning the use of assessment. Although the teachers know their pupils well and are good at meeting their needs, there are few systems to record assessment formally and use it to ensure that all pupils are working at an appropriate level. This is most noticeable for the

higher attaining pupils who are not challenged as much as they should be. Standards in the National Curriculum tests in Year 2 have improved considerably over the last two years, but those in Year 6 are much more variable and only show average improvement over the years.

## 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	B	E	C	D
Mathematics	D	D	B	C
Science	C	C	D	E

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

Standards in the National Curriculum tests are variable largely because of the small size of the groups of children taking the tests. In general, test results in Year 6 have been rising in line with the national trend. However, comparing the results of the pupils who took these tests in 2001 with their scores in the National Curriculum tests for seven-year-olds in 1997, these pupils did not make satisfactory progress. Their progress was adversely affected by a number of staffing changes during their time in Years 3 to 6. The targets set for the pupils' attainment were just exceeded in English but not quite met in mathematics in 2001. The school is now setting more challenging targets and has taken action to improve the progress that the pupils are making. This progress has improved as there is now a settled staffing structure in the school and more consistent curriculum planning. The National Curriculum test results for the children in Year 2, although variable, have been significantly better in the last two years. They were well above average in reading, writing and mathematics in 2000 and well above average in writing and above average in reading and mathematics in 2001. The pupils are therefore making good progress to Year 2 since they enter school with average attainment. The judgements of the inspection are that standards are now above average in English and mathematics, and average in science by Year 6. Standards are above average in most other subjects by the time the pupils leave. The pupils are now making good progress through the school and are achieving well.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes. They enjoy coming to school and work enthusiastically.
Behaviour, in and out of classrooms	The pupils' behaviour is very good both in the classrooms and outside. There have been no exclusions in recent years.
Personal development and relationships	The pupils' personal development has a high priority in the school. This results in excellent relationships in the school community. By the time they leave, most pupils are polite, confident and sensible.
Attendance	The attendance rate has varied over the last few years, but was well above the national average last year.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching and learning is good overall, although it is better in Years 3 to 6 than in other classes. The teaching of English and mathematics is good and the pupils consequently learn the skills of literacy and numeracy well. The teachers plan very well to meet the needs of the pupils in their classes and to ensure that there is work that will retain their interest and enthusiasm. For example, the small proportion of boys in some classes is included well in all lessons. However, there are often insufficient levels of challenge for the most able pupils. The teachers manage their pupils well, creating a calm working environment to which the pupils respond very well, working hard and productively. A particular strength of the teaching is the teachers' use of questioning. They ensure, by their questions, that all pupils are involved in the learning. They also make very good use of resources to interest and enthuse the pupils. In lessons, the objectives for learning are usually displayed prominently and the pupils are often asked to copy these into their books. However, the pupils are not often involved in discussions about the success of the lesson. The quality of marking of the pupils' work is variable. In some cases it gives the pupils clear indications of how they can improve: this happens too infrequently. There are occasions when the teaching assistants available in lessons are not given clear guidance in how they can best help the pupils to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of educational experiences for the pupils, which is significantly enhanced by visitors into school and visits to places of interest. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory provision is made for the pupils with special educational needs. Although the teachers are good at meeting their needs in lessons, the co-ordinator for special educational needs does not have sufficient time to plan for and monitor their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for the pupils' personal development. The provision for their moral, social and cultural development is good. Provision for spiritual development is satisfactory, which represents an improvement since the last inspection.
How well the school cares for its pupils	The school cares well for its pupils, ensuring that they are safe and confident. There are effective procedures for promoting good behaviour. There are some procedures in place for recording assessments in English and mathematics but not in other subjects. This information is not yet used consistently to set targets for improvement for the pupils.
How well the school works in partnership with parents	There is a very effective partnership between school and parents. The parents have positive views of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides competent and caring leadership for the school. The new deputy has already made an impact in implementing effective procedures. Curriculum co-ordinators are generally effective in managing their subjects although one member of staff has a very heavy workload of responsibilities.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and fulfil their responsibilities effectively.
The school's evaluation of its performance	The school does not evaluate its performance satisfactorily.
The strategic use of resources	There is an adequate number of staff and resources for learning are satisfactory. The accommodation is good. All resources available to the school are used satisfactorily and the principles of best value are applied effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school expects their children to work hard and do their best.</li><li>• The teaching is good.</li><li>• The school is helping their children become mature and responsible.</li><li>• Their children like school.</li><li>• Their children are making good progress.</li><li>• The school is approachable.</li></ul>	<ul style="list-style-type: none"><li>• The leadership and management of the school.</li><li>• The school working more closely with parents.</li><li>• Information on how their children are progressing.</li><li>• The range of extra-curricular activities.</li></ul>

The inspectors endorse all positive parental views. However, the judgement of the inspection is that the school is led and managed effectively. The inspectors judge that the school makes good efforts to work closely with parents and that parents receive satisfactory information about their children's progress. The inspectors judge that there is a very good range of extremely well supported extra-curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards of work seen in the inspection in English and mathematics are above average. Standards are average in science. Most pupils achieve well during their time in the school. Standards have improved significantly since the last inspection at the age of seven and are beginning to improve at the age of eleven.

Strengths in standards achieved are:

- standards by the age of seven and eleven are above average in English and mathematics;
- standards achieved in the national tests for seven-year-olds are well above average in writing and above average in reading and mathematics;
- the improvements in the national test results for seven-year-olds in recent years;
- the pupils of all ability levels, including those with special educational needs make good progress;
- standards in art and design, design and technology, geography, information and communication technology (ICT), music and religious education are above average by the time the pupils leave the school.

Areas for development are:

- standards in reading;
- the pupils are not always achieving satisfactorily in science;
- the potentially higher attaining pupils are not always being sufficiently challenged.

2. The results in the National Curriculum tests at the age of eleven in 2001 were above average in mathematics, average in English and below average in science. The relatively poorer results in science were largely due to the well below average proportion of higher levels gained. When compared with schools with a similar proportion of pupils eligible for free school meals, the results were average in mathematics, below average in English and well below average in science. The results were below average in mathematics and well below average in English and science when compared to schools with similar scores in the National Curriculum tests for seven-year-olds in 1997. Closer analysis of the performance of these pupils shows that they made unsatisfactory progress from Year 2 to Year 6. A major factor for this unsatisfactory progress was an unusually high number of staffing changes during this time, which resulted in the education of these pupils being significantly disrupted. There is now a settled teaching team from Years 3 to 6 and the very good quality of teaching in these classes is already having a significant impact on the pupils' progress. Standards are now above average in English and mathematics and average in science at the age of eleven. Most pupils make good progress through the school. This progress is satisfactory for those pupils with special educational needs as the targets set for their improvement in their individual education plans are not sufficiently precise. Progress is only satisfactory for the pupils who have particular gifts and talents as the school has not yet implemented their recently written policy for more able pupils.

3. Inspection evidence shows standards to be above average in English and mathematics and average in science by the end of Year 2. In the National Curriculum tests in 2001, standards in writing were well above average and they were above average in reading and mathematics when compared to all schools nationally. When compared to schools with a similar proportion of pupils eligible for free school meals, standards were above average in writing, average in mathematics and below average in reading. The group of pupils taking the

tests in 2001 had average attainment on entry to the school so made good progress. Standards in the tests for seven-year-olds have been improving in recent years.

4. Children join the school with average attainment. They reach average levels of attainment in all areas of learning for the Foundation Stage by the time they start the subjects of the National Curriculum in Year 1. The children make good progress in their time in the reception class, particularly in their personal, social and emotional development and in their communication, language and literacy. Their progress in these areas is accelerated as the teacher concentrates on development of these aspects in many of the activities that she plans. Although the children's physical development is satisfactory, it is unsatisfactory in some aspects as there are few opportunities for structured play with large apparatus in a secure outdoor environment.

5. Standards in English and in literacy are above average by the end of Year 2. They are well above average in writing and above average in speaking and listening and in reading by this age. The pupils listen very well, this skill being particularly well developed by the teachers in Years 1 and 2. Their speaking skills are also good. The basic skills of reading and of word building are insufficiently well developed in Years 1 and 2. Standards in writing are improving owing to well-planned structures that the school has put in place to improve the pupils' progress in this aspect. The pupils make good progress in English in Years 1 and 2.

6. The standards that the pupils achieve in English and literacy are above average by the end of Year 6. The pupils make good progress from Year 3 to Year 6, this progress having accelerated significantly this year owing to a new teaching team in these classes. Standards are above average in all aspects of the subject. In speaking and listening there are many opportunities for the pupils to engage in paired discussion in literacy lessons. The pupils read well, with most pupils reaching at least the expected standard. However, the basic skills needed by those pupils of lower attainment are not taught in a sufficiently structured way, and progress for these pupils is slower than for others in reading. The technical skills of writing are good because the pupils use and develop writing skills well in all areas of the curriculum.

7. Standards in mathematics and numeracy are above average by the end of Year 2 and the pupils make good progress in this subject in Years 1 and 2. Standards are above average in all aspects of the subject at this age. The pupils of this age are able to explain confidently how they achieve answers. They have good knowledge of the basic number bonds. The pupils explore the characteristics of shapes from an early age and can name and describe a variety of two- and three-dimensional shapes and their properties.

8. The pupils achieve above average standards in mathematics and numeracy by Year 6. They use and can explain a wide variety of strategies for solving problems. The pupils have good knowledge and ability with the four rules and can carry out complex calculations, often being able to manage these in their heads. They have good understanding of shapes and can measure accurately, for example, drawing angles to the nearest degree. They handle data well, this skill being reinforced by the use of ICT. The pupils make good progress from Year 3 to Year 6, this progress now being faster due to the new teachers in these classes.

9. Standards in science are average by Year 2 and at the end of Year 6. The pupils make satisfactory progress in science through the school, although this progress is improving as the new co-ordinator has implemented procedures to raise standards. Standards in scientific enquiry are above average owing to the emphasis that is placed on the teaching of the subject through an investigative and experimental approach. Standards in life processes and living things and materials are average by Year 2 and by Year 6. Standards in physical processes are below average as this aspect is not covered so well in the curriculum.

10. Standards of work seen during the inspection in a number of other subjects are above average by the time the pupils leave the school and in all other subjects are at an average level. Standards are above average in art and design, design and technology, geography, ICT, music and religious education. These standards are due to the very good teaching and the well-planned curriculum for these subjects. Particularly pleasing is the progress in religious education, standards in which were a key issue at the time of the last inspection. The pupils of all ability levels make good progress through the school in the range of subjects.

11. The pupils with special educational needs make satisfactory progress through the school. The limited range of support they receive is used adequately and the support staff work hard to ensure that pupils make sufficient progress and that their needs are met in literacy and numeracy. As a result, pupils at the age of eleven, attain well for their ability in national tests.

