

# INSPECTION REPORT

## **HUNGERFORD PRIMARY SCHOOL**

Crewe

LEA area: Cheshire

Unique reference number: 111069

Headteacher: Mr R. G. Lowe

Reporting inspector: Mr J. Sorsby

14042

Dates of inspection: 12<sup>th</sup> – 16<sup>th</sup> November 2001

Inspection number: 195006

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	School Crescent Crewe Cheshire
Postcode:	CW1 5HA
Telephone number:	01270 582408
Fax number:	01270 251085
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W. E. Bailey
Date of previous inspection:	21 <sup>st</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J. Sorsby	Registered inspector		Information about the school The school's results and pupils' achievements How well are pupils taught How well the school is led and managed What the school should do to improve further
13762	N. Shelley	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents How well does the school care for its pupils
30243	A. Heakin	Team inspector	English Religious education Areas of learning for children in the foundation stage	
25778	A. Hicks	Team inspector	Information and communication technology Geography Music	How good are the curricular and other opportunities offered to pupils
8056	H. Probert	Team inspector	Mathematics Art and design Physical education	
27429	L. Watson	Team inspector	Science Design and technology History Provision for pupils with special educational needs Equality of opportunity	

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
East Sussex  
BN21 3YB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>[ ]</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>[ ]</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>[ ]</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>[ ]</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>[ ]</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>[ ]</b>
<b>DESIGNATED UNIT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS</b>	<b>[ ]</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>[ ]</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>[ ]</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Hungerford Primary School is located in Crewe but because of its Special Education Unit, draws its pupils from a wide catchment area extending throughout South Cheshire. The school is located in an area of pleasant housing, where most pupils live. It is a very large community primary school with an attached nursery and a specialist unit for a small number of pupils who display challenging behaviour. There are 452 pupils on roll, compared to the national average of 226, including 52 children who attend the nursery part time. Only four pupils are not of white United Kingdom heritage, these being of African, Pakistani, Bangladeshi and Chinese descent. Two pupils speak English as an additional language, both fluently. Eleven per cent of pupils have special educational needs, which is well below the national average while 3.1 per cent have statements of special educational needs, which is well above average. This includes the pupils who attend the Special Unit. Twelve per cent of all pupils joined or left the school during the past year at a time other than the normal joining or leaving time. Pupils' attainment on entry to the school covers a wide range from below to above expectations. Overall it is in line with expectations for their age. All pupils are taught in single age year groups, except the ten pupils who spend all or some of their time in the Special Unit, which caters for pupils aged eight to eleven.

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

This is a very good school. Children enter the nursery with levels of attainment that vary widely and are overall average. Good teaching up to the age of six results in good progress by average and lower attaining pupils and satisfactory achievement by more able pupils. Most pupils enter Year 1 in line with the levels of attainment expected for their age. They maintain their standards to the age of seven, achieving satisfactorily. From the age of eight, good and often very good teaching results in good achievement and pupils exceed nationally expected standards in English, mathematics and a range of other subjects by the age of eleven. Overall very good leadership and management ensures that all of the school's work is targeted at raising pupils standards and helping them to achieve as well as possible. With the exception of more able pupils, the school is providing well for all its pupils regardless of gender, ethnic origin, special educational needs or when the pupils join the school. The school recognises its problem in providing for more able pupils and has developed plans ready for implementation. The school is providing good value for money.



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

- Teaching and the resultant quality of pupils' learning is good throughout the school and often very good.
- Provision for pupils' moral, social, cultural and personal development is very good as is provision for the care, safety and welfare of pupils. This results in pupils' attitudes, behaviour, rates of attendance, personal development and motivation all being very good. Relationships between all members of the school community are excellent as is the school's ethos.
- The schools leadership and management are very good overall. Pupils enjoy the benefits of excellent accommodation and learning resources.
- Provision for pupils with special educational needs is good, and for those attending the unit it is very good.
- The school provides a rich and varied curriculum that motivates pupils well, throughout the school. The school has very successfully implemented the National Literacy and Numeracy Strategies. Provision for art and design is a particular strength throughout the school and contributes to very high standards achieved by pupils.
- Parents are highly committed to supporting the school and many volunteer their help.

### **What could be improved**

- The challenge experienced by more able pupils through their work.
- The range and detail of information to parents concerning their children's progress; information shared with parents about what their children are learning, to enable parents to more fully support their children's learning at home; the range of general information concerning the school.

*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 April 1997, since when there has been good improvement. With regard to the key issues identified at that time, schemes of work introduced for all subjects and the role of subject co-ordinators has improved. Assessment procedures have improved but insufficient use is being made of the data collected, in particular to meet the needs of more able pupils. There has been major improvement in provision for teaching information and communication technology and the curriculum now complies with requirements. The religious education curriculum now complies with the requirements of the locally agreed syllabus, and the school now ensures that there is a daily act of collective worship. All the key issues from 1997 have been addressed.

Significant improvement has also occurred in the following areas: the quality of teaching throughout the school and across the curriculum; standards being achieved by pupils in English, mathematics, information and communication technology, religious education and art; the quality of the accommodation; the range, quality and use of learning resources, particularly in information and communication technology; the number and skill of support staff; pupils skill in scientific investigation; the rate of attendance by pupils and the relationships between pupils and with adults.

The information provided to parents has developed since the last inspection but is judged as unsatisfactory. At the time of the last inspection it was judged to be satisfactory.

## 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	A	A	B	B
mathematics	D	C	B	B
science	E	D	D	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Children join the nursery with levels of attainment ranging from below to above expectations. Overall, standards are in line with national expectations. When they enter Year 1, there continues to be a wide range of standards, and overall, children achieve in line with national expectations in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and their physical and creative development.

Although all pupils' standards improve at least satisfactorily throughout the school, those with special needs and average pupils improve at a faster rate than more able pupils. This is as a consequence of teachers' lesson planning addressing the needs of the average and less able pupils but not presenting more able pupils with sufficient challenge.

In reading, writing, mathematics and science at the end of Year 2, pupils' standards have improved steadily since the last inspection. There was a slight decline in all four subjects in 2001, but this change was so small as to be accounted for by the result achieved in each subject by just one pupil. Current Year 2 pupils are well placed to continue the upward trend. In English, mathematics and science at the end of Year 6, the trends have been volatile and results have fluctuated. Overall, the trend in the schools results has been in line with the national trend and current Year 6 pupils are well placed to improve on the 2001 results. At the end of Years 2 and 6, higher attaining pupils have performed comparatively less well in their tests than have average and less able pupils. In both English and mathematics at the end of Year 6 in 2001 the school exceeded its targets for the proportion of pupils who would achieve the expected Level 4 or above. The school's targets for 2002 are realistic and are likely to be achieved. Standards observed during the inspection were satisfactory in Years 1 and 2 and good in Years 3-6.

It was not possible to make judgements about pupils' standards in geography or physical education, or music in Years 3-6 due to a lack of evidence during the inspection. In information and communication technology and religious education throughout the school, and music in Years 1 and 2, standards are satisfactory and pupils achieve satisfactorily. In design technology and history throughout the school and art and design in Years 1 and 2, standards are good and pupils achieve well. In art and design in Years 3-6 standards are very good and pupils are achieving very well. In English and mathematics pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 – 6. Consequently, by the time they reach the end of Year 6 their standards are above the national average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy school and participate fully in the wide range of activities provided for them.
Behaviour, in and out of classrooms	Behaviour is consistently very good in lessons and throughout the school day. Despite their behavioural difficulties, pupils in the Special Unit behave well.
Personal development and relationships	Relationships between pupils and with adults are excellent and characterised by very high levels of mutual respect and trust. Pupils' personal development is very good.
Attendance	Attendance rates are very good and reflect pupils' response to the school's very stimulating learning environment and good teaching.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 in English and literacy is good in Years 1 and 2 and very good in Years 3 to 6. The quality of teaching in mathematics and numeracy is good in Years 1 to 6. All aspects of teaching throughout the school are good or very good, with the exception of the use of assessment data to meet the needs of more able pupils and teachers planning, because it does not take account of this important factor. The use of homework is also satisfactory in Years 1 to 6. Teachers' knowledge of the subjects they are teaching and their management of pupils are particular strengths as is the teaching of basic skills such as numeracy in Years 3 – 6 and the use of support staff and the pace of lessons in the nursery and reception classes. Pupils learn well throughout the school. There are no significant weaknesses in teaching other than the lack of challenge presented to more able pupils.

With the exception of more able pupils, the school is skilled at ensuring that the learning needs of individual pupils are identified and incorporated in teachers planning. Consequently pupils make at least good progress. Pupils with special educational needs are well supported

throughout the school and very well supported in the Unit and make similar progress. The school is meeting the needs of all but the more able pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum throughout the school meets statutory requirements and is very well enhanced by stimulating and interesting visits by pupils, visitors to the school and a good range of extra-curricular activities for older pupils.
Provision for pupils with special educational needs	Good for children up to the age of seven, and very good for those who are eight to eleven because of the availability of the high quality special needs unit.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There is very good provision for pupils moral, social and cultural development including their multi-cultural awareness. Provision for pupils' spiritual development is good. Overall, provision for pupils' personal development is very good and prepares them well for life in a multi-cultural society.
How well the school cares for its pupils	Provision for pupils' health, welfare and safety is very good as are procedures for promoting pupils' attendance, good behaviour and personal development. Procedures for monitoring pupils' progress and learning needs are unsatisfactory because the information available is not used sufficiently well to ensure that higher attaining pupils are consistently challenged in their work.
How well the school works in partnership with parents	Satisfactory overall. The school encourages and benefits from many parents volunteering in school. However, aspects of communication with parents are unsatisfactory, including annual reports that do not give parents sufficient information on their children's progress and insufficient information to parents on what pupils are studying, other than in mathematics, making it difficult for parents to support their children's learning at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The head teacher and senior management team provide excellent leadership and management. Many subject co-ordinators are new to their role and their work is still developing.
How well the governors fulfil their responsibilities	Excellent. Governors are particularly knowledgeable about the school and play a pivotal role in shaping the direction and development of the school.
The school's evaluation of its performance	Very good. The school uses all available data to monitor its effectiveness and takes appropriate action as required. However, very good plans to meet the needs of higher attaining pupils have not yet been implemented.
The strategic use of resources	Excellent use is made of all available resources to promote pupils' learning and raise standards. The school is exceptionally successful at ensuring best value is achieved in all its decisions.

The adequacy of staffing, accommodation and learning resources	As a consequence of very well considered use of funds and staff the school provides a very good learning environment, very good support for pupils' learning and excellent learning resources.
----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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 quality of teaching and teachers' expectations of pupils.</li> <li>• How much their children enjoy school.</li> <li>• That behaviour is good</li> <li>• The good academic and personal progress made by pupils.</li> <li>• That the school is very approachable.</li> <li>• The leadership and management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress.</li> <li>• The degree to which the school works with parents.</li> <li>• The range of extra-curricular activities.</li> </ul>

Inspectors agree with all of the positive views expressed by parents. Annual school reports do not state how pupils are attaining with regard to expectations for age and, therefore, parents do not know the relevance of the standards their children are achieving. The school provides too little information to parents about the life and work of the school and how parents can effectively support their children's work at home. Inspectors judge that there is a good range of extra curricular activities.

## **PART B: COMMENTARY**

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

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

1. Levels of attainment on entry to the nursery vary considerably but overall are in line with those expected of this age group. Helped by the good provision in the nursery and reception classes, which is characterised by a strong curriculum and good teaching, less able and average pupils achieve well. More able pupils, for whose needs planning is not sufficiently developed, achieve satisfactorily. By the time they are ready to start Year 1, most children reach standards expected for their age in personal, social and emotional development, language and literacy, mathematical, physical and creative development and in their knowledge and understanding of the world. This represents satisfactory achievement overall.

