

INSPECTION REPORT

**Saint Andrew's Church of England Voluntary
Controlled Primary School**

Shifnal, Telford

LEA area: Shropshire

Unique reference number: 123500

Headteacher: Mr Adrian Marsh

Reporting inspector: Stafford Evans
21217

Dates of inspection: 17th - 20th September 2001

Inspection number: 196375

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Park Lane Shifnal Shropshire
Postcode:	TF11 9HD
Telephone number:	01952 460226
Fax number:	01952 463703
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jennifer Hurlstone
Date of previous inspection:	2 nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans 21217	Registered inspector	Mathematics Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr R. Watts 9399	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs D. Wilkinson 23048	Team inspector	Foundation Stage Design and technology Geography	How good are curricular and other opportunities?
Mr P. Isherwood 20301	Team inspector	Science History Religious education	
Mrs T. Galvin 21020	Team inspector	English Art Music	Pupils' attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Andrew's is a Church of England Voluntary Controlled primary school with a total of 283 pupils on roll aged 4 to 11 years. The school is bigger than other primary schools nationally. Attainment on entry to the reception class at the age of four is above that expected for children of this age. The percentage of pupils identified as having special educational needs - 16 per cent - is below the national average. Two pupils have a statement of special educational need. The percentage of pupils entitled to free school meals is below the national average. Two per cent of pupils are from ethnic minority backgrounds. A very small number of pupils speak English as an additional language. No pupil is at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

This is a good school with very good features and no significant weaknesses. The school gives good value for money. By the time pupils leave the school at 11 years of age, they attain standards that are well above the national average in English, mathematics and science. The quality of teaching and learning is good. The leadership and management of the school are very good.

What the school does well

- Pupils make a good start in school and achieve well by the time they leave.
- There is a very significant amount of good and very good teaching that positively affects pupils' learning. Teachers provide a broad and interesting range of work for the pupils, including those with special educational needs. This promotes the good achievement of all pupils.
- The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are very good. This also positively affects pupils' good quality of learning.
- There is a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. This has a positive impact on pupils' personal development and the relationships they form with one another.
- The headteacher provides very good leadership. He, very ably supported by the deputy headteacher, staff, governors and parents, creates an atmosphere within the school in which pupils are very keen and able to learn.

What could be improved. These areas for improvement are set in a context of a successful school in which there are no key issues.

- The school monitors and evaluates its performance well. However, there is a need to identify more clearly any significant differences between the achievements of boys and girls.
- When setting targets for what pupils are to attain, staff and governors do not use effectively information relating to standards achieved by similar schools. Therefore, targets are not always high enough.
- Assessment procedures are good for English and mathematics, but are less effective in supporting pupils' learning in other subjects.
- The quality and range of library books are unsatisfactory.

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 June 1997. The improvement made since the last inspection is very good. The school is very well placed to build upon this improvement. Standards are higher than at the time of the last inspection. Pupils in Years 1 and 2 attain very much higher than at the time of the last inspection. They attain well above expected levels for their age, compared with levels of attainment that were in line with national expectations at the time of the last inspection. The quality of teaching throughout the school is better. For example, there is no unsatisfactory teaching of pupils in Years 1 and 2. At the time of the last inspection one in four lessons was unsatisfactory. This was a key issue identified in the last report. Throughout the school the amount of very good and excellent teaching has increased from one in four lessons to one in three lessons. School development planning and strategic financial planning are much more effective now than at the time of the last inspection. Inspectors identified this as another key

issue for action last time. The work teachers prepare for the pupils to do is planned more effectively and an appropriate amount of time is allocated to each subject - key issues for action from the last inspection. The staff and governors have improved significantly the quality of accommodation.

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
	1998	1999	2000	2000
English	A	A	B	C
Mathematics	C	B	C	E
Science	B	A	B	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Inspection evidence indicates that standards of attainment are currently higher than those shown in the table above for 2000. Standards are well above average in English, mathematics and science. This also reflects the improvement in standards shown in the 2001 national tests. The percentage of pupils attaining the nationally expected level of attainment increased in 2001 from 76 per cent to 85 per cent in English, 68 per cent to 81 per cent in mathematics and 88 per cent to 98 per cent in science. By the time pupils leave at 11 years of age they achieve well in relation to their prior attainment in English, mathematics, science and information and communication technology. Pupils by the time they enter Year 1 make good progress and attain above nationally expected standards. Pupils build on this progress well and by the end of Year 2 attain highly in reading, writing and mathematics. They attain above national expectations in other subjects, except music and information and communication technology, which are in line with national expectations. Targets for pupils by the end of Year 2 are set at an appropriate level. They are challenging and indicate high expectations in comparison with similar schools. Their targets for 2001 were mainly met. Pupils by the end of Year 6 broadly met their targets in English and mathematics, and exceeded them in science. The targets for 2002 are broadly the same. These targets compared with the standards attained by similar schools are average for English and mathematics and well below average for science. The targets do not reflect the high expectations for attainment found in lessons during the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. They are very interested in school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are polite to each other and to adults, and look after their own property as well as that of others. There are no exclusions.
Personal development and relationships	Pupils have very good relationships with one another and with the adults in the school. Their personal development is very good. Pupils respect other people's differences, show initiative and willingly take responsibility.
Attendance	For the last two years, attendance has been very high in comparison with the national average. There is little or no unauthorised absence and few pupils are late. This excellent attendance contributes to the good progress pupils make.

TEACHING AND LEARNING

Teaching of pupils in:	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 is good. Throughout the school, the teaching has many strengths and no significant weaknesses. The strengths include: the teaching of basic skills, including literacy and numeracy, the very good management of pupils' behaviour, teachers' secure subject knowledge and the effective use of appropriate teaching methods. Support staff make a very positive contribution to pupils' learning. The quality of teaching in English and mathematics is good. The quality of teaching of pupils identified as having special educational needs is good. The needs of the highest attaining pupils are met satisfactorily, including pupils identified as gifted and talented.

The quality of pupils' learning is good. Pupils are very keen to learn and work very hard. They show interest in what they learn, concentrate well and, from the earliest age, work independently. When appropriate they work co-operatively and collaboratively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-planned curriculum for children in the Foundation Stage covers all the national Early Learning Goals. ¹ The school provides a broad range of work that is interesting and relevant to pupils in Years 2 to 6.
Provision for pupils with special educational needs	The school's programme for pupils with special educational needs is good. It is effectively organised to identify pupils who need additional help. This ensures they make similar progress to that of their classmates. Support given to pupils with statements of special educational need is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is very good and is set within a strong Christian ethos.
How well the school cares for its pupils	The school is a caring harmonious community where pupils feel secure. Members of staff treat the pupils with understanding and respect. Procedures for child protection are in place. Overall, procedures for monitoring and improving academic performance are satisfactory. The school has good procedures for assessing pupils' progress in English and mathematics, but these are informal for many of the other subjects.

The school has effective links with parents. Parents give very good support to the school.

¹ These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal and social and emotional development. Most children should reach the early learning goals by the time they enter Year 1.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher demonstrates a very clear vision of what sort of school it should be and puts pupils and their achievements first. He is very ably supported by the deputy headteacher. There is a very good sense of team spirit among staff and a definite shared commitment to succeed. Team leaders and subject co-ordinators make a good contribution to the success of the school.
How well the governors fulfil their responsibilities	The governors are very well organised and thorough in their approach. They have a very good grasp of the strengths and weaknesses of the school. They work closely with the staff in their efforts to achieve high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and areas that require development, and takes very effective action to secure improvement. The only area that requires attention relates to monitoring more effectively gender issues in pupils' attainment.
The strategic use of resources	Resources are managed very well and the principles of best value applied effectively in the main. The exception is the lack of use made of comparisons with similar schools to determine how well their school performs. The school is adequately staffed and the quality of accommodation is good. There are sufficient learning resources in all subjects, but the range and quality of library books are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy-four questionnaires were returned. This was 26 per cent of those sent out. Fourteen parents made a written response. Eight parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • There are concerns expressed over progress of the older pupils in mixed-age classes and the extent to which some subjects other than mathematics and English were being squeezed for time. • Another area of concern for a small minority of parents was for the amount of homework. However, opinion was divided as to whether this is too much or too little.