### **Pupils' attitudes, values and personal development**

12. This aspect of the pupils' education was deemed good at the time of the last inspection and is now very good. The improvement in the pupils' behaviour is particularly marked.

Strengths are:

- the pupils' excellent relationships with adults in the school and with each other;
- the pupils' behaviour, which is very good;
- the pupils have very good attitudes to their work and they are happy at school;
- attendance is well above the national average.

There are no areas for development.

13. The pupils are keen to come to school and they have very positive attitudes to their learning. In most lessons they are keen to participate, very attentive and eager to answer questions. They co-operate and collaborate well and concentrate and try hard. They are generally obedient and follow instructions carefully. The pupils are friendly and polite. They are welcoming and helpful to visitors. They appreciate the very good range of extra-curricular activities and support them very well.

14. Parents agree that, with very few exceptions, behaviour in class and about the school is very good. The headteacher has never had to exclude a pupil. The atmosphere in the dining room is civilised and playtimes are happy occasions when children play together and look after one another. The pupils themselves consider their behaviour in class to be "good on the whole" and say small incidents are never serious enough to disrupt their learning.

15. The children in the Foundation Stage have good attitudes to their learning. They work together well in a significant number of paired and small groups as well as in larger groups. Their listening skills are better developed in the paired and smaller groups, as they are often over-anxious to make contributions in the larger group. The children generally make positive

responses as they co-operate well. The children's values were systematically advanced as they joined with older pupils in circle time and learnt to share the contents of a bag that had a number of objects concealed in it. They also listened carefully and share views with one another as, for instance, they found out about the Muslim religion in a religious education session shared with older pupils.

16. The introduction of "friendship groups" has contributed very positively to relationships between the pupils, which are now excellent. About eight children representing all the year groups in the school are put together in a friendship group. This enables them to get to know and to care for pupils of different ages. New pupils are helped to settle in quickly and easily and older pupils help younger ones, for example in the playground and at lunch times. The friendship groups make a very good contribution to pupils' social development. Most pupils show a good understanding of the impact of their actions on their peers and treat them with respect. Bullying, which has been a problem in the past, is now almost non-existent.

17. Almost all parents feel that their children are helped to become mature and responsible. The inspectors agree that the pupils' rate of personal development is excellent. The pupils are proud to be members of the democratically elected school council. They take it in turns to chair meetings and feel they are being given genuine ownership of the school. A range of topics is discussed at meetings, for example which charities they wish to support and the introduction of a "buddie bench" in the playground for children who need someone to talk to. Currently they are considering ways to improve playtimes with new playground markings and, in consultation with the mid-day supervisors, new equipment. Already they have organised more equitable and inclusive use of the large playground so that netball sometimes replaces football. All pupils are given ample opportunity to undertake responsibilities and they do so willingly. Many jobs such as helping with assemblies, in the office, the library or with physical education equipment, are undertaken by the friendship groups. These duties help the pupils to become both confident and mature. Children are also encouraged to take responsibility for their own learning. For example, in a Years 4 and 5 physical education lesson pupils were seen devising and leading the class with warming up exercises.

18. The pupils with special educational needs are integrated well into the life of the school and have very good attitudes to their work. They contribute to discussions and know that their opinions are valued and heard. The pupils work well in mixed ability groups and support each other so that all pupils can work towards achieving the learning objective.

19. Attendance last year was very good and well above the national average. Unauthorised absence is extremely rare. Attendance levels fluctuate from year to year. This year attendance rates are somewhat lower because of some long-term illness.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

20. The quality of teaching is good and the consequent quality of learning is also good. This represents a very good improvement since the last inspection. The quality of teaching and learning is good for the children of reception age and in Years 1 and 2 and very good in Years 3 to 6.

Strengths in teaching and learning are:

- the quality of teaching and learning is good overall;
- the teachers plan very well to ensure good coverage of the curriculum;
- the teachers use questions very well to include and involve all pupils in their lessons;
- the teachers manage their classes well, creating a good working environment in which the pupils find it easy to learn;
- the teachers use resources well to interest the pupils.

Areas for development are:

- the teachers do not always review the learning objective for the lessons with the pupils, so the pupils do not always understand what progress they are making;
- marking of the pupils' books is inconsistent and does not always help the pupils to see what they need to do to improve;
- adult support is not always used well to support pupils in lessons;
- higher attaining pupils are not always given sufficiently challenging work.

21. Three out of four lessons observed during the inspection were good or better with nearly one in three being very good or excellent. This represents a significant improvement since the last inspection when no teaching was better than good. There is some variation between year groups, the teaching being particularly good in Years 3, 4, 5 and 6 where all of the teachers are new to the school within the last year. This good diet of teaching is having a significant impact on the learning and the progress of the pupils. All teachers' knowledge and understanding of the subjects that they are expected to teach is good, which is an improvement since the last inspection. The confidence with which the teachers present the lessons retains the interest of the pupils and ensures that they learn well the necessary knowledge and skills.

22. The teachers' planning is particularly good. This is largely due to a new four-year rolling programme that the school has developed for the pupils in Years 3 to 6. A further significant factor in the effectiveness of their planning is the weekly planning meeting that teachers have within their key stage groups. These meetings ensure a consistency in planning and a clarity of objectives for lessons which ensure good progressive learning for the pupils. These objectives are often shared with the pupils at the start of the lesson, but frequently the opportunity to give the pupils a greater understanding of what they have learned is missed by not returning to review the objective at the end of the lesson. In most lessons the teachers have particularly high expectations of what the pupils can achieve and of how they should behave. The high standards of discipline set ensure that there is a purposeful working environment in which it is easy for the pupils to learn. The high expectations and encouragement given ensure that the pupils of all ability levels try their hardest and they consequently achieve well. There is one area where planning and expectations fall short. Although the school has a policy for more able pupils, this has not been implemented. There are a number of occasions when these pupils and others who are capable of higher attainment are not being sufficiently challenged.

23. The teachers are very good at directing their questions to ensure that all pupils are fully included in lessons. This is particularly noticeable in classes in Years 3 to 6 where girls outnumber boys by two to one. For example, in a lesson seen in one class where there were only eight boys, the teacher was almost asking alternate question to boys and girls to ensure that the boys were involved. In a very good science lesson seen in Years 4 and 5, the teacher asked questions of 21 of the 24 pupils in the class during a preliminary discussion. This high level of involvement ensured that the concentration of all was retained throughout. The teachers are very good at using resources to interest the pupils. For example, in a very good religious education lesson in Years 3 and 4, the pupils were researching aspects of the Hindu faith. The Year 4 pupils were moving easily between a good selection of reference books, artefacts and appropriate reference tools on the computers to complete their tasks.

24. As well as teaching assistants, there are a good number of parents and others who help in class. However, the teachers do not always plan effectively when this extra help is available in their lessons. There are too many occasions when the adult helper is sitting and listening without being involved in helping pupils learn. There are also occasions when they do not have sufficiently specific instructions about how they can help pupils when they are working.



25. All the teachers know their pupils very well and are well aware of the needs of all the pupils in their classes. They make good provision within their planning, setting appropriate tasks for the various ability groups, thus ensuring that all pupils are fully included in their lessons. However, there are occasions when the higher attaining pupils are not sufficiently challenged. The school has a marking policy which is not effective in providing a consistent approach to highlighting pupils' written mistakes and the teachers' marking is not effective in helping pupils to progress. Only rarely do teachers write very clear guidance on how pupils might improve their work; most restrict themselves to congratulatory comments or ticks.

26. The individual targets of pupils with special educational needs are not sufficiently considered in the day to day planning of lessons. However in Years 3 and 4 where the targets on a pupil's individual education plan are related to the planning, progress, particularly in English and mathematics, is measured and the pupils' progress is monitored on a weekly basis. The targets on individual education plans are not sufficiently explicit so that they can be achieved in a reasonable length of time. They are not reviewed frequently enough, so that pupils lose sight of what they are expected to learn in order to make progress. Planning in some lessons does not take sufficient account of these pupils. Teaching assistants are not sufficiently involved in the planning of lessons so that they can be aware of how pupils with special educational needs can play their full part in the lessons. Where they are involved, for example, in a Years 4 and 5 lesson, they were very well directed and clear about how pupils could achieve their learning objective and contribute their work to the class discussion.

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

27. The school provides a broad curriculum that is good overall. It meets statutory requirements in all subjects of the national curriculum including religious education and sex education. This is an improvement on the findings of the previous report where the amount of time for religious education was not considered to be sufficient and the subject was not planned adequately to deliver the appropriate curriculum. The school has addressed both these issues and provision for the subject is now securely in place. The use of the school day is considered to be satisfactory; however the time given to some aspects of the physical education curriculum is limited by the time spent on swimming.

Strengths in the curriculum are:

- the corporate planning and regular meetings to ensure consistency;
- the recently introduced rolling programmes for curriculum planning;
- the prominence given to the foundation subjects;
- other opportunities in extra-curricular activities, and visitors into school and visits to places of educational interest;
- the provision for the pupils' moral, social and cultural development.

Areas for development are:

- the balance of time between subjects and particularly for physical education where there is insufficient time to develop some skills.

28. The time given to each subject is generally appropriate, providing a curriculum that is well balanced. It promotes the pupils' intellectual, physical and personal development effectively and prepares them for the next stage of education. The time given to literacy and numeracy is, at times, longer than that suggested in the national strategies. However, the good use of the time ensures that all subjects are taught to a sufficient depth and opportunities to extend pupils' knowledge and skills are utilised well.

29. There is an appropriate curriculum planned for the children in the Foundation Stage in the youngest class. The teacher ensures in her planning that there are different but related objectives for learning for the two groups in the class – the children of reception age and those who have already started the National Curriculum in Year 1.

30. A good personal, social and citizenship education policy is in place and this allows the school to address issues at an appropriate point and stage in the curriculum plan. There are satisfactory arrangements to cover health, drug misuse and sex education when appropriate and these aspects are also addressed through the many cross-curricular opportunities in the curriculum.

31. The school has successfully implemented the National Literacy and National Numeracy Strategies. The training and development of the teachers has made a significant impact on raising standards of pupils' learning. The school has a homework policy, which is applied effectively in Years 3 to 6 and the pupils respond to the homework tasks well. The pupils in Years 1 and 2 have tasks they are expected to achieve relating to spelling and numeracy. These are not always followed up at home and some pupils are not aware of the task they should be doing.

32. The provision for pupils with special educational needs is satisfactory. The teachers are aware of the needs of these pupils. In literacy and numeracy they plan for their needs accordingly. However, planning in the foundation subjects does not always take these pupils' needs into account. Teaching assistants work hard to give pupils attention and support. They are not involved in the planning of every lesson and in some cases the support is not as effective as it could be. Individual education plans are adequate and are specific to the needs of pupils but targets are sometimes too broad and do not always allow pupils to achieve the target in a reasonable time. Provision and planning for higher attaining pupils is not sufficiently focused on their specific needs and often tasks are an extension of the overall learning objective rather than an extension of their skills and depth of knowledge.