2. Standards in English have improved since the last inspection. Good teaching in Years 1 and 2 helps less able pupils to achieve well and average and more able pupils to achieve satisfactorily. Attainment for almost all seven-year-olds is in line with national expectations. Recent national tests showed standards in reading for seven-year-olds to be below national expectation. The inspection findings do not support this but do indicate that there is a wide range of attainment in the different year groups. By the age of eleven, pupils are achieving standards that are above those expected nationally. This is as a consequence of very good teaching, the successful implementation of the National Literacy Strategy, additional literacy support in Years 3 and 4 and additional lessons in Year 6. There are insufficient pupils achieving at the higher levels in the national tests at age seven and eleven because the school does not use all the data available to plan appropriately for more able pupils.

3. In mathematics, the implementation of the National Numeracy Strategy, the regular monitoring of work and of each group of pupils as they move through the school and the use of the information collected to influence what is being taught, is making a significant contribution to improving standards. In addition, the Springboard Mathematics Programme in Years 3, 4 and 5 is also helping to raise standards so that by the time pupils reach eleven years, they have achieved well and reached above average standards. Considering the trends over the last five years, pupils aged seven years have improved from below the national average in 1998 to well above average in 2000 and in line with national average in 2001. At eleven years the trend has fluctuated from above the national average in 1998, close to the national average in 2000 and above the national average in 2001. Pupils with special educational needs are given good support but higher attaining pupils are not always fully challenged.

4. Standards in science are satisfactory and are in line with those expected of seven and eleven-year-olds. In 2001, the attainment of seven-year-olds, based on teacher assessment, was close to the national average. The number of pupils achieving Level 3 was also close to the national average. The results in 2001 national tests for eleven-year-olds showed that attainment was below the national average, largely due to insufficient pupils achieving the higher than expected Level 5 in the national tests. Standards in science are improving, influenced by the good scheme of work recently introduced, better-paced lessons as a result of improved planning and a new emphasis on developing pupils' scientific and investigation skills. Work seen of the present generation of Year 6 pupils was consistent with average results in the National Assessments at the end of the year. They could be better than average if the level of challenge for the more able pupils is raised.

5. In art and design by the ages of seven and eleven, the standards being achieved by pupils are well above average and they are achieving very well. Provision and the standards achieved in art and design are strengths of the school. Very good teaching throughout the school, good organisation of the curriculum and scheme of work, exceptionally good resources that enable pupils to look at and appreciate a vast array of artists work and the involvement of many visiting artists all help to make art and design very popular among pupils and hence to encourage them to work hard and raise their standards. It is not by chance that there is a waiting list for membership of the after school art club. All pupils, including those who are less able and those who are gifted and talented in art and design, achieve equally well given their personal starting point.

6. Standards in design and technology are above expectations throughout the school and all pupils, including less and more able pupils are achieving well. Very good teaching, teachers' high expectations of pupils, exceptionally good resources and careful planning and preparation of lessons all contribute to pupils enjoyment and success.

7. Insufficient evidence was available during the inspection to make judgements on pupils' standards in geography.

8. Attainment in history is above national expectations throughout the school. This represents good achievement by pupils and is similar to the findings of the last inspection. Consistently good teaching throughout the school and well-chosen visits to places of historic interest help to bring history to life for pupils and to motivate them to work hard and raise their standards. Pupils of all abilities are achieving well.

9. Standards have improved since the last inspection and pupils now reach average standards in information and communication technology (information and communication technology) throughout the school. Average and lower ability pupils are achieving well but higher ability pupils are not sufficiently challenged by their lessons and do not achieve as well as they might because of insufficient emphasis being placed on teachers planning to meet their particular needs. The overall improvement in standards has been achieved through the purchase of very good resources, including well-used interactive white-boards, the establishment of a computer suite which has enabled a change in the style of teaching, a much improved curriculum and scheme of work and consistently good teaching with teachers demonstrating much more confidence in using and teaching information technology than at the time of the last inspection. Improvements in standards are also a consequence of the subject being used effectively in the teaching and learning of other subjects of the curriculum, for example, art and design. This has effectively made information and communications technology a tool pupils naturally turn to in their every-day studies.

10. In music, pupils in Year 2 reach average standards for their age. There is insufficient evidence to assess pupils' standards in Years 3 to 6 or to judge how the quality of teaching is affecting pupils' standards. Although there is a good range of learning resources and the individual lessons observed were taught satisfactorily, the curriculum is in need of being brought up to date to meet national requirements.

11. Insufficient evidence was available during the inspection to make judgements on pupils' standards in physical education.

12. There has been good improvement in standards in religious education since the last inspection, and these are now in line with the expectations of the locally agreed syllabus throughout the school. Standards have improved as a result of the successful introduction of the syllabus and consistently good and imaginative teaching of the subject. All pupils are achieving satisfactorily throughout the school.

13. Pupils who have special educational needs make good progress towards their targets. These targets include development of their literacy and numeracy skills and also address behavioural difficulties when appropriate. This reflects the findings of the last inspection. Insufficient evidence was available during the inspection to make a judgement regarding the progress made by gifted and talented pupils although higher attaining pupils do not generally achieve as well as they might because of insufficient attention to their needs in teachers' lesson planning. Pupils who join the school at times other than the normal times are well supported and integrated and achieve as well as other pupils.

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

14. Pupils' very good attitudes, behaviour, attendance and personal development make a significant contribution to their achievements. High standards of behaviour enable teaching and learning to proceed uninterrupted and contribute significantly to the standards pupils achieve. Relationships between pupils and with adults are excellent. These findings are similar to those reported at the time of the previous inspection although attendance has improved and relationships are perceived to be even better. Parents are very pleased with pupils' development.

15. Pupils say that they enjoy being in school because they like almost all of the subjects that they study and the clubs that they can attend. They describe their teachers as kind and helpful. Pupils are very positive about all their experiences in school and this is supported by their very good attendance and their enthusiastic involvement in the various activities that are arranged.

16. Behaviour in and out of lessons is almost always very good and is often excellent. Pupils are co-operative with their teachers and each other and they always conduct themselves in an orderly manner. They are polite, do not waste time and they respect property. Pupils have high expectations of each others behaviour. On the rare occasions when misbehaviour occurs, pupils always respond to their teacher in a positive manner. There have been no exclusions in the main school for many years.

17. Relationships between pupils and with adults are excellent. Pupils are very friendly and extremely tolerant of each other. They happily converse together about their work and naturally help each other. They enthusiastically applaud the efforts of others and respect different views that are put forward. They thoroughly enjoy playing together. Pupils confirm the inspectors' judgement that bullying occurs only very rarely. Pupils with special educational needs have a very good relationship with each other and the support staff with whom they work.

18. Pupils' personal development is very good. They develop sensible attitudes towards learning and current social issues not only through their various studies but also by the influence and example of all the adults in the school. Pupils are given special tasks to carry out within the routines of the school. For example, one pupil is a recycling officer and another is a road safety officer. All do their best to support charities and recently raised a very substantial amount through a "sponsored spell". Children in the nursery and reception classes have raised funds through a sponsored "toddle waddle".

19. Attendance rates are well above the average for primary schools and unauthorised absence is very low. Pupils arrive punctually for the start of school.

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



20. The quality of teaching has improved significantly since the last inspection to the point that it is good throughout the school. Almost nine out of every ten lessons observed by inspectors was good or better and there was no unsatisfactory teaching. There was significantly more very good teaching in nursery, reception and Years 3 – 6 than in Years 1 and 2, and this is the reason for pupils making better progress in the Years 3 – 6 than in Years 1 and 2.

21. Teaching of children observed in nursery and reception was consistently good or better. Staff have a very secure understanding of how young children learn and the importance of play and first hand experiences. This has a positive effect supporting children's progress towards the Early Learning Goals and provides a firm foundation for learning in Year 1 and beyond. Children learn well and often very well in nursery and reception, and this has a good effect on the standards they achieve.

22. The teaching of English and literacy was consistently good with a significant proportion of very good teaching in Years 3-6. Teaching has improved since the last inspection. Particular strengths were teachers' knowledge and understanding of the National Literacy Strategy and the imaginative lessons they prepared for pupils. Teachers plan together in year groups ensuring that there is consistency between the lessons taught to different classes. This ensures that all pupils have the same opportunities to achieve well. A weakness in the teaching of English, which is common to almost all subjects, was the unsatisfactory use of assessment data to plan lessons that present an appropriate challenge to more able pupils. The needs of average pupils and those with special educational needs were consistently met.

23. The quality of observed teaching in mathematics was good until the age of seven years and sometimes very good. From seven to eleven years the teaching was always good and frequently very good. The teachers' planning and the setting of objectives was good and they provided good demonstrations using their good subject knowledge to inform and motivate pupils. Teachers managed pupils well and the relationships in the classroom were also good. These factors create a good environment in which learning is purposeful and pupils achieve satisfactorily up to the age of seven and well thereafter. Teachers did not always challenge the high attainers sufficiently and assessment is not consistently used to inform planning of future lessons.

24. The teaching of science throughout the school was good. Teachers planned their lessons carefully and used their good subject knowledge to provide stimulating opportunities for pupils to deepen their understanding of the topics they study. They encouraged pupils to use their initiative when organising resources and to develop their ability to work well both independently and within groups. This enabled pupils to learn, understand and use scientific experimental techniques well and to achieve well as a consequence. However, higher attaining pupils were insufficiently challenged by the work provided for them and although they learn well, they do not achieve as well as they might otherwise. Average ability and less able pupils learn well and achieve satisfactorily.

25. The quality of teaching in art and design was very good throughout the school. Teachers set clear lesson objectives and provided good demonstrations of techniques that pupils then followed. Resources were well prepared and organised and this had a good impact on the quality of learning. Sketchbooks are used well in some classes, but overall they are not used consistently as a tool for learning. Teachers motivate pupils very well, and pupils work hard and learn well in Years 1 and 2 and very well in Years 3-6. All pupils learn equally well regardless of their prior ability in art and design.

26. The teaching of design and technology was good. Lessons were well prepared. Materials are easily available to pupils so that they can get on with the tasks set. Work is interesting and demanding, and teachers exploit links with other subjects such as science and history. These factors motivate pupils and all pupils, including those who are more able and those with special needs achieve equally well.

27. Insufficient evidence was available to judge the quality of teaching or learning in geography.

28. In history, teaching was good. Teachers provided stimulating resources and experiences that enabled pupils to gain a good understanding of everyday life and significant events associated with the periods they study. Teachers are particularly skilled at bringing history to life, which motivates pupils well and contributes very effectively to their learning and the standards they achieve. Pupils of all abilities achieve well.

29. Teaching and learning in information and communication technology were good throughout the school. Teachers are growing in confidence and subject expertise. They use learning resources, especially the new interactive whiteboards, well to explain and demonstrate new techniques. Lessons are a good mix of whole class teaching and practical pupil work. Most lessons are taken at a brisk pace, but occasionally teachers take too long over demonstrations, which reduces the time available for pupils' work, and affects their short-term progress. Teachers ensure that all pupils are engaged well in activities, although higher demands could be placed on higher attaining pupils. Pupils' high levels of motivation and interest make class management easy, and contribute well to the busy, purposeful lessons seen. All pupils achieve satisfactorily regardless of their prior attainment or special needs.

30. Insufficient evidence was available to judge the quality of teaching or learning in music and physical education.

31. Teaching of religious education was consistently good in Year 1-6 and all pupils, including those with special needs and more able pupils achieve satisfactorily. Teachers have good subject knowledge and incorporate into their teaching a respect for other people within the class, the school and the wider environment. Pupils respond positively to their teachers and are keen to learn. They find the activities based on the locally agreed syllabus interesting. The ethos of respect and understanding created by teachers in religious education lessons pervades the whole school and is reflected in the very positive relationships that exist.

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

32. The school provides a good range of high quality learning experiences for all pupils from the time they join the nursery to when they leave at the end of Year 6. Foundation Stage, National Curriculum and religious education requirements are met in full. A wide range of stimulating visits for pupils in Years 1 to 6 enhance learning opportunities and contribute to raising standards in drama, music, art and design and English, and extra-curricular activities for older pupils add significantly to the school's overall curricular provision. These activities also provide very good support for pupils' understanding of their own cultural heritage and those of other societies.

33. The curriculum for the Foundation Stage is good. It provides well for all required areas of learning and meets the need of all children well. The curriculum is planned in accordance with the Early Learning Goals and promotes intellectual, physical, personal and creative

development, enhances children's knowledge and understanding of the world and prepares them well for the next stage of their education. An appropriate focus is given to personal development during the first term.