Parents think that this is a good school and the inspection confirms this opinion. Inspectors agree with positive features identified by the parents. The inspection found that the use of homework was at least satisfactory. Pupils in the mixed-age classes make good progress and, whilst standards are not as high in subjects other than English, mathematics and science, they are at least satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve well by the time they leave the school. Throughout the school pupils achieve high standards in English, mathematics and science, doing especially well by the age of seven. Standards in reading, writing and mathematics achieved by pupils by the end of Year 2 are very high in comparison with all other schools, and those similar to Saint Andrew's. This is reflected in their results in the 2000 national tests. Standards in other subjects are not as high, although they are mainly higher than those found in most schools. In information and communication technology and music standards are satisfactory. Pupils, including those identified as having special educational needs, achieve well by the end of Year 2.
2. Standards in Years 1 and 2 have improved significantly when compared to standards at the time of the last inspection. The main reason for the improvement is the very much better quality of teaching and learning. Work matches more accurately the varying needs of pupils, teachers have high expectations of what all pupils can achieve and pupils work harder. The results of the assessment of pupils are now used effectively to plan appropriate work. Also, teachers are clear about what they want to teach in a lesson and what pupils are to learn. All these factors positively affect learning and ensure pupils achieve well.
3. By the end of Year 6, the high standards pupils attain in English and science reflects broadly similar standards achieved by the school over recent years. The high standards in mathematics represent a significant improvement. The school's recent emphasis on improving the teaching of numeracy has helped raise standards. Further well-planned strategies for teaching numeracy are about to be implemented to consolidate and build on the improvement. These latter two points are referred to in detail in the mathematics subject section in Part D of the report. Since the last inspection, standards by the end of Year 6 in other subjects have mainly been maintained at a level that is higher than that found in most schools. Music standards have fallen to match nationally expected standards. This is because a specialist music teacher has left and her replacement is absent long-term due to illness. A programme of in-service training is planned to improve the teachers' subject knowledge in music and to raise awareness of appropriate teaching strategies for the subject.
4. Attainment on entry to the reception class at the age of four is above that expected for children of this age. This is confirmed by the careful assessment of the children on entry. The challenging activities provided help children to make good progress and, by the end of the Foundation Stage, most children attain, and many exceed, the Early Learning Goals. This is an improvement since the school was previously inspected.
5. Pupils with special educational needs make good progress towards their individual education plan targets. The progress in English is particularly good because of the support pupils receive when working towards their individual targets. Pupils with special educational needs have very good attitudes to their work and this has a positive effect on the progress they make. Targets for pupils aged 7 are set at an appropriate level. They are challenging and indicate high expectations in comparison with similar schools. Their targets for 2001 were mainly met. Pupils aged 11 broadly met their targets in English and mathematics, and exceeded them in science. The targets for 2002 are broadly the same. These targets compared with the standards attained by similar schools are average for English and mathematics and well below average for science. The targets do not reflect the high expectations for attainment found in lessons during the inspection.

Pupils' attitudes, values and personal development

6. The pupils' attitudes to the school, behaviour, personal development, and relationships within the school community, are very good. This has a very positive effect on their learning. Pupils' attitudes and relationships have improved from good to very good since the previous inspection. Parents overwhelmingly feel that their children like school and that their behaviour is good.
7. Relationships within the school are very good. This is because staff have a calm, friendly manner and they set a very good example of the school's ethos of care and consideration for others. This promotes very effectively the very good relationships between pupils and teachers, and amongst pupils. It has a very positive effect on pupils' learning. As a result, pupils show courtesy and respect when speaking to staff, to visitors and to each other; for example, they readily say 'excuse me' and 'thank you'. Throughout the school pupils show respect for equipment and one another's property; for instance, they use books and computers with care. They listen with courtesy and respect to their teachers and to each other showing that they value what people say, for instance, in assemblies.
8. Children's attitudes and behaviour in the reception class are very good. They show very good levels of concentration, initiative and independence for their age because the teacher encourages this. Children share resources and work together as friends; for example, when they carefully used scissors, glue and a variety of papers to make attractive hats for Barnaby Bear's birthday party. These very good attitudes continue throughout the school. In a Years 5/6 literacy lesson pupils listened attentively to other pupils reading the dialogue between the Prince and Sleeping Beauty that they had written.
9. The behaviour of the vast majority of pupils is very good. This is because teachers have a friendly yet firm approach to what is acceptable and unacceptable behaviour. As a result pupils' behaviour is often exemplary in assemblies and in the dining room. They move around the school in a very orderly manner. Boys and girls get on very well with each other. Pupils are kind to one another. They play and work together as friends; for example, they readily include the few pupils from different ethnic backgrounds. Discussions with pupils show that they know the rules for good behaviour at playtimes and what to do if they are bullied. They are confident that the teachers would deal effectively with any incidents if they occurred. No pupils have been excluded from the school. This is an improvement since the previous inspection when one pupil had been excluded for a fixed period.
10. Teachers provide many activities that promote very effectively pupils' personal development, sense of community and citizenship. As a result pupils of all ages willingly take responsibility in the classroom and around the school. They act as monitors for equipment and Year 6 pupils take it in turn to work the CD player and overhead projector in assemblies. Pupils often make decisions about their work and evaluate meaningfully their own work and that of other pupils. Years 1/2 pupils evaluated the bookmarks they had made in design and technology to see if they were similar to their original design and tested them to see if they worked well. All pupils show care and consideration for others through helping to raise considerable funds for charity.
11. For the last two years, attendance has been very high in comparison with the national average. There is little or no unauthorised absence and few pupils are late. This excellent attendance contributes to the good progress pupils make.

HOW WELL ARE PUPILS TAUGHT?

12. Throughout the school, the quality of teaching is good in all subjects except music, in which it is satisfactory. Teaching is satisfactory or better in 98 per cent of lessons. It is excellent in ² per cent, very good in 36 per cent, good in 37 per cent and satisfactory in 23 per cent. It is unsatisfactory in 2 per cent of lessons. Teaching is a strength of the school and has a positive effect on pupils' attainment and progress. It is better than at the time of the last inspection. The biggest improvement is in the quality of teaching of children in the Foundation Stage and pupils in Years 1 and 2.
13. Teaching for children in the Foundation Stage in the reception class is good and this has a positive effect on their learning. Staff manage children's behaviour very well. The very good relationships that they have with them, clearly established classroom routines and the good organisation of resources underpin the staff's approach to managing the children's behaviour. Staff frequently praise children's efforts and achievements and this fosters their confidence and learning. They teach basic skills well, such as number work in mathematical development. There are good assessment procedures for tracking children's progress, which staff use successfully to plan the next steps in children's learning. Support staff are deployed effectively in lessons and make a positive contribution.
14. In the teaching of pupils in Years 1 to 6, teachers' planning shows clearly what is to be taught and learnt. This ensures pupils know what is expected of them in lessons and their learning is very focused. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. These teaching approaches motivate pupils and give them the chance to work co-operatively and collaboratively, and thereby significantly contribute to their personal development.
15. Teachers use time and resources efficiently. Their use of computers to support pupils' learning is a particular strength in Years 3 to 6. The use of interactive whiteboards provides frequent opportunities for the use of information and communication technology to support learning in mathematics, English, art and geography. Pupils respond by being attentive and keen learners. The use that teachers make of computers to support pupils learning in Years 1 and 2 is satisfactory.
16. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils knowledge and understanding of the work they complete. Pupils' behaviour is managed very effectively. As a result little time is wasted in lessons and the pupils have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff effectively to support pupils' learning. Support staff contribute positively to pupils' progress.
17. There is room for improvement in some aspects of teaching some pupils in Years 5 and 6. Work is not always matched accurately to the varying needs of these pupils. This is particularly relevant in mathematics regarding a small number of lower attaining boys. In a very small minority of information and communication technology lessons, there is a lack of confidence on the part of the teacher and this results in a slow pace to the lesson. This adversely affects pupils' learning.
18. There is early identification of special educational need, which enables teachers to address any possible issues. There are good quality individual education plans. Most targets are clear and measurable; for example, being able to read certain letter sounds.

² 2 per cent represents one lesson.

Individual education plans are linked particularly well to the English aspect of the National Curriculum. Teachers are aware of the needs of all their pupils. In lessons, pupils with special educational needs are well supported both by teachers and support assistants. The careful planning of programmes by teachers and special educational needs support staff ensure that pupils with statements of special educational needs achieve well.