33. The school has a range of satisfactory policy documents to support the curriculum and schemes of work are based on nationally available guidance. In Years 1 and 2, a two-year rolling programme ensures that pupils in the mixed age classes cover the range of experience and knowledge at their ability level and do not repeat the same topics in the foundation subjects. In Years 3 to 6 the curriculum has been redesigned into a four-year rolling programme to ensure that all subjects and areas are covered effectively. The plans are carefully evaluated and modified in order to ensure that pupils are given every opportunity to develop the appropriate skills and extend their knowledge in all areas. The curriculum, wherever possible, is themed into cross curricular areas. The pupils use the skills they have learnt in literacy and numeracy to improve the quality of their work in many areas of the curriculum.

34. The school makes good use of the immediate environs of the school to support the pupils' work in science, physical education, history and geography. The curriculum is

enhanced by the visits to local places of interest and benefits from a residential experience in Wales or the Isle of Wight for older pupils. The school welcomes a range of visitors to assembly to talk about their experiences or their work in supporting the community or charity. There is a very wide range of extra curricular activities and these provide good opportunities for pupils to explore a range of interests. There are useful links with other schools in the area; further links with the local secondary school are being considered. Links with the community are very good and local businesses and organisations offer support and assistance with projects in school. Links with parents are good and a number of parents support the school with help in using their practical skills to assist pupils and in the maintenance of the school grounds and wildlife area.

35. Provision for the pupils' spiritual development is satisfactory. This is an improvement since the time of the last inspection. The pupils have opportunities to consider and reflect about issues they are discussing. In some lessons the teacher's skilful use of good questions gives pupils the chance to respond thoughtfully and absorb the impact of literature or music. They have the opportunity to consider how they can explain and express their thoughts and feelings in poetry and imaginative writing. A positive family atmosphere is a feature of the school. Daily assemblies and prayers build on and consolidate the ideas about contributing to the success of others. Pupils link the concept of sharing and caring to their own lives both in and out of school. The pupils are able to speak freely in the knowledge that they will be listened to and their opinions will be valued. Moments of spirituality can be seen in the classroom when pupils examine different types of drums and link sounds together to make a composition from instruments of a similar nature.

36. The moral development of the pupils is good and parents value the high expectations of behaviour the school places on their children. Older pupils understand and know right from wrong and younger pupils follow the good role models they present. The teachers use praise very effectively and encourage pupils to consider the response they make to discussions and in the way they conduct themselves in school. The pupils are taught to recognise fairness and justice and how to persuade others using evidence and reasons for the argument. Pupils recognise and celebrate both their own and others' achievements. The friendship groups recently introduced have developed a network of support and co-operation which generates the positive attitudes pupils display in school.

37. The relationships the school community fosters and recognises are one of its strengths. The teachers are effective in developing positive relationships between themselves and their pupils by valuing their efforts and responses, both in discussions about their work and the activities with which pupils are involved in and out of school. The pupils listen to each other and older pupils assist younger pupils in the playground so they feel supported and included. They share their games and activities very well with each other. The responsibilities pupils undertake in the day-to-day life of the school are carried out with maturity and consideration. Pupils are encouraged to use their initiative and carry out tasks which help in the smooth running of lessons. Pupils with special educational needs make a significant contribution to activities and they play a full part in the life of the school

38. Provision for pupils' cultural development is good. The pupils have a good awareness of their own heritage and know about the richness of local history and natural beauty in the local area. The support of the community toward the school enables pupils to explore the traditions and history of the area. These opportunities are used well by the school. The pupils are taken on fact-finding walks in the area and use the results to support their work in many areas of the curriculum. Pupils are regularly taught about, and use discussions to explore, other major world faiths in their religious education lessons. These lessons are extended to explore in some depth the cultural aspects, for example they handle very sensitively artefacts used at a Hindu shrine. At present there are no opportunities to visit a temple or a mosque. The school is developing a link with another school where pupils can meet and explore each

others' traditions and ways of life. The pupils experience a range of music and a limited range of art from non western countries but this is not yet fully developed within the curriculum. The school fosters an interest and seeks to promote links in order to raise pupils' awareness of the cultural diversity and richness which is around them.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. As at the time of the last inspection the school makes good provision for the care and support of its pupils.

Strengths are:

- pastoral care and concern for the pupils' wellbeing;
- monitoring and promoting very good behaviour and attitudes;
- successfully promoting personal development;
- promoting very good attendance.

Areas for improvement are:

- assessment procedures;
- improving procedures for recording punctuality.

40. The pupils are happy at school and they value the standard of pastoral care provided. The teachers know the children well and respond well to their individual needs. Effective measures to ensure child protection are in place. No child is currently on the "at risk" register but all staff have copies of the local education authority's guidelines and are aware of the need constantly to be vigilant. The behaviour and discipline policy is very effective. The main school rules are published in the prospectus and each class has its own rules which the pupils have helped to devise. They appreciate the rewards given for good behaviour and good work and effort. They are well aware of possible sanctions and consider them fair. Mid-day supervisors work hard at lunch times to ensure pupils are happy by organising games and playing with the children. Just occasionally they become so involved that other children have to tell them when a child suffers a minor accident or is unhappy.

41. Personal, social and health education, circle times and friendship groups are crucial in promoting the pupils' good behaviour and their care, concern and respect for each other, resulting in excellent relationships throughout the school. A well-planned induction programme enables children to settle quickly and happily into the reception class.

42. The health and safety of pupils is given a high priority. Personal, social and health education lessons give children advice on healthy living and Year 6 pupils go on the "Crucial Crew" course which teaches them about keeping safe. The importance of healthy eating is stressed. Healthy and popular school dinners are provided which always include salad and fruit options. Safe procedures are continually stressed in lessons where relevant, for example in physical education. First aid is well catered for with four members of staff being qualified first aiders.

43. Attendance is well monitored and the education welfare officer is involved with the few poor attenders. However, in some classes registration is not called until well after 9.00 am which means punctuality is not strictly recorded. Completion of registers by teachers is not always consistent although the school administrator efficiently transfers the details on to the electronic recording system.

44. Excellent levels of personal development result from the many responsibilities given to the pupils, the broad curriculum and the wide range of extra-curricular activities. Though there is little formal tracking of personal development, it is given a very high priority and by the time they leave, most pupils have become confident, mature and happy young people.

45. Overall, the school does not have a consistent approach to the formal written assessment and the monitoring of pupils' personal development and progress. There is a policy in place but it is not relevant to all areas of the curriculum. It is not applied consistently across the school. In the Foundation Stage, assessment and monitoring of the children is good and takes place frequently although the results are not always recorded so that the results can inform the next stage and plans for future teaching. Procedures to record individual progress in reading are inconsistent and so pupils do not always choose appropriate texts so they can develop the reading skills which are appropriate.

46. Procedures for the assessment in individual academic subjects are not consistent between the subjects. The school has begun to use a range of national tests in each year group annually. Recently, in Years 3 to 6 a range of assessments have been introduced to measure pupils' progress in English and mathematics and an assessment is made at the end of a unit of work in science and the foundation subjects. The results of these tests are not yet used to identify individual pupils' progress and to address the gaps in pupils' learning. The pupils are not aware of what it is they need to achieve in order to make progress. Whilst short term targets are apparent in English they are not linked to National Curriculum levels and often only address presentation and improving the quality of their written work. The formal systematic collecting of information to inform and guide future planning of lessons is not in place. As a result, the next units of work are planned on generalised levels of information and not on what pupils know, understand and can do. In the annual reports to parents, there is a celebration of what pupils achieve but the weaknesses of the pupils and individual targets so that pupils can improve the quality of their learning are not evident.

47. The pupils with special educational needs make satisfactory progress towards targets on their individual education plans. The teachers are aware of the pupils with special educational needs in their classes and make general provision to meet their needs. They are successful in raising their self-esteem and confidence. This is because of the good and very good teaching they receive particularly in literacy and numeracy. Individual education plans are too general and relate mainly to literacy for the majority of the pupils. They are not sufficiently detailed to measure achievable targets at frequent intervals except in the Years 3 and 4 class where the class teacher review the target weekly.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. All parents interviewed, those who attended the pre-inspection parents' meeting and the vast majority who completed the questionnaire have very positive views about the school, the teachers and the education provided. This is an improvement since the last inspection.

Strengths are:

- the very positive views the parents have of the school;
- the excellent support given by the Parents, Teachers and Friends Association;
- the very good relationships between the parents and the teachers.

There are no areas for development.

49. Parents and carers are very pleased with the school. Almost all say the teaching is good, teachers have high expectations and their children make good progress. The school is approachable. Parents are encouraged to bring their children into school and, particularly at the Foundation Stage, stay with them for a while and help them with their work. Almost all parents have signed the home/school agreement.

50. Good information is provided for parents. The prospectus is clear and helpful and very good information is given to new parents. Parents find the weekly newsletter very useful. They get details of coming events, school news and half-termly information on the curriculum to be studied. Consultation evenings, held twice a year, are considered very valuable as are the personal profiles in the annual reports. These, however, do not give sufficient information on progress made, but rather a catalogue of work covered. There is some evidence of target setting but it is inconsistent between teachers. A minority of parents feels ill-informed about how well their children are getting on. This comment is somewhat justified by the reports alone. However, teachers are always ready to listen to parental concerns, to take action where necessary and to give feedback. A few parents felt that the school did not work closely with them. Many opportunities are given for parents to get involved and this comment could only be justified by parents whose work prevented them from approaching the school during school hours. The teachers make every effort to help and involve parents. Examples have been the courses offered which are aimed at helping parents to help their children. A parent has also voluntarily run basic computer classes in school for parents and members of the local community.

51. A small number of parents, grandparents and friends voluntarily gives valuable help in the classroom. Many others accompany school visits and help in other ways. The headteacher says there are always parents willing to help on request. There is an unusually strong and supportive Parents, Teachers and Friends Association. It runs well-supported social and fund-raising events from which the school benefits hugely. The strong partnership between the parents and the school makes a very positive impact on the pupils' views of the school and on their learning.

52. Information provided for parents of pupils with special educational needs is satisfactory and parents are invited to discuss pupils' needs and how they can help their children to make progress. Information for parents of pupils with statements of special educational needs is in written form and is good. Parents are invited to contribute to the review of the pupils' statement and are involved in the reviews of individual education plans for their child.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The quality of leadership and management of the school is satisfactory overall. There have been some improvements in this area since the last inspection. The headteacher provides satisfactory and very caring leadership. She is very ably supported by her deputy and the curriculum co-ordinators. The members of the governing body have a good grasp of their responsibilities and provide sound support for the school. There are weaknesses in the monitoring and evaluation that is being carried out.