34. The curriculum for pupils aged 5 to 11 is also good. The National Literacy Strategy and National Numeracy Strategy have been successfully introduced, and are having a positive impact on pupils' standards, especially in Years 3 to 6, where additional lessons are provided for some pupils to help them overcome difficulties. Whilst taking due account of the needs of the National Literacy Strategy and the National Numeracy Strategy, the school has ensured a good balance between all subjects.

35. Nearly all subjects have appropriate policies and schemes of work that set out clearly what pupils are expected to learn. Long and medium term curriculum plans are good or satisfactory in all subjects, and provide progressively more demanding learning activities as pupils grow older. Weaknesses identified in the last inspection have mostly been remedied, although further work is needed to complete the schemes of work for music and geography. The curriculum for information and communication technology has improved markedly since the last inspection, and contributes well to rising standards. Where curriculum planning is good, for example in art and design and mathematics, this makes a particularly significant contribution to pupils' standards.

36. Although planning is satisfactory, and often good, in the longer term, short-term lesson plans do not always take sufficient account of the wide range of pupils' needs and aptitudes. Provision for high attainers and gifted and talented pupils is still at the planning stage, although a recent document produced by the headteacher gives very good guidance to teachers to help identify and support such pupils. The school makes good provision for pupils with special educational needs generally, and very good provision for those in the Unit in Years 3 to 6. The school occasionally admits pupils for whom English is an additional language. Each admission is managed individually, and appropriate systems are put in place so that the pupils' needs are effectively met.

37. The school has very effective curriculum links with other local primary and secondary schools. Schools share curriculum projects in physical education, science, mathematics and English. Some secondary teachers visit the school and pupils visit the South Cheshire College of Further Education for lessons in vocational courses such as bricklaying and hair and beauty. These all contribute very well to pupils' education and personal development and prepare them for transfer to the next stage of their school life. The headteacher sits on the Governing Body of the main school to which Hungerford pupils transfer, enabling very good transfer of relevant information and shared understanding of mutual problems.

38. The school makes good provision for pupils' personal development. Although no specific time is set aside for a designated programme of personal, social and health education, except in Year 6, the school ensures that matters such as sex and health education and drug awareness are treated sensitively and appropriately in subjects such as science and physical education. Older pupils visit Scarborough for a short residential stay, which contributes well to their growing independence and sense of personal responsibility. A good range of extra-curricular activities in sport and music provide further opportunities for pupils to work together in teams. During the inspection sports practices and an art club were well attended.

39. On the broader front, school aims embrace pupils' emotional, spiritual, cultural and aesthetic development as well as intellectual and physical growth. These are inextricably bound up with the very positive ethos of the school, and are very well encapsulated by the school's statement of aims that starts with "not what we write but what we live".

40. The school makes good provision for pupils' spiritual awareness and development. Following criticisms of the arrangements for a daily act of worship in the last report, the school has introduced a well-organised programme of daily assemblies that address a wide range of issues. These include celebrations of themes and festivals from a wide range of religious traditions, such as the Jewish festival of Hanukah, Divali from the Hindu faith, and Christian celebrations such as harvest and acts of Remembrance. Good assemblies during the inspection included appropriate prayers and opportunities for personal reflection. At other times, pupils' beliefs and emotional development are promoted well in lessons such as history, where in one lesson seen pupils expressed their shock and disbelief at the severity of punishments meted out to Victorian schoolchildren, and art and design where they study the works of famous artists.

41. Provision for pupils' moral and social development is very good, and is reflected in the high quality of relationships that pupils establish with each other and all adults in the school. Firmly embedded in everyday practices, and with all adults leading by example, there is a clear emphasis on the development of pupils' awareness of right and wrong, and respect for themselves and others. Pupils develop a good understanding of their moral and social responsibilities to others. Many pupils throughout the school are actively involved in charity fund raising. In two different assemblies during the inspection cheques for substantial amounts were handed over to representatives of the Meningitis Trust and the Salvation Army following sponsored walks and sponsored "spells".

42. The school makes very good provision for the development of pupils' cultural awareness and prepares pupils well for life in a multi-cultural society. Subjects such as history and geography, English and music all contribute effectively to pupils' growing understanding of life in other places and at other times. The school makes good use of the local community. Pupils visit places of historic or geographical interest. Representatives of organisations such as the fire brigade, professional sports coaches, local residents, including parents and grandparents of pupils in the school, all come to work with pupils at different times. Particularly good support for pupils' cultural development stems from the work of artists, actors, poets and musicians who visit the school. At the time of the inspection, the school was awash with many examples of high-quality paintings, drawings and sculptures that pupils had produced during the recent visit of a sculptor who worked on the theme of Africa. Similar high quality visits are enjoyed at other times in the year.

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

43. The arrangements for pupils' health, safety and welfare are very good as are procedures for monitoring and supporting pupils' behaviour, attendance and personal development. The procedures for assessing and supporting pupils' academic development are satisfactory. The high standards have been maintained since the previous inspection and academic assessment has improved. Parents are very pleased with the standard of care.

44. The school provides a secure environment for its pupils and the management of health and safety and first aid is thorough. Child protection procedures are in place. Relationships between adults and pupils are constructive, very caring and trusting. The high quality of pastoral care is an extremely strong feature of the school.

45. The good quality of the teaching, stimulating activities, very well established routines, the trust that teachers give to pupils and teachers' high expectations very effectively promote good behaviour and attendance. The need to apply serious disciplinary measures is rare. The quality of relationships and the promotion of moral and social values almost eliminate bullying. Rare instances are always dealt with immediately and effectively. Pupils' good work

and conduct are suitably recognised and celebrated and are a significant contributory factor to raising standards.

46. Pupils' personal development is not formally assessed against a set of criteria or recorded but teachers know their pupils very well. Teachers provide very effective example, guidance and encouragement that support pupils' responsible attitudes towards their work and each other. All pupils either have special tasks or are expected to take responsibility for their own or their group's materials and work area. Opportunities are provided for pupils to take part in assemblies, use their initiative to raise money for charities and take part in competitive sport and games. Older pupils have too few very challenging opportunities for personal development such as representing others through a school council or widening their skills in communication by publishing a pupils' newspaper. Visitors and visits out of school, including a residential experience contribute well to pupils' personal development.

47. The school procedures for assessing and monitoring pupils' attainment and progress are satisfactory overall. This represents an improvement since the last inspection. The school has done much to introduce procedures for assessment but the process is still evolving in English, mathematics, information and communication technology and other subjects. However, one significant remaining weakness has an effect in the standards being achieved in a wide range of subjects. More able pupils are often set identical work as average pupils. This results in them finding their work easy to do, not being sufficiently challenged and not making the progress of which they are capable. The school is not effectively using the data it collects or that which is available to it to adapt teachers' plans to meet the needs of more able pupils.

49. The monitoring of academic progress for pupils with special educational needs is very good. Individual education plans to meet special needs ensures that the work builds in small steps and contributes to good progress. Individual education plans have termly objectives that are regularly reviewed by class teachers and teaching support staff. Teaching assistants are well used to provide effective support. In mathematics there are booster groups that provide support to pupils working in lower levels in Years 3, 4 and 5. These are having a good effect upon the learning and standards achieved.

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

50. Parents' views of the school are very positive and they are very supportive of its work. This reflects the situation reported at the time of the last inspection.

51. The prospectus and governors' annual report to parents fulfil requirements and the head teacher publishes an annual newsletter that is a reminder about various issues and mentions some key events. There are no arrangements for keeping parents more frequently informed about the life and work of the school or for pupils to report and share some of their experiences.

52. Parents are not kept sufficiently well informed about their children's progress. Reports do not make clear in each subject of the curriculum what pupils know, understand and can do. Where standards are mentioned, it is not clear to parents what standards pupils should have reached, so parents cannot readily interpret reports to know how well their children are doing. Parents of children with special educational needs are kept well informed about their progress.

53. Parents support well their children's learning at home by listening to their reading. The school has recently commenced providing training in the use of computers so that parents can more competently help their children. However, the extent to which parents can help

learning at home is limited by a lack of information from the school. The school does not pre-advise parents about what is to be taught or what skills pupils will be expected to acquire.

54. The school encourages parents, grandparents and local residents to volunteer in school and receives a very good response. Many volunteers listen to pupils read. Others help in classrooms and accompany trips out of school. Parents respond positively to all appeals from the school, such as with a very extensive tree planting initiative and by collecting retailers' vouchers that contribute to learning resources. All parents attend the annual consultation meeting and open evening. Parents say that the school is very approachable and responds well to them but the school does not periodically seek the views of all parents so that it might more effectively take account of their wishes and concerns.

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

55. This is a school where very strong leadership and management by the headteacher and senior management team coupled with very effective and meaningful delegation of authority and responsibility to their colleagues has had, and continues to have, a significant impact on raising pupils' standards.

56. Many subject co-ordinators are new to their role. Nevertheless, they play a significant and growing role in the management of the school. Through their monitoring of teachers' planning they strongly influence the teaching of their specialist subjects and hence pupils' achievements. Their respect for each other and the manner in which they seek and receive each other's support and guidance is very good. This is an exceptionally strong and cohesive team of middle managers.

57. As at the time of the last inspection, provision for pupils with special educational needs is well managed. The special educational needs co-ordinators work closely with class teachers, support staff and outside agencies. The support staff are well trained and are very competent. They have a significant impact on pupils' academic progress and personal development.

58. There has been a very good programme of monitoring teaching to help teachers identify their strengths and to improve in areas capable of development. This has contributed to a significant improvement in the quality of teaching and, consequently, learning. All staff, both teaching and non-teaching constitute a strong team with a unity of approach and common goals for their pupils.

59. The school is particularly successful in using all available data in evaluating its own performance. However, while characteristically the school takes effective action to deal with areas of relative weakness, this has not been the case with regard to the needs of more able pupils. This issue has, however, been identified by the school and a policy has been written. The school is in the process of implementing the policy.

60. The school is very clear about its educational priorities, and the senior management set a very clear and appropriate educational direction. This is reinforced and consolidated by the careful targeting of funds to support areas in need of improvement. Throughout all its work, the management team clearly reflect the schools aims and values, in particular the valuing of every pupil and the inclusion of all. The preparation and implementation of a policy for more able pupils exemplifies the priority the school places on the inclusion of all its pupils. The school development plan, the budget and planning in general are very good, resulting in purposeful hard work by all, and the raising of standards.

61. Acting not just as a critical friend but also as the management team's strongest partner is the chairman of the governing body, and through him, his colleagues on the governing body. The Chairman provides excellent leadership and the depth of knowledge and involvement of the governing body as a whole constitutes a significant improvement since the last inspection.

62. The headteacher recognises and builds on the strengths of others, and supports those with weaknesses. His commitment to the staff is exemplified by the investment the school makes in the professional development of the staff.

63. The school's investment in support staff is having a very beneficial impact on pupils' social development, and on the progress made by pupils with special needs. The school is well staffed with teachers and support staff who have the relevant expertise to meet the demands of the whole curriculum. The strong and enthusiastic team of class teachers and learning support staff work in a very close partnership to ensure that all children receive a secure foundation for their future education.

64. The school's strategy for appraisal and performance management is very good, fully meets legislative requirements and enables all teachers to improve their skills and contribute more effectively to raising pupils' standards.

65. Financial management is excellent. Funds are used exceptionally well to raise standards in line with the educational priorities that are clearly set out in the school development plan. Meticulous budgeting and regular financial statements enable members of staff and the governing body to keep a very good control of how money is spent. All those involved with financial planning and management take great pains to ensure that best value is obtained for funds spent. Major developments such as improved staffing levels, accommodation repairs and development, and the expansion of learning resources have all been very carefully funded in recent times and are having a significant effect on raising pupils' standards. Grant funding, for example to support pupils with special educational needs and to ensure that class sizes are kept below 30 pupils, is all used well.