19. The quality of literacy and numeracy teaching is good. The following are examples of how good quality teaching positively affected pupils' learning:
- In a Years 1/2 literacy lesson about writing instructions, the teaching and learning were very good. The teacher demonstrated very secure knowledge of the National Literacy Strategy. This meant pupils spent appropriate amounts of time listening, answering questions and working independently. The teacher questioned the pupils skilfully so that they were challenged intellectually and encouraged to bring previous learning to bear in formulating their answers. The teacher matched carefully the work to pupils' varying needs. For example, more able pupils wrote all their sentences unaided. They achieved standards that were at least a level higher than that expected for pupils this age.
 - The teaching and learning were very good in a Years 3/4 literacy lesson on persuasive writing based on a Victorian story. Lesson planning was of very high quality. Pupils' work was very carefully matched to their varying needs. This, allied to the very good support from learning support staff, ensured pupils with special educational needs made very good progress. Support staff were very clear what pupils needed to learn and skilfully developed their ability to write in full sentences in a persuasive way. There was a very good atmosphere for learning that had a positive effect on standards. The key to the creation of this atmosphere was the very good relationships between teacher and pupils.
 - In a Years 3/4 excellent numeracy lesson about solving problems using subtraction, pupils achieved highly. Higher attainers were working at two levels above that expected for their age. Very skilled questioning involved all pupils. This meant that the brighter pupils were challenged appropriately and the pupils with special educational needs answered questions that extended their knowledge but did not exclude them because they were too hard. The activity was very challenging - indicative of the teacher's high expectations - and pupils responded by working with sustained concentration.

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

20. The curriculum has improved since the school was last inspected and all the issues identified then have been addressed. Provision is now good. The curriculum for children in the Foundation Stage is good. It is well planned, and the challenging and interesting activities help children to make good progress. Pupils in Years 1 to 6 are given a rich range of learning experiences, which motivate pupils well and ensure that they continue to make good progress. The school meets the requirements of the National Curriculum and local authority guidelines for religious education. Long, medium and short term planning are effective in ensuring that pupils build on and extend their skills and knowledge.
21. The curriculum for the core subjects of English, mathematics and science is good, and the National Literacy and Numeracy Strategies have been implemented well. This good provision provides effective support in helping the school to achieve standards well above the national average in these subjects. Teachers continue to adapt effectively the national guidance for other subjects to meet the needs of all pupils in the school. This has improved the weaknesses identified in the last report in the coverage of different aspects in some subjects, such as information and communication technology and geography. Many subjects are taught through an 'umbrella topic' such as Earth and

Space, but careful planning ensures that there is full coverage of the National Curriculum. Teachers organise the curriculum effectively to meet the needs of pupils in the mixed-age classes. Year 6 pupils report that learning is always interesting and is fun. Curriculum planning in the foundation subjects and religious education supports pupils' learning and helps most pupils to reach standards that are above national expectations in nearly all subjects.

22. The school makes good provision for pupils' personal, social and health education and this is an improvement since the last inspection. This contributes significantly to the very good personal development of pupils. Teachers implemented recently a new programme of work based on national guidelines. The programme includes coverage of sex education and drugs awareness and is taught through science and religious education, as well as personal, social and health education lessons. This is well planned to meet the needs of pupils as they move through the school.
23. Equality of access and opportunity is satisfactory for most pupils, although the school does not effectively analyse standards to identify if there are any significant differences in the attainment of boys and girls. The majority of pupils have full access to the curriculum at a level that matches their abilities and prior attainment. Teachers set challenging work for pupils of all abilities. Pupils with special educational needs have full access to the curriculum and the provision for them is good. They are fully included in all aspects of the school life and this has a positive effect on their progress and developing their self-esteem. When they are withdrawn from lessons it is part of a well thought out programme. Outside agencies, such as the educational psychology service and the learning support advisory teacher, have a positive impact on the school's provision for pupils with special educational needs.
24. The school has very good links with the community, which makes a very effective contribution to the pupils' opportunities for learning. Visitors to the school, such as an Indian dancer and members of a local history group, make learning relevant and interesting. Pupils thoroughly enjoy the visits they make to places such as Quarry Bank Mill, and these occasions help them to make good gains in skills and knowledge in subjects such as geography, history and science. Good links with the local church also promote learning in religious education. The residential visits for pupils in Years 5 and 6 enrich the curriculum for both academic and personal development.
25. There is a good range of extra-curricular activities provided, both at lunchtime and after school, which pupils enjoy. These include mathematics, music and creative activities as well as sports. They are very popular and all pupils from Years 1 to 6 attend at least one club.
26. The links with other education providers in the area are good. Very good links with local pre-school providers help make the children's transfer to school a positive experience. There are good and well-established links with the local secondary school to which most pupils transfer. These good links helps the smooth transfer of Year 6 pupils. The local secondary school has been awarded Sports' College status for physical education. St. Andrew's, in conjunction with the secondary school, benefits from this enhanced provision.
27. The provision for the spiritual, moral, social and cultural development of pupils from Years 1 to 6, and children the reception class, is very good. It has a very significant effect on pupils' learning within a strong Christian ethos. The school has maintained the high standards noted in the previous inspection. Collective worship makes a significant contribution to pupils' spiritual development. Time is provided for stillness, prayer and reflection, and singing and music contribute to the feeling of spirituality. In a whole school collective worship, the headteacher brought out the Christian value of forgiveness very

well when he told the bible story of David and Absalom. Teachers also provide time for prayer and reflection at the end of the school day and pupils often contribute to this. The vicar takes collective worship regularly and is also involved in the classroom, for instance in the reception class. Pupils take part regularly in services at the local church. Displays of candles and religious artefacts, such as a bible, in the hall and in classrooms contribute positively to pupils' development. Pupils are also helped and encouraged to develop a spiritual awareness through subjects such as religious education, art, music and science.

28. The school promotes very strongly pupils' moral development through the very good example that staff give of care and respect for others. For example, they listen carefully and with genuine interest to what pupils have to say and this shows that they value pupils' contributions. An outstanding feature is that staff consistently praise and encourage pupils' efforts and achievements in their work and behaviour. This raises pupils' self-esteem and confidence, and motivates them to learn and behave very well. Staff have a friendly yet firm approach to managing pupils and ensure that pupils are aware of the need to take responsibility for their own actions. As a result pupils are developing a clear sense of right and wrong. They know the rules about acceptable behaviour at lunchtime, playtimes and in lessons. Teachers promote moral development very well through collective worship. In class assemblies during the inspection, staff gave pupils time to discuss and reflect upon the qualities that make a good friend. Most parents feel that the school helps their children to become mature and responsible.
29. The very good relationships between everyone in the school underpin the very good provision for pupils' social development. Teachers give pupils of all ages many activities in which they practice and develop their social skills. They encourage pupils to work together as friends in pairs or groups in lessons, for example, in literacy, information and communication technology and science. Teachers expect pupils to be courteous and to show respect towards each other and to property. The success of this approach is shown in pupils' courteous and very good behaviour. Teachers often ask pupils to comment upon the good features in the work of other pupils during lessons and they readily praise other's achievements. Teachers effectively use topic work to encourage pupils to think about environmental issues, such as the rainforests in reception and poverty in India in Years 5/6. The school provides a council with representatives from Years 2 to 6 pupils, staff and a governor. This allows pupils to contribute positively to decisions that are taken in the school, for example changes to the school uniform. Teachers make very good use of the school's attractive grounds and visits into the wider community to promote pupils' social development. Years 3/4 pupils helped to design the school grounds and Years 5/6 pupils have a residential visit each year.
30. Teachers promote pupils' understanding very effectively through subjects, such as art, music, geography, and history, pupils' own cultural traditions and the diversity and richness of other cultures. Pupils listen to a wide range of music, for instance jazz and classical music. They study the work of famous artists, such as Kandinsky and Seurat, and study important periods in British history, such as the Victorians. Christianity and other faiths are studied in religious education, for example Hinduism and Islam, and the main religious festivals of Christianity and other faiths are celebrated. Teachers provide a wide range of educational visits that make a significant contribution to pupils' development. The Years 1/2 pupils' visit to the Shamiana exhibition and the quilt they made as a result of this visit make a positive contribution to pupils' understanding of other cultures. Visitors from the community also make the provision better; for example, woodwind and string musicians contribute to pupils' work in music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school is a caring harmonious community where pupils feel secure. Parents are happy to entrust their children to the school's good procedures. All staff are well trained to look after pupils' general welfare and specifically those who are sick or who have accidents. Child protection procedures are good and meet local guidelines. Although there have been no cases for some time, the designated teacher and staff are trained and aware of the action to take should the need arise. Pupils are made aware of risks they face in life and how to protect themselves. For example, in Year 6 pupils spend a day attending the 'Crucial Crew' course when they learn how to help themselves and others in response to many kinds of emergencies. Pupils with statements of special educational need receive very good care and support from their assigned helpers and are well integrated into school life.
32. Procedures for managing pupil behaviour are very good because, although there is no explicit formal system of reward and sanction, pupils' self esteem and self discipline is raised to a high level as they move through the school. Staff consistently and effectively use praise to motivate pupils to behave well and help others to improve where there are lapses. On the few occasions when it occurs, staff deal with bullying with firmness. The positive and caring ethos encourages pupils to treat each other with consideration. Incidents of racist abuse are rare and dealt with well by explaining the effect they have on the victims. The school uses personal and social education lessons, assemblies and good role modelling by staff to promote high standards of personal development amongst pupils. Attendance is satisfactorily monitored, although there has been some confusion about what constitutes the legal record of attendance. However, this confusion, which has now been resolved, has not diminished the efficiency of checking reasons for absence or the accuracy of the official absence return.
33. Overall procedures for monitoring and improving academic performance are satisfactory and have made good progress since the previous inspection. The school has good procedures for assessing pupils' progress in English and mathematics, but these are informal for many of the other subjects. Opportunities for assessment are included in lesson plans and teachers make notes on the success or otherwise of lessons. Whilst these are used well to record overall progress for the class and modify teaching methods or content for subsequent lessons, they are not consistently used to record what individual pupils have learnt. In mathematics and English, there is a good whole-school system, started last year, for recording when pupils reach specific National Curriculum objectives. This allows teachers to identify what pupils need to progress to the next stage, but this information is not yet widely used to set individual or group targets. In Years 2 and 6, however, as preparation for taking their end of key stage assessment tests, there is a more detailed analysis of what individuals need to learn. From this, teachers set pupils learning targets that are shared with their parents, who can then help them learn. This is a very effective system and has helped to raise standards to the high levels they currently occupy. Furthermore, detailed analysis of mathematics test results and samples of pupils writing enables teachers to concentrate on aspects found to need improvement.
34. All pupils take annual tests at the end of the year to measure their performance in English, mathematics and science and these results are recorded so that teachers can track their progress as they move up the school. This is not yet in an easily usable form, however, particularly to analyse data for performance of different groups, such as boys or girls. Teachers use other tests at the start of the year to place pupils in teaching groups in these main subjects. There is currently some duplication of effort in testing and a review may improve its efficiency. Assessment in science takes place once a year in the form of an investigation. Assessment in other subjects is informal and, whilst teachers have a general overall knowledge of what pupils know, is not yet focused enough on