Strengths in leadership and management are:

- the deputy headteacher provides very good support for the headteacher;
- the subject co-ordinators are effective in raising standards in their subjects;
- the governing body is well informed and supportive;
- the accommodation is spacious and used well;
- resources for ICT are good.

Areas for development are:

- one member of staff has a very heavy commitment of responsibilities;
- there is a lack of time provided for curriculum co-ordinators to monitor and evaluate standards in their subjects and they do not have budgets to administer;
- curriculum time is not always used as efficiently as it might be.

54. The headteacher gives sound leadership to the school and is very ably supported by her deputy. Subject co-ordinators have taken on their role very well and each contributes significantly to the shared commitment to improve. However, they do not have adequate time to monitor effectively the quality of teaching and learning in their subjects. Neither do they have budgets to plan for and to administer. There is effective communication between subject co-ordinators in terms of cross-curricular links and the development of literacy and numeracy skills. One member of staff has a very heavy workload, being responsible for the three most time-consuming of the responsibilities as well as having responsibility for a subject which had significant weaknesses at the last inspection. Standards in this subject are now satisfactory, so much work has been done.

55. The governors provide good support and a good range of expertise, which is used well. The governing body has an effective committee structure which ensures the body as a whole is kept abreast of developments. The governors are well-informed and work effectively with the headteacher and staff to play an effective role in shaping the future direction and work of the school. Many of them spend considerable time in school and this ensures that they have a clear understanding of its strengths and weaknesses. Governors have responsibility for particular curriculum areas and this gives a focus to their visits and ensures that the curriculum co-ordinators have a link to the governing body.

56. Support for pupils with special educational needs is part of a complex brief for the special educational needs co-ordinator. There is insufficient time for her to support and monitor the progress of pupils regularly and to any depth. The co-ordinator supports her colleagues well on an informal basis through discussions. She arranges reviews for pupils with statements of special educational needs and discusses with parents and staff how these pupils are progressing. Additional funding for pupils is spent carefully and wisely in the provision of support staff but is spread very thinly and there is insufficient time to plan and resource the demands made upon them. The governor responsible for special educational needs is aware of the constraints of both time and funds. The governing body is aware of the position and receives regular updates on the provision and is making further plans to develop its monitoring role in the next academic year.

57. The school's monitoring and evaluation of its performance is unsatisfactory. Little monitoring of teaching and learning has taken place during the last year. Analysis of National Curriculum and other test results has not been done in sufficient depth to enable the school to address areas of weakness. Many developments have happened in a rather haphazard manner. For example, the first key issue from the last inspection has only really been addressed within the last year by instituting a new system of curriculum planning, largely the responsibility of the deputy headteacher. The use of time in the school day is not always effective. For example, some sessions start late and more time than necessary is allowed for some subjects.

58. The school development plan is a useful document in planning for future developments. It is clearly set out with analysis of the success of past developments as an introduction. However, many of the targets for improvement are insufficiently specific. For example, although science is a major focus in the plan this year, and was the weakest of the three core subjects in the National Curriculum tests in 2001, the specific weakness of few pupils achieving higher levels is not addressed.

59. The school governors and the headteacher make satisfactory use of all the specific grants available to them. Day-to-day management of finances is efficient within school. Finances are linked to educational priorities both in the school development plan and in the regular management of the budget. The school office is run very efficiently, exuding friendliness and efficiency, and releasing the routine administration from the shoulders of the headteacher and other teachers.

60. There are enough suitably qualified and experienced teachers to teach the National Curriculum and religious education according to local requirements. There is a clear management structure with all teachers holding responsibilities for subject developments. The teachers are supported well by an adequate number of teaching assistants. The support staff are usually well briefed but this is not consistently the case. The accommodation is generally good. However, the base area for the younger children and pupils in the reception and Year 1 class is a difficult teaching space. It is not always possible to gather them together successfully to set the scene and follow up their learning. Resources are mainly satisfactory with the exception of those for the younger children, which are unsatisfactory, and those for ICT which are good. The youngest children in the school have a restricted number of large toys to support their physical development adequately in the outdoor environment. The well-established mini computer suites in all teaching bases enable pupils to carry out research effectively in subjects as diverse as religious education, mathematics and science. The resources that are available are used well by all staff and pupils. They have a positive impact upon the pupils' achievements.

61. The school has established very good financial procedures that are based firmly upon the principle of best value. Taking into account all relevant factors, the school provides satisfactory value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to continue to raise standards, the governors, headteacher and staff should:

- (1) Put in place improved systems of assessment and redraft and implement the marking policy to enable all teachers to:
  - know exactly what it is that the pupils know and understand; (Paragraphs: 45, 46, 93, 101, 113, 117, 123, 129, 133, 137)
  - set targets for the future learning of their pupils; (Paragraphs: 46, 93, 101)
  - consistently include these targets in their marking of the pupils' books; (Paragraphs: 25, 91, 101, 139, 141)
  - involve the pupils in setting and reviewing the targets for their improvement. (Paragraphs: 46, 91, 101)
- (2) Implement the policy for able pupils to ensure that these pupils and others who are higher attaining are sufficiently challenged and make progress appropriate to their abilities. (Paragraphs: 2, 84, 87, 88, 90, 93, 98, 100, 104, 108, 141)
- (3) Improve standards in reading by adopting a structured approach to the teaching of the skills of reading, particularly for the pupils of lower and middle ability. (Paragraphs: 5, 6, 45, 84, 86)
- (4) Put in place management structures to enable:
  - the effective monitoring, evaluation and development of teaching and learning; (Paragraphs: 53, 54, 123, 129)
  - a more equitable distribution of curriculum and other responsibilities; (Paragraphs: 53, 54)
  - subject co-ordinators to administer budgets to raise standards in their subjects. (Paragraphs: 53, 54)

In addition to the areas for development above, the governors should consider the following for inclusion in their action plan:

- Ensure that the special educational needs co-ordinator plays a full role in the setting and reviewing of targets in the individual education plans of pupils with special educational needs. (Paragraphs: 47, 56)
- Ensure that curriculum time is always used well. (Paragraphs: 27, 57, 98, 135)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	18	10	0	0	0
Percentage	5	25	45	25	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. Care should be taken when interpreting these percentages as each lesson represents two and a half percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	130
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Years 1 and 2

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	14	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	20	19
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

No separate figures are given for the performance of boys and girls as the numbers of boys and girls are too small to be statistically significant.

### Attainment at the end of Years 3 to 6

Number of registered pupils in Year 6 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	20
Percentage of pupils at NC level 4 or above	School	77 (65)	77 (65)	91 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	19
Percentage of pupils at NC level 4 or above	School	77 (59)	77 (68)	86 (77)
	National	72 (70)	74 (72)	82 (79)

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

*No separate figures are given for the performance of boys and girls as the numbers of boys and girls are too small to be statistically significant.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	21.0
Average class size	25.6

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	55

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	5
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.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
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	£
Total income	272 510
Total expenditure	264 163
Expenditure per pupil	1 957
Balance brought forward from previous year	12 457
Balance carried forward to next year	20 804

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	128
Number of questionnaires returned	67

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	52	4	0	1
My child is making good progress in school.	49	46	3	1	0
Behaviour in the school is good.	48	45	6	0	1
My child gets the right amount of work to do at home.	42	49	9	0	0
The teaching is good.	55	42	1	0	1
I am kept well informed about how my child is getting on.	27	57	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	63	27	9	0	1
The school expects my child to work hard and achieve his or her best.	47	52	0	0	2
The school works closely with parents.	22	57	16	0	4
The school is well led and managed.	27	58	14	2	0
The school is helping my child become mature and responsible.	36	54	1	0	9
The school provides an interesting range of activities outside lessons.	30	52	15	0	3

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

63. The school has sustained the provision for the youngest pupils since the last inspection. Progress was reported to be sound in all areas of learning and this remains the case. The provision for children with special educational needs is also satisfactory. Staff pay good levels of initial attention to the children's communication and language skills as well as their personal development. This encourages speaking and listening skills, which were found to be least well developed at the last inspection. The outdoor play resource provision is unsatisfactory.

Strengths in the provision for the Foundation Stage:

- the teaching of the basic skills of communication, language and literacy and mathematics;
- aspects of the children's knowledge and understanding, such as their use of computers;
- the children's personal and social education.

Areas for development are:

- the use of the outdoor environment;
- targets consistently set for the children's progress.

64. Provision for children in the Foundation Stage is made in the school's class for under fives and five and some six-year-olds. Most of the children have attended the Stepping Stones pre-school group that meets in a classroom adjoining the reception classroom. The children move into the reception class in the term that they become five. Presently there are fifteen children in the Foundation Stage group. Their teacher is the Foundation Stage co-ordinator as well as holding a number of other responsibilities.

65. The co-ordinator has worked hard to plan appropriately for the different age groups in the class so that they all receive an effective amount of attention. There is regular support given to the children by a teaching assistant. Both adults are joined by a group of parent and grandparent volunteers who make an important contribution to the children's learning. They readily give their support as the class teacher has formed good relationships with them. However, they are not always well enough briefed in advance to give the good level of support necessary.

66. The school's assessment of the children's attainment on entry to the class is based on its own and the local authority's systems. This confirms that children are achieving average levels of attainment in all areas of learning. This level is sustained so that by the time the children move out of the Foundation Stage and become Year 1 pupils most achieve the Early Learning Goals<sup>1</sup> in all areas of learning.

67. Teaching in the Foundation Stage is good. In the teachers' planning, emphasis is given to learning in the basic skills. The planning carefully draws out the activities for the youngest children that will support their development effectively. The Foundation Stage stepping stones are understood and followed appropriately so that the youngest children have a satisfactory start to their learning.

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<sup>1</sup> The Early Learning Goals are nationally agreed targets for pupils attainment by the time they start studying the subjects of the National Curriculum. These goals are divided into a series of stepping stones.



## **Personal, social and emotional development**

68. Provision for the children's personal, social and emotional development is good. This area of development is given a good level of attention at the beginning of every school day. The children come into school with parents and carers. They are obviously used to the routine of playing together; making up jigsaws on the carpeted area. They work co-operatively as they do this. They successfully thread beads in pairs talking about the colours and how many there are as they do so. Individually they use the computer to make imaginative pictures. Slower learners work together with the teaching assistant to form letters correctly.