66. The headteacher and administrative staff work very well together. They make very good use of computers to plan the budget and to manage school accounts, and developments are in hand to facilitate even better communication through new computer systems. Administrative staff provide effective, unobtrusive support for teaching staff and other colleagues, handling orders and invoices efficiently, which allows colleagues to concentrate on raising pupils standards without undue distractions from financial concerns.

67. The accommodation is excellent. It has been developed to a high standard and is exceptionally well equipped. Two good quality temporary classrooms are in use in order to accommodate the number of pupils on roll. Rooms are generous in size and are supplemented by adjacent work areas that are also used for dining purposes. The halls are carpeted and large enough for whole school assemblies. Specialist areas and storage are more than adequate. The nursery benefits from a secure outside play area. The premises are very well maintained. Displays of artefacts and examples of pupils' work, especially of art and design, enhance appearances in school even further. The standard of the accommodation contributes considerably to the quality of life and learning in the school and present pupils with a stimulating learning environment in which they are motivated to work hard and raise their standards.

68. The school is extremely well resourced. Learning resources in all subjects are very good or excellent in quantity and quality, are very well used and very effectively enhance the quality of teaching and learning. This too has a beneficial effect on pupils' standards. The

recently acquired computers are of good quality and three computerised interactive whiteboards are in place and are being used with increasing confidence and competence. Training in the use of the school's computer resources is now extended to parents. The school makes good use of community resources to supplement class work and raise standards, for example fieldwork relating to historical and geographical studies.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. In order to further improve the quality of education and build on the very many strengths of the school identified in the inspection the headteacher, governors and staff should:

- (1) Ensure that more able pupils are appropriately challenged by the work they are set, by
  - teachers using the data they have available to clearly identify what these pupils know, understand and can do and
  - making sure that all lesson plans include specific mention of more able pupils and challenge them with work that they will not find too easy.  
(See paragraphs 1,2,4,22,47 & 58)
- (2) Improve the information given to parents about their children's progress and better enable parents to support their children's learning by:
  - Improving annual reports so that they clearly explain to parents what their children know, understand and can do in each subject of the curriculum
  - When quoting standard in annual reports, clarify whether the standard achieved is in line with, above or below the standard expected for a pupil of a particular age
  - Inform parents in advance as to what pupils will be studying in the coming term and what skills they will be expected to acquire.  
(See paragraphs 51 & 52)

69. There are no further areas identified in this report requiring the school's immediate attention.

## **DESIGNATED UNIT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

70. The special educational needs unit caters for up to ten pupils aged seven to eleven, who have statements of special educational needs for emotional and behavioural difficulties. Pupils attend the unit from across the Local Education Authority. Some of the pupils who attend the unit also have significant medical and learning difficulties. During the inspection, six pupils were taught within the special class, whilst the other pupils were integrated into mainstream classes appropriate for their capabilities.

71. Pupils make good progress towards the academic and personal development targets in their individual education plans, with two Year 6 pupils achieving Level 4 in the 2001 National Tests. They also make good progress in lessons, both in the special class and mainstream classes. Standards of attainment are below average but this reflects the difficulties these pupils have to overcome in order to achieve. Pupils are very keen to attend school and succeed, although some pupils have missed a significant amount of their education in the past. Analysis of work and lesson observations indicate that pupils are following an appropriate curriculum in which they have full access to all subjects. They also benefit from weekly swimming lessons throughout the year and attend Special Education Gymnastic sessions.

73. Pupils generally have positive attitudes and a willingness to learn in their lessons. They try hard to overcome their difficulties and can sometimes become frustrated when they don't succeed. They respond well to the very good adult support they receive and the well-established reward system that enables them to publicly record their successes, using stickers and star charts. Whilst some within the class do not choose to socialise with each other, they are developing a good working relationship. They respond well to adult encouragement to consider ways in which they can be kind to and supportive of each other. The relationship between pupils and the adults who work with them is excellent. This results in the pupils feeling secure, their confidence is boosted and they feel ready to learn. On occasions when individuals feel unable to participate in group activities, very well organised procedures enable them to continue their work on a one-to-one basis with a member of staff. Very occasionally for medical or emotional reasons, a pupil cannot continue with the school day. When this occurs, a member of the family is informed and the pupil is collected and taken home. The school is required to record this as an exclusion although the pupil concerned has done nothing wrong and has been taken home by mutual consent of the school and the parent in order to re-prepare the pupil to resume his or her studies.

74. The quality of teaching and teamwork within the unit is very good. Teachers and support staff know their pupils very well and organise all activities in such a way that every pupil feels able to participate and achieve. Pupils are appropriately challenged and they know that their efforts are valued and respected. Behaviour is consistently managed very well; there is a calm atmosphere with adults showing great sensitivity to pupils' individual emotional and physical needs. Pupils are given good opportunities to work independently whenever they feel sufficiently confident. All staff keep detailed records of pupils' achievements and progress and pupils are given constructive feedback when they have completed their work. This immediate feedback means that pupils are able to make good progress in their lessons.

75. When the pupils from the unit are taught in the mainstream classes they are very well supported and make good progress because teachers plan well for them and match work to their individual needs. The very good support from the teacher in charge, who is also the special needs co-ordinator, and the very valuable contribution made by teacher assistants reinforce the good progress pupils make. All staff work together very closely to ensure pupils in the special class and mainstream classes receive their full curriculum entitlement and receive all the help they need to overcome their emotional and physical difficulties. This high quality provision reflects the findings of the last inspection.

76. Pupils' academic, social and emotional needs are carefully assessed when they join the unit. Targets in individual education plans are very appropriate and are regularly reviewed. Targets are wide ranging and are achievable within the realistic time scales given. The teacher in charge liaises very closely with families and all agencies involved in supporting the pupils.

77. All pupils in the special class and those who have integrated into mainstream classes benefit significantly from the expertise, dedication, care and outstanding team work provided by all the adults responsible for their education.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	25	41	8	0	0	0
Percentage	1	34	54	11	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 more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	374
Number of full-time pupils known to be eligible for free school meals	N/A	38

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	15
Number of pupils on the school's special educational needs register	0	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.6

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

### ***Attainment at the end of Key Stage 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	21	36	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	34	34	34
	Total	51	53	54
Percentage of pupils at NC level 2 or above	School	89 (92)	93 (93)	95 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	32	34	33
	Total	50	53	53
Percentage of pupils at NC level 2 or above	School	88 (82)	93 (83)	93 (82)
	National	85 (84)	89 (88)	89 (88)

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

### ***Attainment at the end of Key Stage 2 (Year 6)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	41	24	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	33	36
	Girls	19	20	19
	Total	53	53	55
Percentage of pupils at NC level 4 or above	School	84 (87)	82 (82)	85 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	25	30
	Girls	17	15	18
	Total	46	40	48
Percentage of pupils at NC level 4 or above	School	71 (80)	63 (78)	74 (71)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	1
Chinese	1
White	396
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	21	1
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. ALL exclusions relate to the Special Unit.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	21.8
Average class size	26.8

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

Total number of education support staff	8
Total aggregate hours worked per week	291

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
----------------	-----------

	£
Total income	803 216
Total expenditure	785 862
Expenditure per pupil	1 840
Balance brought forward from previous year	25 515
Balance carried forward to next year	42 869

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	426
Number of questionnaires returned	312

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	2	1	1
My child is making good progress in school.	53	40	3	1	3
Behaviour in the school is good.	50	45	1	0	3
My child gets the right amount of work to do at home.	39	43	9	1	6
The teaching is good.	60	35	1	0	3
I am kept well informed about how my child is getting on.	33	44	18	2	4
I would feel comfortable about approaching the school with questions or a problem.	65	29	3	2	1
The school expects my child to work hard and achieve his or her best.	61	34	2	0	2
The school works closely with parents.	37	45	13	2	4
The school is well led and managed.	56	40	1	0	2
The school is helping my child become mature and responsible.	48	46	3	0	2
The school provides an interesting range of activities outside lessons.	33	38	10	3	13

## **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**

78. There are 52 children who attend the nursery part time. In the two reception classes there are 59 children who attend school full time. Children enter the nursery at the age of three and start school in September prior to their fifth birthday.

79. In the nursery there is one teacher and one nursery nurse. Each of the reception classes has a class teacher and a full time classroom support assistant. A phased admission procedure is used for nursery children so they are able to settle into the new routines. In the summer term before the nursery children move into the reception classes, the staff meet to discuss children's educational and social needs before allocating their classes for the following year. This means that reception teachers are able to prepare and plan effectively for the new intake. Due to the local authority admission policy, younger children living in the area attend a different nursery and then join this school at the reception stage. The very good communication between the adults working within the nursery and reception means that the social and educational needs of all children are carefully considered and reflected in teachers' planning. The curriculum is based on the six areas of learning for children of this age.

80. On entry to the nursery, children's standards of attainment vary widely. Some children have standards that are above expectations of their age while others are below expectations. Overall, standards of attainment are in line with national expectations. At the end of the Foundation Stage standards still vary widely, but overall children achieve in line with national expectations. This is a similar picture to the last inspection.

81. Since the last inspection there have been significant developments in adopting the Foundation Stage curriculum and the successful introduction of teaching approaches based on the national literacy and numeracy strategies. Adults know the needs of young children well, and plan the curriculum to meet the early learning goals. The good curriculum is broad and balanced. The school provides a wide range of challenging and focused activities to promote personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.

82. Baseline assessment and its use have been established in the reception classes. Portfolios of work are collected in the nursery indicating the progress children make. These are taken home at the end of the year. Teaching in all Foundation Stage classes is consistently good or better. This is an improvement since the last inspection and has a positive effect on children's learning. The majority of children make satisfactory progress and are on line to reach the nationally prescribed early learning goals by the end of the Foundation Stage, with the exception of their personal, social and emotional development, in which they are on line to exceed expected standards. Teachers work hard to meet children's individual educational needs and lower attaining pupils make good progress.

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

83. By the time they have completed the Foundation Stage, the majority of children make very good progress in their personal and social development and exceed national expectations in this area. This shows good achievement and reflects the good teaching and extra focus placed on this area of learning during the first term for children in this age group.



84. The adults foster children's personal and social development at every opportunity. The majority of children happily leave their parents and carers at the start of lessons though two or three of the younger nursery children who are little more than three years old still find some difficulty. However staff deal with this with great sensitivity and children join in with the wide range of stimulating activities available for them. The first term of reception is considered as an induction into school and the expectations for routines such as regular assemblies and sustained work are not implemented till the spring term. This allows the children to become secure and comfortable in their environment before they slot into the more established school routines. Children learn to share and play together in a variety of situations such as role-play and outdoor play. In the imaginative play area negotiations are conducted in an atmosphere of sharing and co-operation as children decide who is to be the nurse or receptionist or who should feed the baby. Children work independently and take pride in their reading and writing successes. They work hard at difficult tasks such as writing party invitations, completing a variety of jigsaw puzzles or completing complex constructions. Nursery children are encouraged to share games and toys, and as the children progress through the reception classes they take turns, recognising classroom rules about the number of children permitted to join in particular activities such as construction, sand and water or role-play. It is still early in the year but children are learning to take responsibility for putting away items they have used. There are good opportunities for children to learn to concentrate with an adult directed activity for example when they listen to a story or play number games. Adults are good role models for the children always treating each other with courtesy and respect. All adults work hard to ensure that the classrooms are happy places to be where children can grow in confidence, develop positive attitudes to work and achieve well.

### **Communication, language and literacy**

85. By the time they have completed the Foundation Stage, most children make satisfactory progress and reach nationally expected levels of attainment. This is as a consequence of the good teaching taking place.