specific skills, knowledge and understanding to raise standards in those subjects to a similar level to those in mathematics, English and science.

35. The school has good procedures for identifying special educational needs. Class teachers and the special educational needs co-ordinator work effectively to identify areas of need and to set specific targets for pupils. The procedures for assessing the needs of pupils with special educational needs are good. Progress towards individual targets is checked regularly and as a result teachers are able to modify targets when necessary. There are good links with the educational psychological service and Learning Support Service. The school uses the advice and support from these services very well to develop pupils' learning. There is special educational needs register; this is reviewed on a regular basis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents think that this is a good school and the inspection confirms this opinion. At the meeting held before the inspection, parents expressed their strong support for the school, its very good ethos, the commitment of all the staff, the leadership of the headteacher and the standards of academic and personal achievement of pupils. There were minor concerns over progress of the older pupils in mixed-age classes and the extent to which some subjects other than mathematics and English were being squeezed for time. In the questionnaire - detailed results given in Part C - all elements were positive. The only minor area of concern was for the amount of homework. However, opinion was divided as to whether this was too much or too little. The inspection found that the use of homework was at least satisfactory. Pupils in the mixed-age classes make good progress and, whilst standards in the minor subjects are not as high as in English, mathematics and science, they are at least satisfactory.
37. The school has effective links with parents. General information is regular and useful. Pupil reports have improved since the previous inspection and give satisfactory details of progress in all subjects. They lack targets for improvement, however, and statements about the level of attainment in relation to national expectations. Parents are given general descriptions of the knowledge expected, however. In some classes, parents are told of the content of future work to enable them to help from home, but this is not consistent. Parents are encouraged to help in school, but are not asked to help in literacy or numeracy lessons.
38. Parents give very good support to the school. Some pupils can read when they join the reception class and throughout the school parents help their children make very good progress in reading. They support homework and guide their child through home research into topics. The Parent Teachers' Association raises prodigious amounts for school resources and organises activities, which make the school a central part of the community. It is noticeable, for example, how well the school grounds are respected, even though they contain many objects that, in other areas, would be targets for vandalism.
39. There are good links with parents of children with special educational needs. Teachers inform parents at an early stage if there are concerns about a child's learning. Parents are informed regularly about their child's progress and are given copies of individual education plans so they can help develop learning at home. The special educational needs co-ordinator is at present reviewing the role of parents in setting targets. Opportunities for pupils to develop their independence skills by contributing to their own targets are very limited.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school is very well led by the headteacher who provides influential and supportive leadership. By teaching regularly, the headteacher leads from the front to promote good teaching. The deputy headteacher and senior teacher, who together with the headteacher provide a very good senior management team for the school, very ably support him. The headteacher's commitment to providing a high quality learning environment is reflected in the 'Investors in People' Award. He makes it a priority to value everyone within the school community and ensure they develop their full potential. This creates a very positive ethos, which reflects the school's commitment to a very effective learning environment, very good relationships and equality of opportunity for all, whilst maintaining a strong Christian identity.
41. All staff very ably support the headteacher. There exists a very good team spirit among all the staff and there is a shared commitment to achieve high standards. The headteacher, senior teachers and representatives of the local education authority monitor teaching and learning effectively. Subject co-ordinators provide good leadership overall. However, within their monitoring procedures they do not look closely enough at any differences in the attainment of boys and girls. This is the only significant weakness identified by the inspectors. The co-ordination of special educational needs is good. The special educational needs co-ordinator performs her role effectively, meeting fully the recommendations of the Code of Practice³ for special educational needs. There are good procedures in place to ensure that all pupils with special educational needs receive the help and support they need.
42. There have been significant changes over the last few years in the make-up of the governing body. This has not diminished its effectiveness. The governors are very well organised and thorough in their approach. There is a good planned programme of training for the new governors. The governors are active in the life of the school and keep themselves very well informed about what is going on in school. They make regular visits and report back to meetings of the governing body. They have a very clear picture of how the school performs. The governing body fulfils all statutory requirements. The performance management arrangements are good and meet requirements.
43. School development planning is very good. It clearly identifies appropriate priorities and makes the raising of standards the basis of all developments. The school takes effective action to meet its targets. This is confirmed by the very significant improvements made since the last inspection and the current steps taken to raise standards in mathematics. There is effective long term strategic financial planning. This is an improvement since the last inspection. The deficit budget has been eradicated. The school applies effectively the principles of best value. The money allocated to the school is slightly lower than that allocated to schools nationally, and the school gives good value for money. The school has the potential to be a good provider of initial teacher training.
44. There is a good match of staff to meet the demands of the curriculum. There is a good mix of recently qualified and more experienced staff. There are very good procedures for supporting new teachers to the school and these procedures are implemented very effectively. The school plans carefully when putting teachers in charge of subjects. Expertise in English is particularly strong and this has a positive effect on raising standards. The school has recognised that not all staff are confident in the teaching of music and is arranging in-service training to develop teacher expertise. The number of support staff is adequate to meet the needs of pupils. The very high quality of the support given to pupils has a very good effect on learning. All staff have very good opportunities

³ Code of Practice -- this gives advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

to undertake training. This is very well planned, linking closely with the school development plan and the individual's own needs. The school rightly takes great pride in developing its staff's potential. This was a significant factor in the school gaining 'Investors In People' Status. The administrative, caretaking and lunchtime staff all make very valuable and valued contributions to the running of the school and the welfare of the pupils. The school makes good use of new technologies.