69. This more informal starting point to the school day is followed up when both teacher and support assistant give a focus to assessing the children's development as they involve themselves in activities that they have chosen themselves. Before they begin activities the children have to plan what they intend doing. This is shared with adults and is mainly carried out in compatible small groups or pairs. Some build a farm finding out about direction and placement as buildings and animals are placed correctly. They concentrate well as they do this through negotiation with one another that is carried out sensibly. Others become shoppers and shop keeper in the toyshop that has been established in the classroom. They talk with confidence about sales and purchases and respond to adult's questions sensibly using well-structured language. Teacher and teaching assistant use time well to assess what children are achieving. The activities confirm for them that the children are well on the pathway of the stepping stones to achieving the Early Learning Goals by the time they become Year 1 pupils.

## **Communication, language and literacy**

70. The children are given numerous opportunities to develop their skills in this area of learning as a result of the emphasis given to it in the teacher's planning. There are more informal opportunities created through effective role-play. The children make good use of the water play to develop their language about capacity as they send boats of different sizes around the circular lay-out of the harbour that is prepared for them in the water tray. The children discuss the materials that they need to use to make fabric pictures with a volunteer helper. The leading role that they take in initiating the discussion is a firm indicator of the confidence that they have with language.

71. This confidence is built upon in a more formal sense when the children share a big book with the teacher. The teacher has to work hard at enabling the children to develop their listening skills, as they are so anxious to make vocal contributions to the discussion about "Farmer Duck". They read together with their teacher when they have settled to the task. They move into groups as they construct sentences prepared for them in a correct order whilst others make up their own sentences that begin to re-tell the story accurately. The delight with which they share the book with one another confirms that their understanding and love of books is being well developed. The teacher has planned a good range of activities that move the children successfully towards achieving the Early Learning Goals in preparation for their work as Year 1 pupils.

## **Mathematical development**

72. The learning for children in this area of development is planned very thoughtfully by the class teacher. Both formal and informal learning opportunities join together seamlessly as they have a similar focus. There is good use made of a computer program that helps children to build up coins of different values to make an amount below and above ten pence.

73. Children begin a more formal use of money in an effectively less formal way as they recognise amounts whilst singing together “5 currant buns” and watch the amounts disappear. Children use coins to make purchases in the class toyshop that has products that they have made in their design area. Lists of what can be bought according to the coins available are built up successfully as a whole class exercise. Then the children move into more formal groups to make use of coins in different ways. Most are able to match coins to amounts on a card with good levels of accuracy. Those who are less accurate are well supported by either adults or other children to draw more accurate conclusions. Children are working with confidence and confirm their readiness to complete the requirements of the Early Learning Goals before becoming Year 1 pupils.

### **Knowledge and understanding of the world**

74. Children have a number of good opportunities provided for them to extend their understanding and knowledge of the world. Many bring a reasonable number of experiences with them so that their learning is being enhanced by the teacher’s thoughtful planning. They are being well prepared for their work as Year 1 pupils as a result of this planning. Children often have their learning successfully enhanced by the way that the teacher inter-relates many of their activities. They work together on buildings, looking at them from the point of view of both their location and their age. The children’s ideas of time and placement in the local area are being systematically developed. Knowledge of building is extended when they make their own designs of wheeled toys and then build them in a designated design area. The materials needed to build their toys are carefully joined together to make successful end products.

75. Further knowledge of design is generated for children as they make use of computer programs that ensure the children need to think carefully if they are to record what they have found out about buildings correctly. Children are only able to do this accurately because they are given ample, early opportunity to use the computer as a record keeping, word processing tool. Maps are made accurately to show the children’s journeys to and from school. The focus on home is entirely appropriate giving a relevant starting point for learning about direction whilst also helping them to use a light bulb that will light up a model house that they have made. Although the slow pace of some of these activities is brought about because the teacher does not always engage the children quickly enough, they still learn satisfactorily. They move along the stepping stones of the Early Learning Goals at a satisfactory pace.

### **Physical development**

76. The finer physical skills needed by children are being appropriately developed by many of the activities in other areas of learning. The children manipulate tools accurately as they make wheeled vehicles that they have designed themselves. They use fabrics effectively as they compose pictures of objects in the school courtyard. They spread beads out and are able to thread them accurately whilst identifying colours and numbers. When they are writing they are beginning to form letters correctly because the teacher has prepared the book resource thoughtfully in a good sequential order. Letters that naturally group together are practised well because children are made aware of the care with which they need to use their pencils.

77. Although there is opportunity for the children to become aware of the need to move safely in a large space when they have weekly sessions in the school hall, learning about larger physical movement is more limited. There is a good outdoor space available to the children. However, the number of large-wheeled toys is limited and so the children have an unsatisfactory number of resources although the quality of what is available is appropriate. Nevertheless, overall the children are being given enough experience to prepare them well for work in Year 1.

## **Creative development**

78. Children in the Foundation Stage join in with older pupils in making music successfully. They are able to join in as they help to compose and perform music by using their bodies as instruments as they perform a delightful rap to the story of "The Little Red Hen". Their knowledge of loud and quiet sounds that combine to make a successful rhythm is well supported by the expressive way that the teacher reads the story to accompany their rap. This is effectively supplemented, for example, in other lessons as the children join together to sing "5 currant buns" with well pitched voices as they begin their counting work in mathematics.

79. They learn about colour and texture in fabrics as they sort a good selection of them in groups. As the children complete the sorting they are given sensitive support by the teaching assistant who asks questions such as, "Why group them in that way?" and "What is your reason?" These questions make the children think very carefully before making decisions that reflect their understanding about the way that colours and texture go together successfully or unsuccessfully. Once the sorting has been successfully completed they use the fabrics to make pleasing pictures that confirm children's skills. They are well prepared for work in Year 1 as they move along the stepping stones of the Early Learning Goals in this area of learning.

## **ENGLISH**

80. Throughout the school, inspection findings indicate that attainment in English is above average at the end of Year 2. However the number of pupils achieving the higher level 3 in speaking and listening and reading is not as high as those that achieve level 3 in writing. The pupils make satisfactory progress in Years 3 to 6 and achieve results which are above the national average. Teaching in English is good overall throughout the school. Currently, pupils' standards at the end of Year 6 are well above national expectations in writing. In reading and speaking and listening they are in line with national expectations. The number of pupils achieving the higher level 5 is slightly above the national average. Overall, standards have improved since the last inspection.

Strengths in the subject are:

- the quality of the pupils' writing is good and often very good;
- the pupils use their literacy skills to extend their writing in other areas of the curriculum;
- the use of ICT as a learning tool to extend pupils' writing and research skills;
- the quality of teaching is good overall, often very good and sometimes excellent;
- the pupils' very good attitudes to their work;
- the teachers use very good questioning techniques.

Areas for development are:

- the quality and range of independent reading material and how it can be used to improve the pupils' reading skills;
- the monitoring of the pupils' reading progress throughout the school;
- the marking of pupils' work;
- the consistent use of assessment of pupils' work so that all pupils understand what they need to achieve in order to make progress.

81. Boys and girls demonstrate an equal interest and show very positive attitudes to the subject. The disproportionately small number of boys in some year groups does not affect the performance of the pupils or their attitudes to their work.

82. Inspection evidence shows that by the end of Year 2, the pupils' listening skills are in line with the national average. The majority of pupils listen attentively to staff and their peers in

all class and small group lessons. The teachers are mindful of the spans of concentration and use a variety of strategies to ensure all pupils listen to others and can make an appropriate response to the comments and questions. However, in a Year 2 lesson, some pupils had lost concentration during the compilation of a class poem and then were unsure about the task they had to do. The pupils listen well to stories and make appropriate responses to the teachers' questions. The questions are directed well to individual pupils and seek to confirm their understanding. When pupils have not listened, this delays the pace of the lesson and some pupils do not make sufficient progress.

83. By the end of Year 6, the pupils' listening skills are very good. They behave very well and listen attentively to the reading of 'The Highwayman', sharing the tension and drama of the poem. They respond very well to questions and contribute to the ensuing discussion thoughtfully, listening carefully to each others' input. As a result, the quality of learning is good in most lessons. In a Years 3 and 4 lesson, a religious education lesson focused on compiling questions to consolidate the pupils' knowledge. The pupils made mature and thoughtful contributions about how the questions could be phrased to elicit the maximum amount of information. The teacher guided pupils to think and articulate alternative ways of asking the appropriate question. The conversations between pupils indicated that speaking and listening skills are above the level expected for pupils of this age.

84. By the end of Year 2, the pupils' reading standards are above the national average. However, higher attaining pupils do not make the same progress as they do in writing. They are able to decode words and read story books with varying degrees of success. They are confident and recognise the concept of an author and the illustrator, however they do not use the clues when choosing an independent reader from the banding system. They choose a reader but are not sufficiently supported in developing their understanding of the text, following the plot, recognising characters or their views on the book. All pupils read from a group text on a weekly basis where skills are introduced; they are not followed up in the pupils' reading journal.

85. The average and lower ability pupils can read simple story books aloud and use a variety of strategies to decode words and use the pictures to help them with the storyline. They read as a group on a regular basis and choose story books to read at home. The reading diary is not always maintained as a dialogue between home and school. Pupils record the books they have chosen; adding occasional comments about their preference, together with their likes and dislikes about the book.

86. By the time pupils are eleven, standards in reading are above the national average. They are eager to consolidate and use their skills to read a variety of books and use the class library books to assist their research skills. However, middle and lower attaining pupils are not confident in expressing reasons for their choice of books and do not read a range of books which are appropriate. They share in the group reading activities but do not use reading journals to express preferences or analyse different characters. Higher attaining pupils are confident in their reading and use a range of skills to predict the plot and discuss the story. The use of the library is not sufficiently developed and these pupils do not have the skills to locate information using the Dewey system to locate particular reference material. Most pupils read at home and enjoy a range of books with popular titles and written by their favourite authors.

87. Standards in writing at the end of Year 2 are well above average. The pupils use a range of vocabulary to develop individual stories which have a beginning, middle and end. They have developed individual styles through using a range of writing frames and are supported by using various settings. All pupils achieve well but more able pupils are not encouraged to develop their stories further without using the frame. Pupils use a range of punctuation to improve their writing. All pupils use capital letters and full stops effectively.

More able pupils are beginning to use question and explanation marks appropriately. The pupils' handwriting skills are well developed; they begin to develop their skills in Year 1 where formation and the cursive style is well practised and developed. It is a similar picture where pupils use the high frequency words they have learnt accurately in a wide range of writing. The analysis of pupils' past work reveals a wide range of writing in other subjects where key vocabulary has been learnt and is used in a variety of both imaginative and report writing. The presentation of pupils' work is good. They use writing tools well and are eager to ensure that their writing appeals to the reader. In a Year 2 lesson, the pupils used the model which they had discussed to write their own poems. They used alliteration very well and the majority of pupils considered both the content and how they could improve the presentation. Higher attaining pupils completed the task but were reluctant to extend their skills by writing additional verses to complete the poem.