86. The nursery and reception classes provide a wide range of stimulating experiences and activities to develop and extend children's language and literacy skills. Teachers and support staff use good questioning to check that children have listened carefully to stories such as *Kipper's Birthday*. Teachers check to make sure children have understood the new vocabulary and encourage children to question and discuss the stories. After reading *You and Me Little Bear* reception children talk confidently about playing with their own brothers and sisters and the times they have to wait for attention when their parents are busy. Good use was made of the opportunity to reinforce the ideas of being helpful and patient. Children in the reception classes listen well and follow simple instructions carefully. In both nursery and reception classes children are encouraged to share conversations and articulate their ideas. Exciting play situations and snack time provide opportunities for children to talk about their own experiences. Nursery children can communicate needs, the more able can chat but others need encouragement to talk. Though the majority of reception children do not yet initiate conversations with visitors they happily explain their tasks. A more able child enthusiastically explaining that a monorail is 'a train on sticks holding it high'

87. Magnetic letters and individual name cards help children to develop early reading and writing skills. Reception children copy their name from a name card and learn to control a pencil as they trace letters and numbers. More able children are overwriting adult sentences in preparation for underwriting and eventual unaided writing of short sentences. Lower achieving children in the reception classes are at the developmental stage of mark making. Children enjoy the meaningful opportunities to write for example in completing birth certificates in relation to their special theme on celebrations. The youngest children handle books with care and are encouraged to choose books as an activity. A wide range of story

and picture books are available for children to use. Children know writing communicates meaning and they associate sounds with letters. They enjoy spotting letters they know such as letters from their own name or the specific letters being learned. During the week of inspection the special letters for the week were *m c s* and *t*. Children make good use of computer programs to reinforce their knowledge of the letter and sound of *m* when they use the *Messy Malcolm* program. Teachers set challenging work. For example after listening to their teacher read *Kipper's Birthday*, reception children strengthen their thinking skills as they work out why Kipper's party invitations were ineffective, explaining the '*tomorrow was yesterday*'. Children then decide how to write a successful invitation including a date so that Kipper would not make the mistake again. Children take books home on a regular basis and share them with family members. Higher attaining children have a sight vocabulary of over twenty words, enjoy reading and are able to talk about the characters in the story. Lower attaining children lack confidence but are happy to share a story with a known adult.

### **Mathematical development**

88. By the time they have completed the Foundation Stage most children have made satisfactory progress and reach national expectations in mathematical development.

89. Teaching is good. There are focused numeracy sessions for all children and a wide range of ongoing opportunities for children to reinforce their skills in counting and calculating simple numbers. In the nursery children recognise triangles, circles and squares and work together with a large stretchy circle to make it into the other shapes. This activity gave good opportunities for children to work collaboratively. Older children in the reception classes focus on the concept of one more than and one less than. In line with the topic on celebration the teacher uses birthday cards, balloons and candles to help the children work out 'one more than'. The children enjoy ordering the birthday cards in numerical sequence. This well planned lesson catered appropriately for children's individual needs because higher attaining children were able to confidently add one more but lower attaining children were still insecure in counting to ten. Throughout the day teachers regularly present opportunities for children to improve their knowledge of number. In the nursery the teacher frequently uses song, and the children are learning to join in with the words and actions of counting songs. Children buy and sell flowers in the nursery shop. In the reception classes children explore their ages as they announce 'I'm going to be five'. They discuss numbers as they complete the task of making play dough cakes with a given number of candles and play number bingo. Good use is made of computer software, for example *Elmer and Houdini* so children can consolidate their knowledge of positional vocabulary such as over, under or behind. Higher attaining children can count and draw two or three buttons on the teddy and record their counting of sets of two or three counters.

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

90. By the time they have completed the Foundation Stage most children reach nationally expected levels of attainment.

91. Teaching is good and a good range of opportunities is provided to develop children's knowledge and understanding of the world. Children learn about the passage of time as they celebrate birthdays, talk about days of the week and the changing seasons and weather. They start to understand the 'special' events that feature in family life. Nursery children investigate sand and water. Children remain focused on their activity as they investigate the consistency of green 'gloop' with spoons and spatulas. In line with green theme the water tray containing green water, frogs and lily pads furnish the children with good investigative opportunities. A parent helper provides further good learning opportunities as children develop their cutting, sticking and paper curling techniques to make frogs. Children use the road

layout imaginatively as they move vehicles around, enthusiastically discussing their travels with their teacher. Older children in reception use measuring containers, funnels and tubes as they investigate water, having great fun when they blow down the tubes. Children's awareness of the world is supported well by classroom displays on seasonal changes including autumn leaves, cones and conkers. Magnifying lenses are placed conveniently so children can look closely at the resources provided by their teachers. At the time of inspection reception children were researching 'naming ceremonies' and brought into school information about why their parents had given them particular names. The teacher making sensitive use of the opportunity to reassure the class that they are all special. During their daily tasks children investigate the good quality equipment provided in their classrooms. They work individually and collaboratively with construction toys, and investigate cogs and wheels attached to wooden play equipment. Reception children enjoy the regular access they have to computer programs as they dress the teddy and use the mouse to access programs reinforcing their number and sound work. Teachers carefully match children in pairs so the more experienced can help the others to become more competent in using the computer. Children learn to be more observant when for example their teacher dismisses them according to buckles and laces on their shoes. Opportunities for children to extend their knowledge and understanding of the world by going on walks or baking are planned for later in the school year.

### **Physical development**

92. By the end of the Foundation Stage the majority of children reach the national expected levels of ability in their physical development as a consequence of good teaching and a well structured range of activities.

93. Nursery children have their own outdoor play area which is well designed giving scope for the good range of bikes, scooters and cars to move without fear of collision. Nursery children develop an awareness of self as they make wide shapes and tall shapes in their indoor physical education lesson. They tap their elbows and roll their shoulders as they warm up for exercise and develop a good sense of safety as they climb, swing and jump using a wide range of appropriate equipment. Older children in reception benefit from very good teaching as they gain in confidence walking, balancing, crawling and controlling their speed and movement. The very good quality apparatus significantly impacts on the very good teaching and learning seen. Throughout the Foundation Stage children use small world toys which help develop their physical expertise. They have regular access to malleable materials and are learning how to handle these with increasing control.

### **Creative development**

94. By the time they leave the Foundation Stage most children reach the nationally expected levels for creative development as a consequence of good teaching and a well structured range of activities.

95. Frequent opportunities are taken in the nursery to sing. The teacher playing the guitar to accompany "Nelly the Elephant" and "Roll, Roll, Roll". The children enjoy using percussion instruments to create sound effects for "Mr Noah's Ark", taking the parts of the "snip snapping crocodile" or the "hop stop rabbit". At this stage children's levels of concentration are short but these activities are valuable in helping children to remain on a task for longer periods of time in preparation for the future demands in reading and writing. In the reception classes children develop their singing and numeracy skills as they readily join in with "10 Fat Sausages" or "5 Little Men in a Flying Saucer". Very good ongoing opportunities are given for children to role-play and act out situations and develop imagination. In the reception classes the role-play resources are changed regularly depending on the theme at the time. During the

inspection the themes were celebration and autumn. The focus on personal celebration of birthdays meant that the role play area was equipped as a baby hospital encouraging children to care as well as make beds and complete charts. As the year continues the planning shows that role-play will focus on a variety of themes including castles, jungle, theatre and garages. These all relate to the topics and the focused work and provide good opportunities for children to extend their speaking and listening skills as well as their imaginative play. Display in the classrooms shows that nursery children become aware of colour and texture as they use buttons, paper and junk materials to make robots, flying saucers and self portraits. They experiment with paint and tools, make handprints and draw sunflowers from observation. They continue to develop their creativity by experimenting with different textures to make a sunflower collage from bubblewrap, seeds, thread and paper. In the reception classes children's print and collage work based on colours is displayed well so children can see that their work is valued.

## **ENGLISH**

96. Standards of attainment in English for all pupils were reported to be in line with national expectations at the time of the previous inspection. The school has maintained these standards for the younger pupils and increased levels of attainment for eleven-year-olds. This shows a good improvement since the last inspection.

97. The school's results in the national tests in reading at the end of Year 2 in 2001 were below the national average and standards in writing were above the national average. Inspection evidence does not reflect this lower level for reading for the present group of seven-year-olds; reading standards for the present seven-year-olds are satisfactory. National test results for Year 6 pupils show standards in English are above the national average. Inspection evidence confirms the schools findings that there is a very wide range of attainment within the year groups and this has implications for the assessment, planning and teaching of English especially for the higher attaining pupils who need to be consistently challenged by their work. The percentage of pupils achieving above the expected levels (Level 3 in Year 2 and Level 5 in Year 6) is close to the national average.

98. The school has worked hard to maintain and improve standards. The National Literacy Strategy has been implemented stringently and has led to more effective lesson planning and lively lessons. The quality of teaching has improved and is now good overall. Teachers know their pupils very well and set individual targets for improvement. This means that pupils are aware of their personal areas for development and work hard to achieve their targets. Pupils in the junior department have made very good progress since they were in the infant department, achieving very well against the results they achieved when they were seven.

99. Pupils who have special educational needs make good progress and achieve well against their prior attainment. This is because teachers plan carefully to focus on pupils' individual needs and because support staff are fully aware of the lesson requirements. This means support staff give focused support to encourage good learning and encourage independence when appropriate.

100. By the age of seven, pupils' speaking and listening skills are typical of that age group. They listen attentively in lessons and answer questions appropriately. Pupils in Year 1 enjoy experimenting with rhyming sounds as they eagerly join in the refrain from their Big Book 'All Join In'. They learn to recite their own poems to the class with increasing confidence. In Year 2 the pupils extend their speaking and listening skills as they share a class story 'Owl Babies' and discuss the feelings of the baby owls waiting for their mummy to come home. Pupils at this age comment confidently about the illustrations and punctuation in their shared text.

Pupils in Years 3 and 4 consolidate their oral skills during the plenary sessions when they share their work with each other. For example they demonstrate their increasing knowledge of descriptive words as they create a glossary and participate enthusiastically in identifying verbs and adverbs in text. Before watching a video based on life in Kenya, older pupils carefully discuss the strategy of identifying key words to make their note taking effective. The result is that they take useful notes that they are then able transcribe into complex sentences. This is a skill they can use in many other subjects. By the time they reach Year 6, pupils have become very confident and use their skills to listen attentively as their teacher models script writing from a prose passage. Pupils then proudly perform their scripts within the class. They discuss their work sensibly as they collaborate in writing play scripts and enjoy performing, vying with each other for the opportunity to demonstrate their skills.

101. The school's strategies for teaching reading are effective in encouraging the pupils to become enthusiastic readers and in developing skills over time. The school has a wide variety of graded reading books and well established library systems that are used well to support pupil's learning. Pupils in the infant department read regularly in school and parents are very supportive of their children in hearing them read. This means that pupils develop positive attitudes to reading and enjoy books. They use their well-grounded knowledge of phonics to sound out and decode words. The use of the literacy strategy helps with reading skills and pupils' knowledge of phonics helps them to read new texts with confidence. Pupils talk readily about their books demonstrating their ability to recognise poetry because it rhymes and their skills in using the contents and index pages of a book to locate specific information. Higher attaining pupils read accurately from appropriate texts with fluency and expression. Lower attainers read familiar stories confidently and reveal an improving range of wider reading skills.

102. Pupils in the junior department experience and enjoy an interesting selection of literature. They continue to enjoy reading and increase their skills in independent reading. Pupils read accurately and talk with confidence about the characters and plots in their books. All pupils have daily opportunities to read, higher attaining pupils read independently and all other pupils have regular opportunities to read to adults. The focus on shared reading during the literacy sessions has contributed in encouraging pupils to feel more confident in their capability to read and to understand that text can be fun and useful. This was demonstrated when Year 3 pupils read with amazement about the punishments used in schools in Victorian times and when Year 6 pupils made a comparative study of national and local newspapers based on content, costs, sport and advertisements. Pupils are familiar with a wide range of genres from poetry to newspaper reports and with the work of classical writers as well as modern children's authors. Pupils have good reference skills and develop their ability to skim and scan text to gain information quickly. Most pupils are confident in the use of a dictionary or thesaurus. However, weaker readers lack confidence and require regular support to encourage familiarity and enjoyment of text.

103. Pupils' attainment in writing has fluctuated since the last inspection but shows a consistent improvement over the last two years. Standards throughout the school are good. By the age of seven, most pupils write in complete sentences with lower achieving pupils focusing on this as a learning target. Pupils write imaginatively basing their story loosely on 'Goldilocks'. All pupils learn to recount a sequential story such as Guy Fawkes. They learn there are different styles of writing as they learn to write instructions for example on how to wash your hands. Pupils write a factual account of the visit from a local artist and higher attaining pupils are starting to write stories as if they were characters in the plot. Pupils acquire satisfactory skills in letter formation and develop a simple script.