45. The school has recently encountered difficulties in recruiting teaching staff. The number of applicants for posts has fallen, giving the school restricted choice. Budget constraints mean that the school is unable to offer extra points to attract more experienced teachers.
46. The previous inspection report said that accommodation was basically adequate. The staff, pupils, parents and governors have worked very hard to improve the situation. The accommodation is now good and it is used very effectively to develop learning. An extra room has been provided and the outside area is used effectively to enhance most of the subject areas. The garden, designed and planned by pupils aged from seven to nine years, is used effectively in project work. Physical education is enhanced by the use of the large field. Teachers and pupils carry out investigative work in science and geography using the school grounds. There is a secure play area for the youngest children, but this does not allow them to develop fully their independence and physical skills such as climbing and cycling.
47. The provision of learning resources is adequate to meet the needs of the curriculum. The school has made good progress in improving the resources since the previous inspection. The improvements have been made largely through special initiatives, for example, in purchasing information and communication technology equipment, or by donations from the school's parent-teacher association. The number and quality of books in the school library is not conducive to encouraging pupils to read a wide range of material. A lack of outdoor climbing equipment and large play equipment restricts opportunities for children aged under five years to take part in independent play activities. The school makes good use of the resources. Where there are shortages, for example artefacts in religious education, the school augments them by using the local authority loan service. Very good use is made of resources outside the school; for example, visiting Stratford, the Egyptology gallery and Quarry Bank Mill.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In the context of a successful school in which there are no key issues, the headteacher and staff, with the support of the governing body, should:
 - improve assessment procedures in subjects other than English and mathematics as part of the school's strategies for raising standards further; (paragraphs 34, 80, 84, 95, 101, 111, 115, and 122)
 - identify significant differences between the achievements of boys and girls. Then put in place any necessary strategies to deal with any issues arising from this analysis; (paragraphs 41 and 67)
 - consider attainment of similar schools when setting annual targets for attainment of pupils aged 11 within the school, so targets are appropriately challenging; (paragraph 5)
 - when funds permit, improve the quality and range of library books available. (paragraphs 47 and 63).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

56

Number of discussions with staff, governors, other adults and pupils

29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	20	21	13	1	0	0
Percentage	2	36	37	23	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	266
Number of full-time pupils known to be eligible for free school meals	18
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	46
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	20	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	20	20	20
	Girls	20	20	20
	Total	40	40	40
Percentage of pupils at NC Level 2 or above	School	100 (90)	100 (92)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	20	20	20
	Girls	20	20	20
	Total	40	40	40
Percentage of pupils at NC Level 2 or above	School	100 (92)	100 (100)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	24	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	16	20
	Girls	22	18	24
	Total	38	34	44
Percentage of pupils at NC Level 4 or above	School	76 (88)	68 (80)	88 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	20	16
	Girls	22	23	22
	Total	41	43	38
Percentage of pupils at NC Level 4 or above	School	82 (88)	86 (88)	76 (100)
	National	70 (68)	72 (69)	79 (75)

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	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	242
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	24.2
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	109

FTE means full-time equivalent.

Financial information

Financial year	2000-01
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	£
Total income	473,895
Total expenditure	469,760
Expenditure per pupil	1,740
Balance brought forward from previous year	0

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	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 26%

Number of questionnaires sent out	283
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	49	47	1	0	3
My child gets the right amount of work to do at home.	24	52	20	4	0
The teaching is good.	50	49	1	0	0
I am kept well informed about how my child is getting on.	26	60	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	4	0	0
The school expects my child to work hard and achieve his or her best.	50	46	4	0	0
The school works closely with parents.	22	68	9	1	0
The school is well led and managed.	42	46	9	0	3
The school is helping my child become mature and responsible.	46	46	5	0	3
The school provides an interesting range of activities outside lessons.	36	53	5	3	3

Other issues raised by parents

There were minor concerns over progress of the older pupils in mixed-age classes and the extent to which some subjects other than mathematics and English were being squeezed for time.

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

49. The school admits children to the reception class in the term in which they reach their fifth birthday. At the time of the inspection there were 14 children in the class. The induction procedures are very good. The teacher establishes good links with the parents before their children start school. The teacher maintains these good links through daily contact and the use of homework. Children settle quickly in to school routines. Most experience pre-school provision prior to starting school. When children enter the reception class their attainment is mainly above average when compared to that of other children nationally of their age. This is confirmed by entry testing information. The challenging activities provided by the staff help children to make good progress and, by the end of the Foundation Stage, most children attain, and many children exceed, the Early Learning Goals. This is an improvement since the school was previously inspected.
50. The teacher plans the curriculum well to meet the needs of the children. This is because the reception class teacher assesses the achievements of children well and so the activities provide effective challenge, which ensures they make good progress. The teacher gives careful thought to provide coverage of each area of learning, with emphasis being given to encouraging children's personal development, and their literacy and numeracy skills. This is an improvement since the last inspection when the curriculum was underdeveloped and the provision for outdoor play was unsatisfactory. Children now have access to outdoor covered areas and a courtyard. However, there is not a secure hard surfaced play area and there is still a lack of climbing equipment specifically for the youngest children. However, the arrangements to help children develop their skills ensure they make at least satisfactory progress in their physical development.
51. The quality of teaching is good with a significant amount of very good teaching. This is better than when the school was last inspected where teaching ranged from good to unsatisfactory. The effective teaching and learning encourages good progress. This is mainly because the teacher is very well organised and has high expectations of what children can achieve. She sets challenging activities, using well matched and stimulating resources to help children learn. The very good system for assessing the skills and knowledge that children have acquired in a lesson means that planning for the next stage in learning is particularly well focused. When the experienced learning support assistant works with a group, close teamwork with the teacher and good expertise ensures the children make equally good progress.
52. The good quality teaching and learning experiences provide a good platform on which children can build and make further progress when they enter Year 1. This makes a positive contribution to the well above average standards achieved by the time pupils are seven and eleven.

Personal, social and emotional development

53. When children enter the school, their attainment in this aspect is above that of most children of their age. The school takes good account of this and plans its provision accordingly. Both the teaching and curriculum in this area of learning are good and very nearly all children exceed the Early Learning Goals by the time they enter Year 1. The behaviour of children and the attitudes they have to their work are very good. This helps them to listen well and concentrate hard, and supports the good progress they make in all areas of learning. Children work and play well together even when they are engaged in activities where they are not directly supervised. They show a good degree of confidence and, from the time they enter the school, begin to take responsibility for different tasks. Good promotion of this aspect means children gain a good understanding of the consequences of their actions and this helps them to form good relationships. Children are confident and friendly, and independence is encouraged through 'Plan, do and review

sessions', where children select their activities and review them at the end of the session. Children take responsibility for getting out and putting away equipment. This helps them to learn routines, which will benefit them as they move through the school.

Communication, language and literacy

54. On entry to the reception class, children's communication, language and literacy skills are above those seen in children of a similar age. A very careful analysis of prior skills, and the readiness of children to acquire the more advanced skills of reading and writing, means the curriculum and the quality of teaching and learning in this area are very good. As a result children make good progress and many achieve the Early Learning Goals long before they move on to Year 1. Children generally listen well to their teacher and each other and this helps them to acquire new skills and knowledge easily. The majority of children have a range of vocabulary better than most children of their age, although the confidence with which they use this varies. Children enjoy looking at books and begin to know about the title, author and illustrator. When they enter the school most children identify the initial sound in words and can 'tell' a story through the illustrations. They very quickly learn to recognise other sounds and this helps them build up simple words easily. In their reading skills, a high proportion of children read simple sentences at a standard well above others of their age by the time they enter Year 1. Children make good progress in developing their writing skills, particularly in their handwriting. Very nearly all children write their own name and copy a sentence they have told to their teacher. The more able children write simple sentences independently.

Mathematical development

55. When children enter the reception class, their overall attainment in mathematics is above that of the majority of children of their age. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good, and in respect of number work it is very good. Interesting and challenging activities help children to make good progress and most children exceed the Early Learning Goals by the end of the Foundation Stage. The majority of children order and count numbers to 20 and carry out simple addition and subtraction to 10, the more able to 20. More able children do simple sums using money and begin to tell the time. Children know colours and recognise and name basic shapes, which they imaginatively use to create pictures. Structured play activities, many of which involve using sand or water, help children to gain an understanding of positional language and compare the size and mass of objects. Children have good opportunities to record their work in a variety of ways and the majority write their numbers accurately.

Knowledge and understanding of the world

56. The provision and teaching for children to develop knowledge and understanding of the world around them are good. Children make good progress and, by the end of the Foundation Stage, many achieve the Early Learning Goals. The teaching of scientific knowledge and skills is very good and in this aspect children exceed expectations by the time they enter Year 1. Staff teach children to observe very closely and this helps them to sort fruit according to the pattern of seeds. Good opportunities to investigate allow children to identify the waterproof qualities of some materials and recognise some of the conditions plants need in order to grow. Children learn about the area in which they live and draw a simple map of the route they take to school. They know that life was different in the past through their study of a Victorian kitchen. Children learn about festivals and celebrations and help to plan a birthday celebration for Barnaby Bear. They use a variety of construction toys and write plans for a model they are going to make. Staff give children good opportunities to develop their information and communication technology skills and they make good progress. They confidently use the mouse to operate a

program, develop good hand-eye co-ordination and fine-motor skills. Most children print out their work and they input the information to control a programmable robot.