88. At the end of Year 6, standards in writing are well above the national average. The pupils use a wide range of forms of writing in all areas of the curriculum. They use the skills they have learnt in literacy and transfer them very successfully to every piece of writing. They use a range of cursive handwriting styles and consider their writing tools carefully before they write. They are confident in using word processing to record their thoughts. The pupils in Year 5 describe their feelings about 'a beautiful place'; they use emotions and empathise very well to produce high quality writing. The presentation is enhanced by importing photographs as a background and they use ICT effectively to improve both the quality of their writing and its appeal to other readers. Key vocabulary is a feature of all subjects and pupils spell accurately and use their knowledge well. Punctuation is used well. Most pupils use simple punctuation accurately. However, higher attaining pupils are not extended sufficiently to use punctuation even more effectively. The quality of their writing is good, but they are not challenged sufficiently to use speech marks, the correct form for writing direct speech and using colons to improve the quantity and range of their writing.

89. All pupils react very positively to their work in literacy lessons, their behaviour is very good and most sustain interest and concentration throughout the lessons. The quality of teaching is good overall and in lessons in Years 3 to 6 was very good. In most lessons the interest and enthusiasm of the pupils was sustained because the pupils understood what they were expected to learn, and how they were going to achieve it. The very good use of teachers' questions and the challenge they directed to individual pupils indicates they know their pupils' abilities well. Pupils were confident in their responses. A pupil with special educational needs made a significant contribution to the lesson distinguishing between passive and impassive verbs with clarity and understanding.

90. The good use of a variety of resources sustains interest and enables pupils to get involved and listen carefully to the teaching points. The use and reference to skills which are then used in other subjects, enables pupils to recognise why it is important to develop and use the skills they have learnt. In very good and excellent lessons, the range of tasks enabled all pupils to make good progress and recognise their achievements relating to the learning objective. In other lessons, all pupils were given a very similar task. The higher attaining pupils were not challenged sufficiently so their progress was not as good. A feature of very good lessons is the use of the session at the end of the lesson where both pupils and teachers review the progress made in the lesson and use the information to develop the next stage of their learning objective.

91. The marking of the pupils' work is not consistent across the school and is not rigorous enough to sustain their interest. The pupils are not always aware of the comments which are made. They are unsure about how to respond. They recognise the targets they have been given but the comments about how to improve and develop their work are not always related to the target.

92. The pupils with special educational needs make good progress in literacy. They are well supported and encouraged by a limited number of teaching assistants who work hard so that pupils can achieve. Staff are not always aware of the specific targets pupils need to make progress. However, in Year 3 the targets are simplified and shared and progress is monitored by the pupil, teacher and teaching assistants regularly. This is not the case for all pupils with special educational needs throughout the school.

93. The range of reading resources is satisfactory. However, the library is cramped and the number of non-fiction books in it is limited for the number of pupils within the school. Assessment procedures are in place but are not sufficiently focused to enable teachers to use the data to address specific gaps in learning. The day-to-day assessments are used by some teachers but are not sufficiently focused to develop the attainment of individual pupils, particularly the more able. The co-ordinator has shared the responsibility with a former colleague and is now developing the role across the whole school. She has other responsibilities and has not yet had the opportunity to monitor the quality of teaching and learning other than through reviewing teachers' planning, reviewing a portfolio of pupils' writing and receiving support from specialist staff outside the school.

## **MATHEMATICS**

94. The standard of attainment in mathematics is above average by Year 2 and by Year 6. The pupils, including those with special educational needs, make good progress and achieve well in all aspects of the subject. The teaching of mathematics is good. Improvement since the last inspection is satisfactory.

Strengths in the subject are:

- above average standards for pupils aged seven and eleven;
- the pupils make good progress through the school;
- the good quality of teaching and learning;
- the well-planned curriculum for the subject;
- the pupils' attitudes to their learning and their very good behaviour.

Areas for development are:

- to ensure that systems of assessment are allied to marking and setting targets for the pupils' progress;
- to ensure that the higher attaining pupils are always challenged according to their needs;
- to ensure that curriculum time is always used to best advantage.

95. By the age of seven, the pupils have a good knowledge of addition and subtraction facts to ten and make increasing use of mental strategies to find answers. They confidently check their answers using a number line or square but many use mental strategies well. Most of the pupils have a secure knowledge of place value to 100, can order numbers up to 100 and recognise number sequences and patterns. The pupils become increasingly adept at doubling, halving, counting in 2's, 5's and 10's in ascending and descending order and predicting the next number in the sequence. The pupils gain a good understanding of number patterns and are urged to use appropriate mathematical language in regular mental starter sessions. The majority can sort and name a range of three-dimensional shapes and they are beginning to describe properties such as the number of faces, vertices and edges.

96. By the age of eleven, the pupils can solve challenging computations using the four number operations. Many work accurately with numbers greater than 1000 and they develop a clear knowledge of fractions and successfully convert them to decimals or percentages. Most have a good understanding of decimal notation. The pupils gain a good knowledge of measurement, many can calculate perimeter and area accurately and the pupils have a good knowledge of angles and lines of symmetry, and can describe the properties of a range of

shapes. The pupils collect information and learn to draw a variety of graphs and can interpret graphical information well. The pupils cover the full range of mathematical topics between the ages of seven and eleven. The good emphasis on practical approaches, the correct use of mathematical terms, the frequent use of probing questions by the teachers and the setting of challenging work ensure most pupils achieve well.

97. The pupils' attitudes to learning are very positive and their behaviour is very good, particularly in Years 3 to 6. This is a direct reflection of skilled teaching and has a very positive influence on the standards achieved. The pupils of all abilities respond positively to well-organised lessons in the certain knowledge that their teachers value them and their efforts. The majority of older pupils shows a good capacity to work independently, and clearly enjoys the challenge of the subject.

98. The quality of teaching is good. Across the school the teachers have a consistent approach to the teaching of numeracy. They successfully build on the National Numeracy Strategy and usually ensure the 'mental starter' part of the lesson is both lively and challenging. This is occasionally not the case when the time allowed for mathematics lessons is too long. There are examples of teachers asking challenging questions and urging the pupils to think quickly and to have confidence in explaining their methods. This boosts their confidence and often promotes a sense of fun. However, in some lessons the levels of challenge are not appropriate for the higher attaining pupils.

99. The teachers have a good knowledge of the subject and the well-planned whole-school framework for the subject supports them well in the planning of lessons. The result is that pupils acquire good mathematical knowledge, skills and understanding. The teaching of basic number skills is very good. Most teachers use a good range of methods to promote learning and they manage learning well. Good levels of interest and concentration are fostered in the pupils. For example, in a very good lesson in Years 3 and 4, the teacher had prepared three different tasks for the differing abilities. These tasks were challenging and interesting and ensured the full involvement of the pupils in all groups. Similarly, in a lesson in Years 5 and 6, the teacher started the lesson with a "guess my shape" game. The interest and enthusiasm generated spilled over into the main part of the lesson.

100. The quality of the curriculum is good. The school's planning for the subject has been effectively updated to strengthen further the teaching of numeracy. This framework provides good guidance for teachers and ensures appropriate breadth and balance across all aspects of the subject. The good range of learning activities is relevant to pupils' learning needs and the provision for pupils with special educational needs is satisfactory. The school successfully ensures all groups of pupils participate fully in the learning programme. Boys and girls often work together and the learning needs of pupils of differing abilities, including those with special educational needs, are well considered. However, there are times when the higher attaining pupils do not receive sufficiently challenging work.

101. There are satisfactory arrangements to monitor pupils' progress in mathematics. Although the teachers record the pupils' attainments regularly, these attainments are not sufficiently related to National Curriculum levels. The records are also not in a form in which it is easy for the teachers to use for planning the next stage in each pupil's learning. The teachers' marking is not often helpful to the pupils in seeing how they could improve, too frequently consisting of simple ticks and encouraging remarks. A start has been made to setting targets for improvement for the pupils, but these are not sufficiently achievable in the short-term and the pupils are rarely involved in setting or reviewing their targets.

## **SCIENCE**

102. Throughout the school attainment in science is average. The pupils in all classes from Year 1 to Year 6 make satisfactory progress, with a clear indication that this progress is becoming better from Year 3 to Year 6. As the school pays good attention to all pupils needs, those pupils with special educational needs also make satisfactory progress. Improvement since the school was last inspected is currently satisfactory.

Strengths in the subject are:

- the teachers' secure subject knowledge;
- thorough planning with effective resourcing to meet all pupils' needs;
- the clarity of the objectives for pupils' learning that are clearly set for Years 3 to 6 classes;
- the well established basic skills of learning in science;
- the good use made of accurate scientific language;
- well distributed questions that support the involvement of all pupils;
- the clarity of the rolling programme of work.

Areas for improvement are:

- marking work more consistently so that clearer targets can be set to improve pupils' learning;
- giving more challenge to higher attaining pupils to support them in reaching the higher levels in national tests.

103. Throughout the school the quality of the teaching is good with some very good teaching features in Years 4 and 5. The pupils show good attitudes to their learning in science because the tasks are interesting to them, particularly when there is a strong investigational element to them. The teachers have increasingly emphasised this feature in the tasks and so enhanced the pupils' learning capacity. This helps the pupils to systematically reach conclusions that are clear to them. Effective resourcing of tasks is supporting the pupils' understanding. For example, the pupils' natural curiosity about the components needed to build an electric circuit successfully is very well developed. This is because the teacher distributes open ended questions widely so that the vast majority of the pupils are able to give their answers to these questions. Resources are then available to enable the pupils to answer the questions by making a working circuit.

104. The teachers have secure subject knowledge. They plan tasks that give pupils plenty of opportunity of "hands-on" experiences. They plan work at different levels but do not always consistently give enough challenge to higher attaining pupils so that their abilities are being adequately stretched. Nevertheless the pupils enjoy science and are very well motivated when challenged appropriately. The pupils work hard and conscientiously continue their investigations until a secure conclusion can be drawn to their experiments. This is mainly because they are clear about the objectives to their learning that they have set jointly with their teachers. They respond well to their teachers' use of accurate scientific language and this helps them to strengthen their scientific knowledge and understanding.

105. The increase in quality of the pupils' work in science is due to the successfully influential work completed by the recently appointed deputy head teacher as the science co-ordinator. As co-ordinator he is well informed and has enthusiastically encouraged all staff to develop work in science at a practical level with the pupils. A very clear audit of where the school has reached in its science work has already been made. In consequence an equally clear view has been established by the co-ordinator about what the school needs to do in order to improve performance further. This has been detailed in an addendum to the scheme of work that is helpful to the teachers in confirming what everyone needs to do in order to contribute improving standards within a well devised rolling programme of work. The school is well placed to continue along the path of improvement.