104. In the junior department, pupils extend their range of writing across the curriculum in a number of subjects. By the time they are in Year 6, they are able to write descriptions,

instructions and reports. Younger pupils write factual reports such as the 'Growth of a Sunflower' and instructions 'How to plant a broad bean safely'. They use their research skills to find out information about the heart and record the information clearly. Older pupils continue to develop these skills as they research the background of William Shakespeare, write biographically about a friend and combine and enhance these skills by writing autobiographically as if they were William Shakespeare. Report writing is developed well as pupils write an unbiased account of the Battle of Bosworth and their knowledge of different writing styles is further increased as they write a journalistic account of the Israelites leaving Egypt. Instructional writing develops from younger pupils writing simple road safety instructions to the older pupils editing and evaluating instructions. Pupils regularly write their own poetry, younger pupils using rhyming couplets, progressing through kennings and haiku to creating personal poetry. One pupil in Year 6 asked to share his own poetry with the inspector, demonstrating confidence to read his poem and an enjoyment of words such as 'macabre'. Pupils use their knowledge of connectives gained in literacy lessons to write more complex sentences. They make good use of their 'Ideas Books' to draft initial work before reviewing and improving it. Spelling is mainly accurate, but lower attainers have less knowledge of spelling rules and conventions. Work is usually presented with care. As pupils progress through the juniors their handwriting develops from print to cursive style and they start to use increasingly sophisticated punctuation to make their work interesting and expressive.

105. The quality of teaching is consistently good with fifty percent of the teaching in the junior department being very good. This is a good improvement since the last inspection and has a positive effect upon the standards of work achieved and on pupils' attitudes and behaviour. Basic skills are taught well helping pupils to make good progress.

106. Teachers throughout the school have a good knowledge and understanding of the teaching of literacy. It is evident from planning that teachers have responded successfully to the National Literacy Strategy. Objectives are made clear to pupils at the beginning of each lesson, so they can concentrate and work hard for success. Very good relationships are established in all classes and teachers manage pupils with genuine praise and encouragement. This is reflected in the pupils' enthusiasm to learn, their eagerness to contribute to lessons and their willingness to share ideas and equipment. Teachers use questions thoughtfully to help pupils extend their own ideas and are sensitive in modifying the pupils' answers to make teaching points to the class. This was evident in Year 6 when the teacher had a convenient 'lapse of memory' and pupils enthusiastically recalled the script requirements for different audiences such as actors, lighting technicians, costume and set designers. In Year 3 very good open questioning from the teacher about a recent visit to Shugborough means that all pupils in the class can respond and be fully involved in the ensuing discussion about school life in the Victorian times. In Year 1 the teacher and assistant work very well together providing good encouragement for the pupils because the assistant suggests answers to the teacher when the pupils have difficulty expressing their thoughts about rhyme in poetry. Pupils make good progress in this lesson because their teacher has a very calm manner creating a positive learning environment. Throughout the school the very good relationships impact well on pupils capacity and willingness to learn. Year 6 pupils respond with an enthusiasm closely matching that of their teacher as they share their reading of Charlie and the Chocolate Factory. Good class management strategies mean the lessons are organised so pupils can work independently or collaboratively and are very clear about their teacher's expectations of completed tasks. Teachers have a lively approach to their work. In Year 5 good use was made of the visual strategy of pupils representing words in a sentence. This physical movement of a line of pupils in front of the class meant pupils were able to more easily understand the importance of word order within a sentence. A very good example was observed in Year 6 when the teacher's own enthusiasm for drama was reflected in pupils' positive approach to the study of Shakespeare.

Good use is made of information and communication technology to support the teaching of English. Infant children make good use of programmes that support their understanding of sounds and spelling. This was seen when pupils in Year 2 created their own words containing the phoneme for the week 'ou' and 'ow'. Excellent use of the interactive board was made in Year 5 as the teacher demonstrated the required task of making interesting sentences. As a result pupils enjoyed their lesson participating enthusiastically in creating their own complex sentences.

107. The links with other subjects such as geography, history and religious education are very effective in developing pupils' research and writing skills. Pupils analyse and record data they have gleaned and use the facts so they can have informed discussions. Within literacy lessons there is a cross-curricular approach in including other areas of the curriculum as a focus for improving literacy skills. Good examples of this are the newspaper front sheets announcing Israelites leaving Egypt and the use of scanning skills as pupils in Year 5 research The Masai of East Africa. Teachers consistently mark and assess work. Some very good marking is evident for pupils in Years 5 and 6 where teachers are conscientious in examining pupils' work closely and providing encouragement and practical advice to help improve the standards of work.

108. The subject is well managed. The co-ordinator is very enthusiastic and committed to developing the subject and improving standards. He is a lead teacher for English and an excellent role model in approaching the subject enthusiastically and professionally. Teachers work together in year groups to carefully plan lessons and ensure that all pupils have access to the literacy strategy. A strength of the school is the very good knowledge that teachers have of their pupils and so individual needs are generally well met within lessons. The further development of assessment procedures and the expansion of learning opportunities for higher achieving pupils have already been identified as areas of development for the school. The good management of English is making a significant contribution to raising pupils' standards.

109. The school accommodation is excellent. The classrooms are pleasant places for adults and pupils alike. There is a very good range of resources to support learning. During the implementation of the literacy strategy the school has produced a number of high quality teacher-made resources and very good use is made of these. All resources are well organised and accessible to teachers and pupils. The libraries are pleasant places to browse or to work and contain a good range of appropriate books. The quality and range of accommodation and learning resources are contributing to raising pupils' standards by enabling and encouraging them to work hard.

## **MATHEMATICS**

110. The findings of the inspection and the test results for 2001 indicate that the standards pupils achieve by the age seven are in line with national standards and those achieved in similar schools. By the time pupils reach the age of eleven, standards are above the national average and the average for similar schools. This is an improvement since the last inspection when standards were judged to be in line with national standards. The improving standards are a result of the good teaching of pupils in Years 1 and 2 and the very good teaching of mathematics in Years 3-6.

111. The implementation of the National Numeracy Strategy, the regular monitoring of work and the tracking of each cohort as they move through the school is making a significant contribution to the increase in standards. In addition, the Springboard Mathematics Programme in Years 3, 4 and 5 is also helping to raise standards by the time pupils reach eleven years. Considering the trends over the last five years, pupils aged seven have

improved from below the national average in 1998 to well above average in 2000 and in line with national average in 2001. At eleven, the trend has fluctuated from well above the national average in 1998, in line with the national average in 2000 and above the national average in 2001.

112. By the age seven, pupils make good progress developing their mathematical knowledge and understanding of number, measurement, time and the use of money. In one lesson observed in Year 2 pupils were recognising sequences of numbers, including odd and even numbers. They are able to put numbers in the right order. For example, 46, 53, 3, 36 and 7 and they use terms like 'single digit'. One pupil remarked 'I know why they are single digits, because they are on their own'. They also recognise that sums can be made from numbers. One pupil made a sum from 46 ( $46 = 10 + 6 + 10 + 10 + 10$ ). In another lesson in Year 2 they were beginning to understand the meaning of place value of each digit. The numbers of the day is 24. They were finding the half of 24 with objects with cubes and money. They understand the difference between odd and even numbers and the higher attaining pupils can order numbers up to a 100. Pupils in Year 2 have a good mental understanding and know their two, four, five and ten times tables, recognise the patterns on a number square and use this information well. They recognise fractional parts: halves and quarters and calculate parts of numbers and shapes. Their understanding of shape is developing and they name and discuss the properties of a variety of shapes.

113. In all lessons observed in Years 1 and 2 pupils were eager to learn and ask questions about their work. They listened intently and sustained their concentration during lessons. They work well together in small groups and respond well when other pupils give correct answers. Teachers' lesson plans are good and they have effective question and answer techniques to involve both low and high attainers. Pupils with special educational needs are given good support but higher attaining pupils are not always fully challenged.

114. Between the ages of seven and eleven pupils build well on their previous learning and make good progress. By the time they reach Year 6 the pupils have a good grasp of multiplication tables and many pupils handle mental calculations confidently and accurately. Most pupils understand and use place value up to tens of thousands in calculations involving addition and subtraction. They can multiply numbers like  $961 \times 94$  and divide numbers confidently for example,  $310 \div 15$ . They work with decimals to two decimal points. They construct line graphs to illustrate temperature and to show the frequency of results of throwing a dice. They also make estimations, averages and make metric conversions. During the inspection, Year 6 pupils were studying polyhedrons. They were learning to identify tetrahedron, cuboid, cone, hexagonal prism, square based pyramid and cylinder. In one Year 6 lesson observed during the inspection the pupils were being introduced to tangrams, using cardboard cut-outs on their whiteboards. They were investigating the different polygrams that can be made using tangrams. They were learning about the number of faces, edges and vertices related to the shapes and the polyhedrons. They were drawing two-dimensional shapes in different orientations, identifying the symmetries of two-dimensional shapes and use the language associated with angle and orientation. Some lower attaining pupils were having difficulties with understanding rhombus, trapezium and hexagon and characteristics of the more complex shapes. One lesson observed involved a 'booster group' of pupils in Year 6. They were being introduced to work on two-dimensional and three-dimensional shapes prior to the class lesson in the following week. This strategy is having a positive impact on their readiness to learn these concepts and ideas in the full class lessons. In all the lessons observed the pupils were enthusiastic to learn and worked hard to complete their tasks. They also helped one another constructively.

115. The teachers all showed good management of the pupils and used effective question and answer techniques to fully involve the classes. Previous work is consistently revised at



the beginning of lessons and work includes a good balance of discussion, activity and practical work. The resources available to support lessons in mathematics are very good. Teachers have implemented the National Numeracy Strategy successfully. A feature of all the lessons observed is the high quality of the relationships between teachers and pupils and among the pupils themselves.

116. The mathematics curriculum provides good coverage of opportunities to use and apply their mathematical knowledge, develop their use of number, gain knowledge of shape, space and measures and to handle data.

117. Assessment procedures for mathematics are in place and progress is monitored regularly. The booster groups in Years 3, 4 and 5 ensure that pupils who need additional support are identified and catered for. However, there remains a need to focus upon work that will sufficiently challenge the higher attaining pupils in lessons across the school. There is also a need to develop their use of assessment for planning future lessons and to ensure it is used consistently across the school.

118. The co-ordinator has provided good leadership in the subject. Planning is regularly checked and there has been some monitoring of work by the co-ordinator and considerable monitoring by the headteacher. The quality of the accommodation and learning resources are very good and this is having a good impact upon the quality of learning in the subject. Information and communication technology is not sufficiently used to support the learning of mathematics.

## **SCIENCE**

119. In 2001, teachers' assessment of seven-year-old pupils standards were close to the national average. In the National Tests at the end of Year 6, eleven-year-old pupils' attainment was below the national average. Inspection evidence indicates that the majority of pupils in Years 2 and 6 are achieving standards that are average for seven and eleven-year-olds. The standards observed were similar to those reported at the time of the last inspection. Standards in science are not as good as those in English and mathematics. This is a consequence of the emphasis placed on English and mathematics with the introduction of the National Literacy and Numeracy Strategies. The school is now placing a greater emphasise on pupils' achievements in science, but the improved teaching, planning and curriculum have not yet had sufficient time to impact on standards.

120. By the time pupils are seven, they are beginning to successfully investigate aspects of the world around them, such as smells, people's heights and the properties of materials. They make thoughtful predictions and record these and the outcomes of their experiments in clearly labelled charts. The development of these skills is an improvement since the last inspection. Pupils correctly match adult animals to their young and accurately describe and compare features such as hair and eye colour. Pupils categorise food types, for example meat, vegetables and fruit and understand the importance of a healthy diet. By the age of seven, many pupils are beginning to distinguish between natural and man-made materials and identify those needed to build a house or shed. They recognise that some materials are more appropriate than others for making particular things. For example, they confidently explain why windows are made from glass and why pillows need to be made using soft materials such as cotton and feathers. Pupils investigate the properties of sponge, metal, rubber and plastic and discover that some materials respond to hand pressure and change their shape while others require other methods, such as heat and mechanical pressure. They carefully predict and discuss whether or not objects made from these materials revert to their original shape when the pressure is removed. Pupils demonstrate a good knowledge of the world around them and enjoy deepening their knowledge through experimentation.