Physical development

57. When they join the reception class most children have well developed physical skills. A good focus on the correct use of tools helps children to make good gains in controlling a pencil to develop their writing skills, to cut, stick and join their models and to fit together puzzles or construction equipment. In this aspect, teaching and learning is good and children reach standards above those expected for their age by the time they enter Year 1. The provision to support the development of children's climbing, gymnastic and games skills is limited by the access to a secure outside play area and large equipment. In this aspect, the curriculum and teaching and learning are satisfactory. Children have good control when they move and balance and make satisfactory progress in developing their skills, although progress would be better than this if the accommodation and resources were more favourable.

Creative development

58. When they enter the school, the attainment of children in this aspect is around that expected for their age, although many have a good imagination which helps them to achieve well when inventing a story or taking part in role-play activities. The curriculum and teaching and learning are good, especially in the provision for music and role-play activities and in these aspects most children exceed the Early Learning Goals before they enter Year 1. In music, children gain a good sense of rhythm and identify musical sounds. They play percussion instruments, following the teacher's hand signals and confidently keeping to the correct tempo. The high standards children achieve in music are the result of the teacher's expertise and very good quality teaching. Children are fully involved in helping choose the focus for their role-play area. During the inspection they thoroughly enjoyed running or being customers in the café, where they imaginatively entered into the different characters. In their art and design work, children learn about colour, pattern and texture in two- and three-dimensional representations. The work seen during the inspection included ladybird felt pictures, pictures of pigs made from card and tissue, and mock food to serve in their café. In these aspects children reach the standards expected for their age. They share resources well and complete their work carefully.

ENGLISH

59. Inspection evidence indicates that by the end of Years 2 and 6 standards are well above the national average. Year 2 pupils achieve particularly well from an above average starting point. They reach standards that are often high in reading and writing when compared to those of pupils nationally and with pupils from similar backgrounds. Teaching, the curriculum and the school's systems for assessing pupils' achievements have improved significantly since the previous inspection. They are now good. These improvements have been achieved through the good leadership and management of the subject co-ordinator. The headteacher and other members of the senior management team have very effectively supported her in this, for example in the monitoring of teaching.
60. Throughout the school, teachers provide many activities to extend pupils' speaking and listening skills in English and in other subjects, such as discussion in pairs or small groups, acting out a role and drama. This has a very positive effect on pupils' achievement. Throughout the school, pupils listen attentively to adults and to each other. In a Years 5/6 lesson, pupils worked very well in pairs to create the dialogue between Sleeping Beauty and the Prince. They took turns to act out the scene towards the end of

the lesson. Through careful questioning the teacher encouraged pupils to reflect upon the dialogue and offer suggestions on how to improve it. Another Years 5/6 teacher used effectively this good approach in an art lesson. Pupils throughout the school use a wide variety of words to express clearly their thoughts and experiences. Teachers use the correct technical words and they encourage pupils to use them in English and in other subjects. As a result Year 2 pupils use accurately words such as 'verb' and 'adjective' and Year 6 pupils use 'conjunction' and 'preposition'.

61. Pupils achieve well above average standards in writing because staff teach basic skills very effectively, particularly in Years 1 and 2. They combine this with making the work interesting and this motivates pupils to concentrate and learn. The Years 1/2 teachers introduced very well a series of lessons on reading and writing instructions. They acted out a story about Little Red Hen giving a rabbit instructions on how to thread a needle. The pupils thoroughly enjoyed this, and it motivated them to concentrate and led to their good learning. Staff teach joined handwriting very effectively. As a result pupils' achievement is very good and by the end of Year 2 all pupils join their writing. Pupils continue to achieve well from Years 3 to 6. For example, Year 6 pupils of all abilities use paragraphs and higher and average attaining pupils use correctly punctuation within sentences, such as commas.
62. Throughout the school pupils achieve well across a range of forms of writing, such as poetry, story, reports and persuasive writing, because of the good writing curriculum that teachers provide. An average attaining Year 6 pupil wrote 'As dawn broke, Tom could hear the birds chirping but most of all, his crying'. A lower attaining pupil wrote 'One sunny afternoon I was lazily swimming in the river...'. Standards could be improved further by sharing the very good practice that some teachers have. This is firstly in setting group and individual targets for pupils to achieve in their writing. Secondly, it is in marking pupils' work so that it points out to them ways in which to improve it.
63. The good teaching of basic reading skills combined with the variety of interesting activities that teachers give pupils have a very positive effect on pupils' learning. The school has a good range of book resources for use in literacy lessons and for pupils to read at home. Teachers use these effectively to promote pupils' interest and enjoyment in reading and match them well to pupils' different reading levels. As a result most pupils enjoy reading and their achievement is good. Higher and average attaining Year 6 pupils read accurately with good understanding and expression. Although Year 6 pupils of all abilities have competent library skills, the poor quality and range of books in the main library does not encourage them to use their independent research skills. Teachers use a variety of systems for recording pupils' achievements in reading. Teachers using a unified simple system that gives them a better picture of pupils' achievements over time could improve this.
64. Pupils with special educational needs make good progress in relation to their prior attainment because classroom teachers and specialist support staff plan the work for them so that it is matched carefully to their learning needs. In a Years 3/4 lesson the special support assistant supported very effectively some pupils with special educational needs so that they succeeded in the spoken then the written work. Through skilful questioning she encouraged them to reflect upon their reading and to express more carefully their thoughts and ideas about it. One pupil said 'Esther was a naughty girl because it said in the story she was in trouble many times'.
65. Teaching is good. In one third of the lessons seen teaching was very good and in one lesson it was satisfactory. A strong feature of all the lessons is that teachers manage pupils' behaviour very well. This is achieved firstly, through the very good relationships that teachers have with the pupils. Secondly, it is achieved through teachers using praise very successfully to reward pupils' effort and achievement, such as 'excellent' and 'that's

superb'. This raises pupils' self-esteem and confidence. As a result they have very good attitudes to their work. They work together as friends and their behaviour is very good. This contributes positively to their learning.

66. In the most effective literacy lessons, teachers structure the different parts of the lesson carefully. As a result no time is wasted and pupils cover a good amount of work. Teachers ensure that the work is sufficiently challenging yet matched to the learning needs of all pupils. In a Years 1/2 lesson higher attaining pupils were challenged to write independently the instructions for threading a needle. In a Years 3/4 lesson on persuasive writing the teacher supported lower attaining pupils very effectively. She also provided worksheets for the other pupils that helped them to achieve very well independently. One of these pupils wrote 'What a smell, it's disgusting, I can't bear to breathe'. Teachers make good use of information and communication technology to support pupils' learning. In the Years 5/6 lessons, teachers made good use of a 'talking program' to help lower attaining pupils with their work on writing dialogue.

MATHEMATICS

67. Inspection evidence indicates that pupils by the end of Years 2 and 6 achieve well in mathematics. For pupils in Year 6 this represents an improvement on the results of the 2000 national test in which achievement was unsatisfactory. Throughout the school, standards are higher than they were at the time of the last inspection. The current weakness is the underachievement of a small group of Years 5 and 6 boys. There are no marked differences in the performance of boys and girls in the rest of the school. Pupils with special educational needs are supported well and make good progress.
68. Following the 2000 national test, the headteacher and teachers identified weaknesses in the teaching of mathematics for pupils aged 7 to 11 years. Better teaching has brought about the improvement in current standards. Well-focused in-service training has increased teachers' subject knowledge and contributed to the improved teaching. Careful analysis of what pupils can and cannot do ensures teachers provide work that is hard enough for pupils and meets their particular needs. For example, in a Years 5/6 lesson the pupils were taught to identify key facts in a mathematical problem to help them use the correct strategy for solving the problem. This work was as a direct result of the teacher's analysis of the pupils' performance in the 2001 national tests and her subsequent identification of the difficulty pupils had with this type of work. The school has in place more strategies to raise standards further. A mathematics consultant will work closely with the teachers to advise and help to further improve teaching. Extra support is to be provided for the lower attainers and underachievers in Years 5 and 6.
69. By the age of seven, pupils have a very good knowledge of the value of each digit in numbers to 100 and they use this knowledge to accurately solve problems using numbers to 1,000. They know the properties of two and three-dimensional shapes. They measure accurately using centimetres and millimetres. They construct graphs correctly to represent their favourite flowers. Their work on symmetry is to a very good standard. There are no significant weaknesses in pupils' attainment. Mathematics attainment by the age of seven is a strength of the school.
70. By the age of 11 most pupils are very proficient in arithmetical calculations. They work quickly and accurately both mentally and in written form. They have a very good recall of number facts and manipulate number competently. For example, they work quickly and accurately multiplying and dividing three-digit numbers by one-digit numbers. The teachers encourage this speed of thought by maintaining a brisk pace to lessons and importantly they ensure pupils have a very good grounding in basic mathematical skills. They have a good knowledge of area, negative numbers, percentages and rotational symmetry. They use and interpret correctly a range of diagrams and charts. Pupils make