## **ART AND DESIGN**

106. It was only possible to observe one lesson during the course of the inspection. However, there was ample evidence around the school in the displays, in the sample of work provided and in discussion with pupils, to confirm the average standards in Years 1 and 2 and the above average standards in Years 3 to 6. The standards at the later stage of learning are being systematically built upon the work carried out in the earlier years. Throughout the school the pupils, including those with special educational needs, make satisfactory progress. The progress made has good features as skills and manipulation of a variety of materials increase effectively. Improvement since the school was last inspected is satisfactory.

Strengths in the subject are:

- the teachers' secure subject knowledge;
- good use of art and design in other subjects without losing the systematic development of its discrete skills;
- the teachers' thoughtful planning and resourcing, which motivates the pupils' creative skills.

An area for improvement is:

- to make more focused use of the sketchbooks so the most skilled pupils are better challenged.

107. In Years 1 and 2 the quality of teaching is satisfactory. In Years 3 to 6 it is good. In Years 3 to 6, teachers build carefully upon the creative work completed by the pupils in earlier years. The pupils show good attitudes to their tasks throughout the school because they are interested and find them enjoyable. This is confirmed by the enthusiastic recall of art and design work that older pupils make when discussing their earlier learning. The teachers plan with care and resource tasks imaginatively. The basic skills of art and design work are well established, with an appropriately strong emphasis upon the design element in Years 3 to 6. For example, pupils compile accurate designs for clay pots before beginning to make them with care.

108. The teachers confidently use art and design in a number of subjects whilst retaining the techniques and skills of the subject in their planning. For example, in Years 1 and 2 the pupils confirm their understanding of symmetry through making symmetrical patterns in their paintings. In Years 3 to 6 the pupils skilfully use the computer program "Dazzle" to create attractive dazzling patterns. This variety of activities ensures that the pupils are well motivated by their learning. There is, however, sometimes a lack of focused use of sketchbooks. The more skilled pupils' abilities are not as well challenged as they could be at these times.

109. The well-informed and enthusiastic co-ordinator effectively supports the good measures of confidence with which the teachers work in art and design in the school. The subject is satisfactorily resourced as a result of her efforts with both materials and a useful scheme of work based on objectives drawn from national guidance material. This has been carefully adapted to meet the pupils' and school's needs appropriately. The programme of visiting artists and visits made to local and national art galleries provides a strong measure of support for good work in the subject. The involvement of parents and members of the local community in some of the art and design projects, such as the banner making, further enhances the status of art and design work throughout the school.

## **DESIGN AND TECHNOLOGY**

110. In all classes, design and technology is alternated on a half-termly basis with art and design. In the single lesson observed, the teaching was good and the standards reached by the pupils were above average. Scrutiny of pupils' past work suggests that standards of work are above average, both at the age of seven and at eleven and that pupils are making good progress through the school. The work seen suggests that the standards noted in the last inspection report have been improved.

Strengths in the subject are:

- the pupils' knowledge and understanding of the whole design process;
- the progress that the pupils make;
- the well-structured format for progressively developing the pupils' understanding of design elements;
- the good subject leadership and the long- and medium-term planning.

An area for development is:

- assessment procedures.

111. Evidence from scrutiny of work shows that in Years 1 and 2, the pupils learn to use appropriate materials to make model vehicles and plan and construct a "cave" for their shared area. The vehicles show good abilities to join materials and the pupils' design brief demonstrates good evaluation of their finished products. The teachers pay good attention to ensuring that pupils develop an understanding of the use of materials and how they can be cut, joined and shaped. All pupils are encouraged to draw their designs, list materials and show how they construct the article. At this early age the teachers focus on the importance of recording the design process and the pupils show good understanding of this.

112. In Years 3 to 6, the pupils are provided with a range of opportunities to develop their knowledge, skills and understanding through the use of an increasing range of tools and materials. In Year 6, the quality of both design and finished products are above national expectations in many cases, even for some pupils with learning difficulties in other areas of the curriculum. This was most noticeable in the completed "moving pictures" that had been produced. In many cases the finished products were not only most attractive, but worked just as intended with some complex movements. The pupils are encouraged to evaluate their work and these evaluations are both critical and constructive.

113. The co-ordination of design and technology is good. The co-ordinator has planned a curriculum taking into account the four-year rolling programme, which ensures a suitably wide range of opportunities. This, allied to the high expectations of what pupils can do has raised standards in this subject. There are no procedures to record what skills the pupils have mastered so the teachers are not always aware of what skills to teach next.

## **GEOGRAPHY**

114. Only one lesson in geography was seen during the inspection. Judgements on the pupils' progress are based on discussions with staff and pupils, an analysis of the pupils' work from their books, in displays, and reviews of teachers' planning. Standards are above the average of pupils aged seven and eleven. The pupils, including those pupils with special educational needs make good progress. Standards seen at the previous inspection have improved and are now good.

Strengths in the subject are:

- the pupils' understanding of local geographical issues and making links to wider environmental concerns;
- the consideration of and using the subject to develop skills in English and mathematics;
- good use of the local resources.

Areas for development are:

- to provide assessment to monitor the progression of geographical skills;
- to monitor the use of the four-year rolling programme;
- to broaden the resource base to include a wider range of maps and globes;
- to continue to develop the use of the immediate local environment.

115. By the end of Year 2 in geography, the pupils have studied the human and physical features of their locality. Wenlock Bear has begun his travels to other countries with pupils and staff. His visits are linked to a world map and postcards are used to describe the places he has visited. Most pupils have knowledge of the four home countries of the United Kingdom. They recognise that the land mass is divided into continents and the sea into oceans but do not recognise names and locations.

116. The pupils in Years 3 to 6 are at various stages in a local study. The recent introduction of a four-year rolling programme of study considers various aspects so that by Year 6, the pupils have a detailed knowledge and understanding of the local area. They are conversant with issues surrounding a local new building project and the difference it will make to the town. They are able to discuss and debate the factors which will impact on the local environment. They use their literacy skills to write to local authorities and persuade them to consider various points of view. The discussion is rooted in the geographical aspects and the impact on services. They are able to make comparisons between the local areas and other locations in the United Kingdom and with other countries. However, this is not as well developed as the local study and pupils are not as confident in using their knowledge to describe and make comparisons between a mountainous region in Wales and the Longmynd. They are able to use maps and work on display reflects the use of both data handling from the results of a questionnaire about the building project and the use of co-ordinates to locate various places locally and further afield.

117. Only one lesson was observed during the inspection. The pupils used photographs taken from the air to identify local features around the school. The teacher used questions effectively and suggested how pupils could use clues and information they could see in the photographs taken around the school. The pupils were involved and interested in producing a plan of the local area. They progressed to using a local plan to locate key features from their own maps of their route to school. The pupils with special educational needs responded well to the teachers' questions and made good progress. Pupils listen very well to each other and all pupils make good progress. The use of learning objectives enables pupils to recognise what they are expected to learn. These are not used consistently to measure how much pupils know and understand. There are no formal assessments yet in place to measure individual pupils' progress so the teachers are not always fully aware of this progress in the acquisition of skills and understanding.

118. The recently appointed co-ordinator has specialist knowledge of the subject and other recent experience as a co-ordinator. The appointment of a governor to support the subject is a good feature. The new policy, which is in the process of discussion and adoption, is wide-ranging and provides depth to support the recently implemented four-year curriculum plan. There are clear aims and objectives which include good links with other areas of the curriculum. There are plans to extend the range of fieldwork, making links with an urban school and using other areas to make comparisons. Resources for the subject are satisfactory but need updating and extending to provide a wider range of maps and globes so that pupils can further their map reading skills. Good links are made with other subjects, and are used to support both skills and knowledge in literacy, mathematics, science and ICT.

## **HISTORY**

119. Only one lesson in history was seen during the inspection due to timetable commitments. Judgements on pupils' progress, therefore, are based on an analysis of pupils' work, displays, reviews of teachers' planning and discussions with staff and pupils. Attainment is judged to be average at the end of Year 2 and Year 6. It is not possible to make a secure judgement about the quality of teaching. Progress by pupils is satisfactory throughout the school. The pupils with special educational needs make similar progress.

Strengths of the subject are:

- the use of local resources;
- the integration of the subject into cross curricular themes;
- the variety of presentation and the way pupils present their work;
- the very good use of questions so that pupils can interpret what they can learn from the past;
- the contribution the subject makes to improving pupils' writing skills.

Areas for development are:

- use of records and assessment of pupils' achievements to inform future planning for the subject;
- develop the role of the co-ordinator;
- continue to develop and use the wealth of local environmental resources.

120. The pupils, by the time they are seven, have some knowledge and understanding of life in the past. They know that anything that happened yesterday is history. They are able to make comparisons between the domestic chores of a Victorian household and their own lives. They recognise that life was hard and children did not always go to school and had a limited range of toys compared to their own. They are able to identify some similarities between the toys and how children used to play with dolls and make believe as they do themselves. The teachers provide a range of questions and encourage pupils to handle the objects so that they can extend their language skills and draw conclusions from the discussions. The pupils make effective links between the toys and use their knowledge in their writing and design and technology lessons.

121. The pupils in Year 6 have a good historical knowledge and awareness of the past. They relate different periods of history to the buildings in the town and can describe the different styles of building in Much Wenlock. They recognise significant events and monarchs; they make good links to local developments in the area. In a recent study on the Romans, the pupils were encouraged to research information from a variety of sources including CD-ROM and the Internet. They use ICT well to present their research, demonstrating their understanding of the Roman civilisation and the impact it made on Britain in the 1<sup>st</sup> century AD. The teacher encourages pupils to test their ideas by questioning sources of information and corroborating ideas and information.

122. The quality of teaching in the one history lesson observed was good. From the beginning of the lesson the teacher held the pupils' interest by using a learning objective which sparked their attention and then used video material so that pupils could look for clues about how Celts used to live. The skilful use of questions enabled pupils to make a comparison between the way Celts and Romans used to live. The teacher ensured all pupils were included in the discussion by choosing pupils to answer questions according to their abilities. The pupils used a very good range of historical terms. They referred to the materials and artefacts that were available to support their ideas and reasons. Pupils worked hard and were using thinking and reasoning skills very well. They produced a wide range of work which demonstrated their understanding and knowledge.

123. The resources for the subject are satisfactory; the school makes good use of the local resources in the area. There is a four-year rolling programme to cover and develop both

skills and knowledge of the subject which takes account both of the ability and age of the pupils. This is a recent development and is being evaluated as the curriculum develops. The co-ordinator is new to the school, but has developed the programme with other colleagues. There are no formal procedures to assess pupils work and at present no opportunity to monitor teaching and learning in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124. The pupils' attainment in ICT is average at the age of seven; attainment is above average by the age of eleven. Standards have improved in some areas of the ICT curriculum. The school has continued to develop its resources and use the previous model which was in place at that time. However, resources and programs have been updated and new skills have been taught particularly in Years 3 to 6.