121. By the age of eleven, pupils develop further their capability to predict outcomes and to methodically record their experiments and results. They understand the importance ensuring that scientific tests are fair and are not affected by other factors. For example, pupils understand the need for controls when investigating the effect of light and temperature on plant growth. Pupils learn how animals and plants adapt to their habitats and understand the influence mankind has on these environments and the food chains existing within them. In discussions, they correctly used terms such as predator, prey, carnivore and herbivore and express concern when discovering the effects of over-fishing an area, excessive hunting or clearing natural habitats for construction purposes. Older pupils extend their knowledge and understanding of the properties of materials and use more mature terminology such as rigid, transparent, strength and waterproof when discussing substances and their uses. Pupils have a sound knowledge of the properties of magnets and make sensible predictions before setting up an experiment to determine the magnetic properties of a range of objects such as a plastic ruler, a nail and pieces of foil and fabric. Pupils learn that the angle of slope and type of surface used affect the distance travelled beyond the slope by toy vehicles. They carefully record their results using clearly labelled block graphs. Pupils throughout the school demonstrate a keen interest in science and take pride in their work. All pupils, including those with special educational needs, participate fully in class discussions and group activities. They share ideas and resources very well and are very willing to help each other. Pupils make good progress developing their knowledge and skills as they move through the school. This is an improvement since the last inspection, especially for pupils at the upper end of the school.

122. The quality of teaching is good. This reflects the findings of the last inspection. Teachers are now providing appropriate opportunities for pupils to develop their investigative skills and improve their methods of recording. Teachers have sound subject knowledge and know their pupils very well. All pupils, including those with special educational needs, are encouraged to contribute to class activities and their views and ideas are valued and respected. Lessons are well planned and conducted at a brisk pace. Stimulating resources are always readily available for pupils. More opportunities are now given for pupils to organise their own investigations and learning. Support staff are well deployed, enabling most pupils to achieve well. Pupils' progress is regularly assessed but teachers have yet to introduce individual targets for pupils. Whilst planned activities meet the needs of the majority of pupils, higher attaining pupils are not consistently challenged and therefore do not achieve as well as other pupils.

123. A new more appropriate scheme of work has been introduced since the last inspection and both teaching and learning have benefited from this initiative. The science curriculum is broad, balanced and well organised across the year groups, providing a solid base of knowledge, understanding and experience for all pupils. Teachers are well supported and, as a result, standards are beginning to rise more consistently. Improved forms of assessment and the introduction of science targets for individual pupils are planned for next term. The co-ordinator, staff and support staff are working hard to raise standards and the work produced by current pupils reflects this commitment to improvement.

## **ART AND DESIGN**

124. By the age of seven and eleven years, pupils' standards of attainment are well above average and the work in art and design is a strength of the school. This is an improvement since the last inspection when the good standards achieved at that time have been developed and improved.

125. By the age of seven years pupils gain a good idea of the use of colour and tone, develop their feel for texture, become able to use lines and patterns in a more informed way. They are able to work on a small or large scale with a range of materials. In Years 1 they design and make monsters using colour, paint and materials. They paint portraits of themselves and develop their skills in the use of shape and colour. In one lesson observed in Year 1 they were designing and making a collage describing their route to school. Pupils were able to use colour paper and materials to make images of things they observed on the way to school, the road, houses, bridges. They showed good control in the use of colour, glue and pencils and they developed their textured surfaces using different media. In discussion the pupils were eager to suggest ideas to include in their collages. For example people, a roundabout, trees and houses. They also suggested ideas for the use of colour. They made good progress and worked consistently in small groups sharing both tools and materials sensibly. The quality of the relationships between the pupils was very good. The lesson also provided good opportunities to develop their speaking and listening skills and all pupils including those with special educational needs were fully involved. The quality of the teaching was very good. The teacher made good links with the pupils' previous work, demonstrating the collage technique effectively. The pupils and the organisation of groups was well managed. The teacher made detailed plans to ensure that all the necessary resources were available in order for the small groups to function efficiently from the start of the lesson.

126. By the age of eleven the pupils are provided with a wide range of opportunities to develop further their knowledge of materials, processes and skills. They study the work of a wide range of artists and have opportunities to observe and study the work of English artists and painters from other countries. For example, in one lesson observed in Year 3 they were isolating a section of a pattern and enlarging it using a viewfinder. They were using the work of William Morris as a basis for their study. Pupils were selecting five colours to use with their selected design before enlarging it and colouring. They were developing their knowledge of colour and tone, selecting and using paint as well as harmonising colour. All pupils, including those with special education needs were fully involved. Pupils were eager to tackle the task and suggested their ideas for enlarging and copying. Pupils worked hard and sustained their concentration throughout a long session. The teaching had clear objectives and there were good resources available for the pupils. The high expectations of the teacher had a good impact on the pupils' learning.

127. In another lesson in Year 6 their art and design activity was linked to their topic on the Tudors and in particular to the designs and patterns in the construction of real Tudor buildings. They were experimenting with re-creating patterns in different styles and colours. They were developing their observation and drawing skills and learning to represent and create different patterns and textures. For example, developing symmetry in their work and considering the kinds of materials to use. Pupils listened to instructions carefully, worked well in small groups and used their materials and equipment responsibly. They used card, paper, paint, chalk, pencil and graphite in an imaginative way. The lesson was very well planned. The teacher gave effective demonstrations of the techniques and made good links with both their mathematics and their technology projects. Resources were extremely well prepared and organised. Throughout the lesson, pupils behaved extremely well and the teachers had high expectations for all pupils including those with special educational needs.

128. Good links are made between art and design lessons and the work in the information and communication technology suite. For example one Year 4 group were using the programme colour magic to paint an impressionist picture in the style of Monet's 'The Garden'.

129. Pupils have very good attitudes to art and design. Their levels of concentration and commitment are impressive. They absorb information from teachers and discuss their views with a vocabulary and understanding beyond their years. These aspects reflect not only on the very high quality teaching and learning but also excellent attitudes to the subject and a genuine desire to excel. Art and design makes a contribution to the pupils spiritual, moral, social and cultural development.

130. A very good feature of the school's work in art and design is the involvement of artists in workshops and the weekly after school art club, which has a waiting list! During the week of the inspection fifteen pupils were working on silk prints using water based gutta. Around the school there are numerous impressive examples of this technique for example African Heads. Similarly, the outstanding pupils work arising from the Jeff Teasdale workshops. These include willow sculpture incorporating drawings based on Celtic art, William Morris and Charles Rennie Mackintosh. Also some willow sculptures incorporating the work of Georgia O'Keefe and flower images and willow sculptures based on African heads. All this work demonstrates the importance of art and design in the cultural development of the pupils.

131. The art and design co-ordinator provides a strong lead in the development of the subject. The quality and range of resources is very good. These include extensive illustrations to the works of impressionist and post impressionist painters, for example, Cezanne and Pissaro as well as modern art. In addition, there are ample illustrations of the works of English artists including Constable, Lowry and Turner. The availability of the resources has a major impact on the quality of lesson planning and pupils learning.

## **DESIGN AND TECHNOLOGY**

132. Pupils' attainments by the time they are seven, and also by the age of eleven, are above national expectations. This consistent level of attainment throughout the school reflects the findings of the last inspection. Pupils, including those with special educational needs, make good, steady progress.

133. By the age of seven, pupils work carefully and skilfully bend willow and natural cane into fish shapes and secure these shapes with tape. They add eyes, fins and tails and use a good range of materials such as tissue, feathers, wool and sequins to decorate the fish. Their efforts result in a variety of individual designs and attractive creations. They consider their work and discuss ways in which their attempts can be improved. Pupils demonstrate good designing, cutting and securing skills when producing a striking model of a street during the Great Fire of London. While making model houses, pupils discuss and select appropriate resources for each part of the houses, such as the roof, windows and doors. Pupils learn how to secure different types of materials, using the most effective method, for example paper clips, thread, glue or slotting sections together. Pupils design and assemble their work carefully and produce finished products of a good standard.

134. By the time they are eleven, pupils have developed a good understanding of the materials and techniques they use and consider requirements such as strength, aesthetics, function and cost when designing and making. They produce detailed planning sheets which they evaluate and review at each stage of production. Pupils measure carefully the materials they are using and ensure component parts are securely joined. Pupils demonstrate good teamwork when assembling a model of a Tudor street for which a wide range of designs has been utilised. When challenged to produce a strong structure, pupils make careful plans, considering the advantages of using diagonal supports and the quantity of tape required at each corner. They test their constructions and record the maximum weight they will support. Older pupils produce very striking models of large animals, for example giraffes and elephants. They make very effective use of chicken wire, willow, newspaper and parcel tape.

When making picture frames as gifts, pupils experiment with different designs and orientations and determine the most stable and attractive. They make good use of acetate, wadding, card and fabric to produce frames of a high standard. When investigating suitable packaging for biscuits, pupils design and draw nets and use their computer skills to produce attractive labels. Having enlarged the nets to the appropriate size and assembled their boxes, pupils evaluate their strength and usefulness. All pupils take great pride in their work and demonstrate this particularly well by the way in which they make books in which they keep work completed in other subjects such as science, religious education and information and communication technology.

135. The quality of teaching is very good. Teachers have sound subject knowledge and high expectations, enabling all pupils, including those with special educational needs and more able pupils to achieve well. Lessons are well planned and challenging and pupils are given opportunities to work with a wide range of resources. Team work is strongly encouraged and the contributions of all pupils are valued. When appropriate, activities are related to other subjects such as history and science and other cultures and traditions, for example examining different types of bread products during a food technology lesson, pupils are encouraged to consider the texture, taste and appearance of products ranging from croissants to chapatis. Careful planning and preparation ensures that all pupils enjoy their lessons and make good progress. The teaching of design and technology has improved since the last inspection.

136. The leadership and management of the subject are good and the school offers a wide range of resources. Teachers are well supported by the co-ordinator. Pupils benefit from visits by artists and representatives from local companies who work with pupils, broadening their experiences and offering them new challenges. For example, pupils are invited to compete in the Junior Engineers for Britain competition. Parents are also encouraged to support pupils' learning and they provide valuable contributions, especially in food technology lessons. Pupils' progress is assessed using guidelines within the scheme of work and information concerning individual pupils is passed on to the next teacher each year.

## **GEOGRAPHY**

137. Insufficient evidence is available to make judgements concerning standards or teaching in geography.

## **HISTORY**

138. By the age of seven, pupils' attainment is above national expectations. At eleven, pupils' attainment is also above expectations for pupils of this age. These standards reflect the findings of the previous inspection.

139. Pupils in Years 1 and 2 are developing a good concept of time and confidently compare past life styles with their own. They know that everyday objects found at home, such as electric irons, washing machines and tumble dryers make life much easier than in the days of scrubbing boards, dollies and mangles. Pupils learn about significant events in British history, such as the Great Fire of London and the Gunpowder Plot. They have a good understanding of how these occurred and the people involved. Pupils also learn about outstanding characters such as Grace Darling and Florence Nightingale. They know the circumstances in which they helped people, the difficulties they encountered and the conditions in which they worked. Pupils express opinions on life in earlier times and appreciate that they have a much more comfortable life style now.

140. By the age of eleven, pupils give detailed accounts of life in the periods they study. They describe well, the daily routine of a Victorian housemaid and the very strict regime in Victorian schools. They thoughtfully compare period clothes, toys and household artefacts with the modern day equivalents. Pupils also demonstrate well their knowledge and understanding of the Tudor period. A visit to Little Moreton Hall provides a wonderful opportunity to learn about wealthy Tudor families. Pupils acknowledge that this experience enables them to gain far more insight than would be acquired by just studying books or watching videos. Pupils make good use of their Literacy skills on the visit, producing comprehensive notes to which they refer in subsequent lessons. All pupils, including those with special educational needs, retain a significant quantity of information, enabling them to describe their visit in detail and express informed opinions on the knowledge they have gained. While studying the Second World War, pupils successfully record the main events on a time line and accurately indicate, on a map of the British Isles, the major cities which were bombed. They correctly identify the European countries involved in the war and produce a key that clearly shows their allegiances. Pupils of all abilities demonstrate a keen interest in past events and endeavour to produce work of a good standard.