sensible estimations and readily check their answers. Pupils are not as secure in their understanding of probability as they are in other areas of mathematics. There is a small group of Years 5 and 6 boys who do not attain as highly as they should. They lack confidence because they are insecure in their understanding of basic mathematical processes. For example, they were unclear as how best to tackle 720 divided by two. All other pupils in the year groups tackle this competently and with confidence.

71. Mathematics is taught well. This has a positive affect on pupils' learning. Nine out of 10 lessons are good or better. The teaching has many strengths and no significant weaknesses. Through skilled questioning teachers ensure pupils can look for patterns in number sequences and seek to establish a rule they can apply in all situations. For example, in a Years 1/2 lesson, pupils were quick to recognise a number pattern when they were completing number bonds of addition to 20. Teachers have high expectations of what they want pupils to achieve in mathematics. Some pupils are taught work that is consistently well above that expected for their age. In a Years 3/4 lesson, pupils competently used numbers above 1000 and showed a good grasp of negative numbers.
72. A strong feature of all the very successful lessons throughout the school is that teachers manage the different parts of the National Numeracy Strategy successfully. Mental calculation work is completed effectively at the start of the lesson. Teachers give explanations in the introduction and use the end of the lesson successfully to review pupils' understanding of the work. As a result, pupils cover a good deal of work during the main part of the lesson. Teachers use attractive resources and interesting methods to gain pupils' interest. As a result pupils enjoy their work, concentrate well and are keen to learn. In a Year 1 lesson the teacher used a 'soft-toy' to help teach the pupils 'counting on' on a number line. Pupils were keen to move the toy forwards and backwards the correct number of places on the number line. The pupils gained in understanding of addition and subtraction of numbers to 20. Pupils get on very well together when they work in pairs or groups. Teachers have very good relationships with the pupils. This underpins their successful management of pupils' behaviour. Pupils' behaviour and attitudes to their work are very good and this makes a positive contribution to their learning.
73. The new co-ordinator provides very good leadership. She has a clear vision for the continuing development of the subject. Assessment procedures are good in mathematics and are used to good effect to set targets and plan future work. In all lessons, teachers provide pupils with good opportunities for speaking and listening and encourage pupils to use mathematical vocabulary accurately. Classroom displays of mathematics work supports this. There are good links with other subjects, including literacy, geography, science and information and communication technology.
74. The school has made good improvement since the last inspection. Standards, particularly those of pupils aged five to seven, are higher and the quality of teaching is now good across the school. Teachers no longer provide inappropriate work that is often too easy. The mathematics curriculum has been reviewed and improved.

SCIENCE

75. Inspection evidence indicates that standards of attainment in science are well above those normally found at the Years 2 and 6. This is confirmed in the most recent national tests and teacher assessments. The school gives pupils many opportunities to carry out scientific investigations and enquiries. Very good attention has been paid to developing scientific language skills. The good quality of teaching found throughout the school has a very positive impact on the standards achieved. Pupils in all year groups achieve well. Test results show that girls perform better than boys. The school is investigating this. During the inspection period older boys were sometimes reluctant to respond to questions in full class sessions. Work set at the correct level and additional support ensures that pupils with special educational needs make good progress. The school has made very good progress since the last inspection, when standards were not as high and progress was variable. The school has addressed the issue of under-expectation of what pupils can achieve in Years 1 and 2. Teachers now have high expectations of pupils' performance and set them challenging work.
76. By the age of seven years, pupils have good investigative skills because of the way teachers plan lessons. Teachers encourage pupils to think for themselves and observe. In a lesson on materials, pupils in Years 1 and 2 were given a number of pieces of cloth and a hand lens. After a brief introduction, pupils had to observe and report on what they could see. Teachers used the information supplied by the pupils to stimulate discussion and develop learning. By the end of the lesson all pupils in the class recognised the importance of the weave in fabric. Practical problems help pupils to develop their scientific knowledge and thinking. In a very good link with literacy and geography, the Year 1 teacher used a 'letter' from 'Katie Morag' to stimulate discussion and an investigation into the waterproof properties of a variety of different materials. The work develops so that by the time they leave Year 2, pupils make simple predictions and record their results using charts. In work on life processes and living things, pupils confidently label major parts of the body, including hands, knees and elbows. Work on favourite foods helps pupils understand the importance of having a healthy body. Pupils have a good understanding of simple electrical circuits. Investigative work results in almost all pupils being able to predict and record which of a number of sounds will travel the farthest. Pupils develop a good scientific vocabulary because teachers reinforce key words both when speaking and by writing them on the board.
77. As pupils move through the school, teachers use previous knowledge to develop learning. In investigations, teachers expect pupils to use their prior knowledge in making predictions. When they make a prediction, teachers ask them to explain why they have made it. Pupils develop their recording skills well both by using pen and paper and by using information and communication technology. By the end of Year 6 pupils explain clearly what they are going to do, what they did and what the result is. If the result is different from that predicted, they explain the difference. In work on life processes and living things, pupils have a very good understanding of the major organs of the body, their position and their function. In a very good link with mathematics and information technology, pupils investigate the hypothesis that people with bigger feet run faster than those with smaller feet. Pupils develop their scientific and information and communication technology skills when results are recorded using a computer. Pupils understand fully the effects of exercise on heart rate. Almost all pupils have good knowledge of the properties of liquids, solids and gases. When writing about physical changes, pupils use the correct scientific terms, including reversible and irreversible. Pupils have a good understanding of light. They explain the process of refraction clearly.
78. The quality of teaching is good. It is occasionally very good and never less than satisfactory. The scrutiny of previous work shows that the good quality of teaching is consistent throughout the year. Work is well planned, starting with an investigation, which

allows teachers to assess what pupils know, understand and can do. Staff use their subject knowledge well to ask pupils questions about their investigations. Teachers and pupils use scientific resources effectively. The very good class control and relationships with pupils allow teachers in all classes to concentrate on imparting knowledge and giving additional support when necessary. Teachers make sure that they include fully all pupils in the lessons. The additional support given to pupils on statements of special educational needs, for example when using a hand lens to look at, and talk about fabric, ensures that these pupils achieve in line with the rest of the class.

79. Literacy skills are developed effectively in science. Staff place great emphasis on the development of scientific vocabulary. Science dictionaries are readily available in the classrooms. Pupils use books to find out information and they write reports and investigations. In most classes, teachers ensure pupils pay proper attention to writing, grammar and punctuation. Teachers develop very well in all lessons pupils' speaking and listening skills. Pupils discuss their ideas, confident that their classmates will listen to what they are saying. Numeracy skills are also developed effectively. Teachers give pupils opportunities to estimate and measure. For example, in investigations about how far things will travel on different surfaces, they estimate and carry out accurate measurements. They record using a variety of different types of graphs and charts. Information and communication technology is used effectively in science. Pupils use word processing, data handling and recording. Sensors are used in work on temperatures.
80. There is good management of the subject by the science co-ordinator. She has worked very hard to ensure that there are very good standards in the subject. The present informal system of assessing pupils' attainment relies very much on the expertise of individual teachers and as a result does not fully guarantee step-by-step development of skills as pupils move through the school.