Strengths in the subject are:

- the successful implementation and introduction of new programs and equipment;
- the pupils' confidence and use of equipment together with their use of technical vocabulary associated with the subject;
- the use of ICT across the curriculum.

Areas for development are:

- to continue to develop the teachers' subject knowledge;
- to develop an assessment and record system;
- links with other schools, particularly the local secondary school, so that the pupils' skills can be developed even further;
- the position of hardware, particularly in the reception and Year 1 area.

125. All pupils use ICT regularly and have the opportunity to use it to support learning in other areas of the curriculum. The pupils in Year 1 are able to match words and retell the story they have heard in literacy. A clear explanation on how to insert a picture enabled the pupils to use the keys and make satisfactory progress in the development of a new skill. They consolidated the skills they learnt earlier to save and then print their work. The lesson was planned effectively and resources were adequate for the group of pupils. The use of machines and the use of support time are unsatisfactory because the confines of the classroom precludes full use of the facility.

126. By the end of Year 2, the pupils can program a robot to move forwards and backwards. They use the computer to type in their work and they know how to save it. The pupils in Years 3 and 4 type their work directly into a word processing program. They can edit words and styles, insert pictures and data confidently and consider how to use the program in order to present their work in a variety of ways. The pupils in Year 6 are learning to use a program to present their history project. They use photographs, sound, and information from a variety of sources. They are confident about refining and editing the material, because they are taught to use the instructions and a variety of tools to extend their skills. The teacher used a system malfunction and loss of their work to pose questions which consolidated the pupils' learning. The pupils reviewed the task carefully and what they needed to do in order to improve it.

127. The teaching in Years 3 to 6 is very good. There are a variety of strategies used to improve skills and understanding. In a Years 4 and 5 lesson the teacher made good use of a projector so that the pupils could observe carefully how to set up and use a spreadsheet and interpret the information in a variety of forms. The pace of the lesson and the use of challenging questions to all pupils about their previous learning enabled them to understand how to use the program well. The use of ICT as a learning tool is firmly embedded into all

areas of the curriculum and there are examples of its very good use in art and design, using a digital camera to improve observational drawing in detailed portraits.

128. All pupils, including those with special educational needs, are enthusiastic, interested and confident when they use computers. Most pupils persevere when they encounter difficulties; they work very well together, supporting each other, and display very good attitudes and behaviour.

129. The quality of work on display and in pupils' folders is good. A new co-ordinator has recently taken up her post and is developing a portfolio so that work can be assessed against learning objectives in the National Curriculum. Recent examples include art and design, writing, mathematics, and history. However, formal assessment against all learning outcomes in the plans is weak and not sufficiently focused on the objective. It is not clear from teachers' day-to-day planning in all classes that the existing scheme is used effectively to plan the curriculum for all age groups. Resources are good. There is a policy, but it is in need of being updated. Monitoring the quality of teaching and learning is yet to take place.

## **MUSIC**

130. Throughout the school the standards in music are above average. From Years 1 to 6 the pupils make very good progress. The pupils with special educational needs make good progress. This is a reflection of the very good teaching of the subject throughout the school. Improvement since the school was last inspected is good as a result of the school giving greater emphasis to music than it did at that time.

Strengths in the subject are:

- above average standards for pupils aged seven and eleven;
- the very good quality of the teaching and consequent very good quality of the learning ;
- the good leadership, with the recently appointed co-ordinator being well supported by the previous post holder;
- the high expectations of teachers because of the challenge in tasks;
- the pupils' very good attitudes to their learning and their behaviour;
- the input given to pupils' cultural development as music from other cultures is highlighted in their learning.

An area for improvement is:

- target setting to assess more accurately the rate of pupils' progress.

131. Throughout the school the quality of teaching in music is very good. It is outstanding when pupils are being taught by the co-ordinator. The pupils show very good attitudes to their learning in music. They work co-operatively in small and large groups to support one another's learning and enjoyment of music making. The teachers have high expectations of pupils' achievements, which are clearly expressed in the objectives that they set for their learning. The teachers use the correct technical language of music with pupils from the earliest ages. This encourages pupils to use the language themselves. For example, pupils in Years 1 and 2 can understand and follow a simple form of musical notation as they compose and perform for one another with skill.

132. The teachers are secure in their music subject knowledge. They are able to challenge the pupils as a result of continually seeking improvement in their composing and performing skills. The pupils respond by listening carefully to adults and one another. The teachers plan effectively and resource the tasks thoughtfully. This enables pupils to become confident learners. They work hard and are constantly striving to extend their knowledge and understanding. The pupils are appreciative of the variety of music that comes from different parts of the world. In lessons they find out about South Asian music and how its dynamics and timbre are different from compositions of Boulez that they have listened to in assembly time. The assembly times are good opportunities for all pupils to sing together joyfully, extending their understanding of the need to pitch voices accurately and successfully develop rhythm in their singing.

133. The work of the co-ordinator and the previous post holder, who gives him effective support, is an important reason for the subject being a strength of the school's curriculum provision. The provision is extended by extra curricular activities such as the school choir. This is further extended for a significant number of pupils who are learning to play woodwind, string and percussion instruments as well as developing keyboard skills. The creative nature of the subject is being appropriately supported by the satisfactory resources available to both teachers and pupils. The school has not yet set targets to assess the accuracy of the pupils' progress that would support further improvement in the teacher's knowledge of their pupils' learning.

## **PHYSICAL EDUCATION**

134. Standards of attainment in physical education are average at the age of both seven and at eleven. The quality of teaching is good. Standards have been maintained since the last inspection.

Strengths of the subject are:

- the quality of teaching;
- the pupils' attitudes and behaviour;
- the leadership of the subject;
- the range of extra-curricular opportunities available to the pupils.

Areas for improvement are:

- assessment of skills gained;
- the balance of time given to the various aspects of the subject.

135. The pupils are achieving average standards overall across the range of the curriculum. These standards are highest in swimming and in gymnastics. For example, the pupils in a Years 3 and 4 gymnastics lesson were achieving well above average results when they were sequencing jumping and travelling movements. Standards are unsatisfactory in games skills and athletics as insufficient time is given to developing skills in these aspects. For example, in Years 5 and 6, the catching skills of the pupils were below average, with only about a third being able to catch with any degree of confidence. There are two factors affecting this. The school gives a generous allocation of time to swimming, with the pupils having opportunities to swim in every year from Year 2 to Year 6. This cuts the time available for other aspects of physical education. Lesson times are often too short to allow pupils to develop the skills that teachers are trying to teach in sessions outside.

136. The quality of teaching and learning in lessons is good, though it is better in Years 3 to 6 than in Years 1 and 2. The teachers plan well and a particular strength of the lessons in Years 3 to 6 is the way that the teachers manage their classes. They create a purposeful working atmosphere to which the pupils respond by trying hard. Behaviour is almost always good or better and the pupils show obvious enjoyment and enthusiasm in lessons.

137. The subject is managed well and the co-ordinator has worked hard to develop the curriculum and the skills and confidence of the teachers. The school benefits from a good-sized hall, two large playgrounds and extensive fields, which are used well. All pupils have full access to the physical education curriculum and pupils who have special educational needs are given individual support and care to enable them to benefit from the activities presented. The pupils with special educational needs consequently make good progress. In one lesson in a class with a number of pupils with special educational needs, it was impossible to distinguish them as they were being very well supported both by the teacher and by their friends. At present there are no systems in place to record what skills the pupils have mastered and this means that the teachers are not always best placed to ensure that the pupils' progress is progressive.

138. There are good opportunities to play in team games as part of the good extra-curricular programme and the pupils are enthusiastic about their successes in local leagues. Some of the older boys who have benefited from these experiences run a lunchtime football club for younger pupils, which is much enjoyed and appreciated. As well as this programme of sports there is a very good range of other physical education activities. For example, tutors from a local sports centre come into school on one evening of the week to provide a sports course for the younger pupils. The pupils have four opportunities to go on residential trips during their time in the school, and these are carefully planned so that they visit four different centres. These give very good opportunities for the pupils to take part in outdoor and adventurous activities.



## RELIGIOUS EDUCATION

139. Standards in Years 1 and 2 are average whilst in Years 3 to 6 they are above average, as both teachers and pupils in these years build upon the progress made at the earlier stage of learning. Progress is satisfactory throughout the school, including that made by pupils with special educational needs. Improvement since the last inspection is good, as the school has successfully tackled the issue of teaching the subject regularly and meeting the requirements of the syllabus used by local schools.

Strengths in the subject are:

- meeting requirements through giving careful focus to tasks;
- making tasks more interesting, often through use of helpful artefacts;
- building learning upon previous learning imaginatively;
- ensuring the skilful involvement of all pupils, managing them well and the strategy of distributing questions widely;
- the teachers having clear expectations of pupils responding enthusiastically to tasks.

Areas for improvement are:

- focusing pupils' concentration consistently through maintaining good pace in their learning;
- marking work consistently and carefully so that continually improving targets are set, particularly for higher attaining pupils.

140. Teaching in Years 1 and 2 is satisfactory whilst in Years 3 to 6 it is good. The pupils show satisfactory attitudes to their tasks in the earlier years whilst attitudes are more often very good in Years 3 to 6. This clear indication of maturing attitudes is being built upon the work in earlier years. The teachers plan work thoroughly and pay careful attention to the requirements of the syllabus which local schools use as the basis for work in religious education. The teachers introduce opportunities for pupils to study a range of religions throughout the school. This helps the pupils to have a clear understanding of the diversity of religions whilst at the same time making comparisons that show the many similarities. The pupils' understanding is enhanced by the regular use of good quality artefacts that make living examples for them of the content of different religions. For example, pupils in Years 4 and 5 find out about the special place in the Hindu religion by looking at a video and compiling the contents of a shrine. The pupils' knowledge and understanding is extended effectively as their teacher makes suitable comparisons with the Christian and Jewish religions and traditions.

141. The teachers' subject knowledge is good. They are able to work confidently because they have had appropriate resources provided for them through the conscientious work of the co-ordinator. They are able to plan effectively because there is clear guidance provided in the syllabus followed by the school. The teachers use the good strategy of distributing their questions widely to involve the maximum number of pupils in the tasks. The pupils generally respond positively to tasks because they are interesting and well focused in their intended learning outcomes. As all pupils are systematically included by their teachers for most of the time they are enthusiastic about their learning. Concentration only slackens when the pace of their learning is not being moved on well by their teachers. On the few occasions that this happens there is not enough challenge in the activities, particularly for higher attaining pupils. Marking is not always consistently indicating clearly to pupils what they need to do in order to improve their work further. Nevertheless the school has made a good stride forward in its religious education work from the time of the last inspection.