141. Teaching and learning are good. Teachers have good subject knowledge and lessons are brisk and stimulating. Resources are very well organised and varied and pupils are encouraged to use their initiative and work independently. Good support is provided for lower attaining pupils so that all are able to achieve well. Pupils are invited to express their opinions and preferences and justify their ideas, which they do well. Teachers know their pupils very well and select tasks which reflect their capabilities.

142. The curriculum is broad and balanced and is enriched by visits to the History of Transport museum, a Victorian centre in Shugborough and Little Moreton Hall. The subject is very well resourced and pupils benefit significantly from hands-on experiences.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

143. Pupils reach nationally expected standards in information and communication technology by the ages of seven and eleven. Standards have improved since the last inspection, especially in Year 3 to Year 6, where they were previously reported as below national expectations. Most pupils, including those with special educational needs, make satisfactory progress throughout the school and achieve satisfactorily, but more could be expected of higher attaining pupils, especially in Year 5 and Year 6. These pupils make less progress than they could, and underachieve in relation to their ability.

144. By the age of seven, pupils use computer software, for example to write reports of an artist's visit to the school. Printed work is well presented and has clearly been checked so that spellings and punctuation are correct. In a Year 2 lesson, pupils learned new skills and made good progress, when they developed pictures in the style of the artist Mondrian using a computer art program. At the end of the lesson several nearly completed pictures were saved, with the teacher's help, for further development in the next lesson. Pupils use simple data handling programs to draw graphs, and learn to control a programmable "robot" as it moves around the floor.

145. By the age of eleven, pupils are very confident and independent computer operators. They use the computer network efficiently, allowing teachers to focus on the subject in hand without undue distractions to overcome routine operational problems. Pupils make good progress and reach good standards in the "communicating information" strand of the subject. Younger pupils create science posters, for example about gases such as carbon dioxide. They learn simple layout techniques and combine text and pictures in their finished work. Older pupils write poems with titles such as "A Night in the Forest". These are skilfully

presented, using good combinations of text and graphic effects that add to the impact of their work. Pupils find information from the World-Wide-Web about subjects as diverse as Mary Queen of Scots and volcanoes, and they are learning that even after narrowing down the search using several keywords, the results may still produce more information than they can usefully use. Pupils use spreadsheets effectively to set up and explore simple computer models, for example to investigate purchasing a range of electrical goods to a fixed budget. In work on control technology, they write simple computer programs to create screen pictures based on geometrical shapes. There are no differences in the standards reached by boys and girls, and most pupils make satisfactory progress. However, higher attaining pupils are not challenged as much as they could be. For example, in both Year 6 lessons seen, teachers did not give these pupils sufficient opportunities to use what they already knew in developing for themselves their Internet search techniques.

146. The quality of teaching and learning in information and communication technology are both good throughout the school. Teaching weaknesses in subject knowledge, lack of confidence and low expectations at the last inspection have all been remedied, due principally to considerable investment in high quality computer systems and software and the introduction of a good scheme of work. All classes have access to one or more computer systems for general use. The computer suite is particularly well equipped and supports learning effectively. The new interactive whiteboards are very effective in supporting whole class teaching, and teachers make good use of them in demonstrating new skills at the start of the lesson. Lessons are a good mix of whole class teaching and independent practical pupil work. Lessons are brisk, and pupils make good progress because they have ample opportunities to practise, develop and apply new skills.

147. Pupils are highly motivated by information and communication technology and want to learn. Pupils' positive attitudes are a significant element in the relaxed, but purposeful lessons seen, and contribute well to the quality of learning that takes place. Teachers have very good relationships with their pupils, and manage them well. Lessons are relaxed and enjoyable, and pupils behave well. Teachers and support staff make good provision for pupils with special educational needs, including those from the Unit. They pair pupils sensitively, and provide good support in lessons so that they are able to join in successfully and make progress.

148. The school has satisfactorily addressed weakness in planning identified in the previous report. Long and medium term curriculum plans for information and communication technology are good. The scheme of work follows national guidelines for the subject and combines effectively information and communication technology and other National Curriculum subjects. It is well planned to develop pupils' knowledge, skills and understanding systematically as they get older. However, when devising lesson plans, teachers set the same work for all pupils. Whilst work is sufficiently challenging for most pupils, it does not always make high enough demands on higher attaining pupils, and therefore limits the progress they could make. There are, however, some exceptions. For example, a very good lesson combined information and communication technology and art and design. The teacher used good quality prints of paintings by Monet as a stimulus for developing pupils' understanding of impressionism. Pupils explored a range of techniques as they created for themselves impressionist style pictures based on those they were given. This required close observation and high levels of creative and technical effort by all pupils in the class. She was particularly demanding of some pupils, and their finished work captured the style extremely well.

149. The school has made good improvements in information and communication technology since the last inspection, especially in provision of learning resources and development of the curriculum. These have led to greatly improved staff confidence, and in

turn to rising pupils' standards. The coordinator and her assistant acknowledge the good development made since the last inspection, but also know that further developments are needed to maintain the trend. They lead the subject well, and have set out a number of significant targets in the subject development plan. These include the development of assessment procedures, which are barely satisfactory at present, curriculum planning to better meet the needs of higher attaining pupils and to exploit information and communication technology more in the general curriculum, and provision of staff training to further improve their expertise. The school is well set to build further on the improvements made since the last inspection.

## **MUSIC**

150. Pupils' in Year 2 reach the standards expected for their age. They sing hymns, and songs such as "London's Burning" in unison, with satisfactory control of rhythm and diction. However, pupils' sense of pitch is not as well developed as it could be, and singing is not generally in tune, although pupils do have a satisfactory feel for rising and falling pitch. Pupils know the names of percussion instruments such as claves and tambourines, which they hold and play correctly. They follow the teacher well in class performance, for example when clapping and tapping simple rhythm patterns to accompany the recitation of a poem. Pupils achieve satisfactorily in relation to their capability.

151. There is insufficient evidence to judge pupils' standards in Years 3 to 6 or the quality of teaching of music for any age group.

152. The school is well equipped for teaching music, and resources such as musical instruments from around the world make a good contribution to pupils' understanding of life in other societies, as do visits by performing artists and musicians. Resources and visits also add to pupils' enjoyment of the subject and to the standards they achieve.

## **PHYSICAL EDUCATION**

153. Insufficient evidence is available to make judgements concerning standards or teaching in physical education.

## **RELIGIOUS EDUCATION**

154. Standards at the end of Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus. All pupils in the school make satisfactory progress in improving their religious knowledge and understanding. This is a good improvement on the findings of the last inspection when older pupils were not provided with sufficient opportunities to attain expected standards and their progress was found to be unsatisfactory. Since the last inspection the locally Agreed Syllabus has been successfully introduced and provides a solid foundation for the planning and teaching of religious education.

155. Pupils in Years 1 and 2 learn about the principles of Christianity. Year 1 pupils listen carefully as their teacher reads the Old Testament story of Ruth and Naomi. They express opinions about the story deciding if it is a sad or happy story, and then consider friendship in relation to themselves. They know friendship means sharing and looking after each other. Their teacher was able to discuss the practicalities of friendship as she announced that a new pupil would be joining their class. Pupils were enthusiastic in their plans to make the newcomer welcome by smiling, making him laugh and showing him around. This lesson made a very good contribution to pupils' personal development as well as deepening their knowledge of Bible stories. The good quality department assemblies enhance the religious lessons in the infant department. During the week of inspection the infant pupils gathered



together to extend their knowledge of other faiths as they celebrated Divali. They listened closely to the story of Rama and Sita and understand that for Hindus this festival is like Christmas and New Year put together. The school is fortunate in having fully carpeted halls and the dignified atmosphere within the hall was enhanced by candlelight. Pupils develop a satisfactory understanding of the significance of Rangoli patterns on the doorstep and the tradition of Mendhi patterning. Pupils in Year 2 develop their knowledge of important characters such as Grace Darling appreciating the impact of her actions on other people, and discuss the significance of Poppy Day in preparation for Remembrance Sunday.

156. Pupils in Years 3 study the Christian version of Creation and work collaboratively to produce collage to show the developments during the seven days God took to make the world. They increase their knowledge of Old Testament stories when they listen to the story of Joseph the Dream Teller. They ask relevant questions about the story and respond appropriately when their teacher checks their recollection of Joseph's interpretation of the dreams. Pupils understand that dreams can also be aspirations and spend time carefully considering and recording their personal aspirations for the future. Pupils achieve well in this lesson gaining a satisfactory understanding of the Bible story and good progress in their personal development. In Year 4 pupils make their own Mendhi patterns in preparation for Divali and start to gain a deeper understanding of the traditions surrounding Judaism. They learn about the Jewish food laws and understand the importance of kosher food for Jewish people. Pupils know that Jewish people place a Mezuzah containing a special prayer on the doorpost of their homes. They work diligently to produce their own Mezuzahs and become sofres (scribes) as they write their individual private prayer on parchment ready to be sealed into the Mezuzah. Pupils make satisfactory progress in understanding religious beliefs and when they reflect on their own prayers, they make very good progress in their spiritual development.

157. Older pupils in the junior department continue to increase their knowledge of the Christian Jewish and Hindu faiths. They look closely at diagrams of orthodox and progressive synagogues noting the differences. They research the role of the Rabbi and make good use of their literacy skills to write to a Rabbi asking for information about his responsibilities and lifestyle. Pupils appreciate the significance of the Seder meal during Pesach and that Shabbat is the day of rest with food being prepared beforehand. During the week of inspection both Year 6 classes joined together for their religious education lesson. The two class teachers, the subject co-ordinator and the local vicar posed as a panel and pupils asked a variety of thoughtful questions to elicit the similarities and differences between Christianity, Judaism and Hinduism. This carefully prepared session gave pupils a variety of opportunities for personal development. They were able to question, listen carefully and show respect for the different views or beliefs expressed by panel members. Pupils respect the special books belonging to the different faiths and enjoy the competitive element of the quiz organised to see what they had learned from the session. This jointly organised session made a good impact on pupil's appreciation of different faiths with much discussion continuing as the pupils left the hall. A further excellent opportunity was given for Year 6 pupils to develop their spiritual awareness. This was the Divali assembly. The hall was appropriately arranged and the ceremony led by one of the teachers. A reverend and solemn atmosphere was created and pupils responded appropriately to the expectations of their teacher. There was absolute respect from pupils during the ceremonial washing and saffron signing on the forehead. Pupils understood that shoes were removed as a sign of respect for the holy area. They learned the significance of the bell, joss sticks and water. A final prayer of thanksgiving concluded the ceremony, which made an excellent contribution to pupil's religious knowledge and spiritual development.

158. Teaching of religious education is consistently good. Teachers' planning is linked with the locally agreed syllabus. Teachers have good subject knowledge and their work is

reinforced by the good use of artefacts. They plan work imaginatively and conscientiously. The strengths are in the very good relationships that teachers have with their pupils and the sensitive approach to discussing and understanding different faiths. The teaching of religious education, combined with the good role models presented by teachers and the planned assembly structure contributes well to the very good relationships, personal development and spiritual, moral, social and cultural provision that are strengths of the school. Pupils enjoy their lessons. They contribute sensibly and thoughtfully to discussions. All pupils including those who have special educational needs make satisfactory progress in learning about religion.

159. The co-ordinator is confident and enthusiastic and has a good overview of the subject. Good progress has been made since the last inspection in introducing the locally agreed syllabus and reviewing the assembly structure, and these have contributed to pupils' standards. The priorities for the future are appropriate and included in the school action plan. The use of information and communication technology is in the early stages. Staff are becoming aware of the availability of resources and preparing to include these appropriately within their planning. The subject is well resourced with appropriate and accessible artefacts and the intention is to supplement these as the need arises.