ART AND DESIGN

81. No judgement can be made on the standards pupils' achieve by Years 2 and 6 because the organisation of the school's timetable meant that few lessons were seen during the inspection. Further evidence comes from pupils' work in sketchbooks and on display and from discussions with teachers and pupils. The good leadership and management by the subject co-ordinator make a positive contribution to teaching and learning. Teachers' planning for the curriculum is now good. This is a very good improvement since the previous inspection. Teachers make the curriculum more interesting firstly through visits outside the classroom linked to their work in art and in other subjects; secondly, by using the work of famous artists. A visit to the Shamiana exhibition for Years 1/2 pupils inspired them to look very closely at patterns. They designed and made very attractive crayon patterns for the impressive quilt that is displayed in the school hall. This work also makes a positive contribution to pupils' learning about other cultures.
82. Teachers in Years 3/4 linked the topic based upon the school garden to the work of the artist Andrew Goldsworthy. Inspired by the artist's work, pupils used natural materials such as leaves and feathers to produce effective three-dimensional sculptures. Following a visit to Stratford, Years 5/6 pupils produced detailed pastel pictures of Anne Hathaway's cottage. Teachers promote pupils' literacy and numeracy skills effectively through art, for instance through the teaching of technical vocabulary and work on perspective. They make good use of information and communication technology to support pupils' learning. Years 5/6 pupils used a computer program to make successful pictures in different tones of colour.
83. In the two lessons seen, teaching was satisfactory. The teachers have very good relationships with the pupils and they constantly praise pupils' efforts and achievements.

As a result pupils' self esteem and confidence increases. They are motivated to learn and concentrate on their work. Their behaviour is very good. The enthusiastic Year 1 teacher planned the work carefully; for example, a variety of resources were at hand. This ensured that no time was wasted and pupils covered a good amount of work in the lesson. They completed two pictures of tones of different colours one in paper and the other in paint. In both lessons teachers develop well pupils' skills in evaluating and improving their work. This is achieved through individual and whole-class discussion. This good teaching approach also promotes successfully pupils' speaking and listening skills. In both the lessons seen, pupils' learning could be improved. The Year 1 teacher needed to explain and demonstrate the work on tones of colour more clearly so that all pupils understood fully the work they were to carry out. The Years 5/6 teacher could have made painting in the Pointillism style of Georges Seurat more challenging, for example, by giving pupils more choice in the colours and tools they used.

84. Throughout the school, teachers make informal assessments of pupils' learning in lessons and use this information to plan the next step in pupils' learning. Teachers implementing a manageable formal system for recording pupils' achievements at regular intervals would improve this procedure further. This would give them a better picture of pupils' achievements over time.

DESIGN AND TECHNOLOGY

85. Only a small number of lessons were observed during the inspection and the timing of the inspection, at the beginning of the academic year, means that there was little evidence of finished products. Therefore, it is not possible to make an overall judgement about standards, and teaching and learning. In those aspects seen, by the ages of 7 and 11, the majority of pupils reach standards that are in line with the national expectations.
86. Pupils in Years 1 and 2 use correctly a pattern to cut out fabric to make 'Joseph's Coat'. They make sound choices about how to organise different colours for the best effect. Pupils in Years 3 to 6 effectively plan and make a quadrant to use in a science investigation. They then make a good evaluation of their work, which helps to identify how they could improve their design. The scrutiny of work from last year shows that pupils reach expected standards in their planning for projects, such as making a biscuit for a Tudor Feast or a parachute to test air resistance.
87. The attitudes of pupils in Years 1 and 2 are very good. This results in careful use of tools and a good attention to finishing and presenting their work. The teaching and learning observed in Years 1 and 2 are at least satisfactory and sometimes good. A strength of teaching is the clarity of instructions, with a good emphasis on learning new skills and attention to safe use of tools. However, sometimes there is not enough focus on the stages needed for making a product. Teachers give good support to pupils, particularly those who find the work difficult. On occasions, the classroom assistants do not have enough briefing to be able to give the same level of support to the group they work with. In some of the Years 3 to 6 classes the expectations of how pupils will record their work are not high enough.
88. The curriculum is mainly planned as part of a topic, such as Ancient Egypt or Living Things. It satisfactorily provides for the development of skills and knowledge and covers all the requirements of the National Curriculum programmes of study. The co-ordinator manages the subject soundly. However, the lack of the opportunity to monitor teaching and learning and the formal assessment and recording of pupils' progress make it more difficult to identify and plan for improvements. Resources are satisfactory, although the provision of construction kits for some topics limits pupils' progress in learning to choose appropriate and effective materials.

GEOGRAPHY

89. By the end of both Years 2 and 6, most pupils reach standards above national expectations and achieve well for their abilities. This is the result of the good quality teaching and learning, especially the high expectations teachers have of pupils, as well as a good curriculum which is well planned to build on and extend pupils' skills and knowledge. This is an improvement since the last inspection.
90. By the time pupils leave Year 2 they have gained a good understanding of man's impact on the environment. They identify physical features such as mountains and explain how they are different from volcanoes. Pupils accurately compare and contrast different locations, for example, when they compare Shifnal with the imaginary island of Struay. They have a good understanding of how to interpret and use maps, for example, when they locate features via two-figure grid references. They use correctly survey information when they compare the different routes pupils take to school.
91. In Years 3 to 6, teachers continue to build well on this good level of skills and knowledge. By the time they leave the school, pupils interpret a range of maps, use four-figure grid references and locate areas of the world using latitude and longitude. They have a secure understanding of the major features on a world map, such as mountain ranges and rivers. When pupils study a specific location they acquire good knowledge and understanding of what it would be like to live there. They consider how factors, such as climate, affect agriculture, and how culture affect the way of life. A good example of this is in the work pupils do on their study of India. Here they gain a good understanding of how income and living conditions in rural India differ greatly from those in Britain. Pupils' skills in fieldwork are good. For example, they make good gains in their knowledge and understanding of weather through collecting and comparing information from different locations.
92. The very good attitudes pupils have to their work throughout the school give significant support to their learning. This results in high quality discussions and good investigations. The meticulous recording of data in graphs and charts helps pupils to see patterns or trends.
93. Teaching and learning throughout the school are good. The very good relationships between teachers and pupils help to ensure that lessons are always very well organised and managed. Teachers have very high expectations of what pupils can achieve, so set challenging work. For example, in a Year 1 lesson pupils identified natural and man-made features in a picture whilst they worked in groups. In a Years 5/6 lesson, pupils compared and contrasted weather in different locations by analysing data, using a wide variety of methods. Teachers are good at explaining or demonstrating new work, so pupils easily gain new skills and knowledge. For example, they learn to plot the course of a river by using grid references. This ensures that the pace of learning is always at least good and often very good. Particularly good use is made of pupils' skills in literacy and information and communication technology, and this supports the above average standards achieved.
94. The curriculum, which is mainly organised in topic areas, is well planned. There is a good balance between focusing on the acquisition of knowledge and learning and applying new skills. It builds on and extends effectively what pupils have previously learnt. Teachers give careful thought to ensure learning experiences are rich and interesting, for example through visits to Cosford Grange.
95. The subject is well managed by the enthusiastic and well-informed co-ordinators. There is a shared commitment throughout the school to provide quality learning and promote high standards. The good teamwork amongst staff allows secure monitoring of the

subject, although the lack of more formal assessment systems and the opportunity to observe teaching and learning in other classes limits teachers' ability to promote greater progress. The accommodation and resources are satisfactory. However, the use of the school grounds and visits to the local area and beyond enrich pupils' learning.

HISTORY

96. Standards in history have improved since the previous inspection. Pupils now attain standards better than expected at both at the end of Years 2 and 6. The quality of teaching has improved for pupils in Years 1 and 2. This has had a positive effect on raising standards. All pupils achieve well. Teachers ensure that all pupils are fully involved in the lessons. As a result, pupils with special educational needs make good progress. The school has made good progress since the previous inspection.
97. By the end of Year 2, pupils develop their knowledge and understanding of the lives of people in the past. Their teachers who ask them to say if they think Guy Fawkes was wrong to try to blow up parliament challenge them. In work on Florence Nightingale, pupils have a good understanding of the conditions in hospitals at that time. Teachers use illustrations very well to enable pupils to compare conditions in Florence Nightingale's time with those of today. Pupils compare life in an office in the past with life in an office today. They are able to do this because of the photographic evidence supplied by teachers. Resources are used well to enable pupils to observe how clothing has changed over time. In a Years 1/2 lesson, pupils describe accurately the changes in baby clothing.
98. As they move through the school pupils develop their understanding of different periods of history. In Years 3 and 4 classes, pupils show good understanding about Ancient Egypt. Teachers plan lessons well by asking pupils what they already know, what they need to know and what questions they need to ask. Pupils identify confidently sources of historical information. They use these to write about life at the time of Rameses the Great. Pupils also show good understanding of the Victorian times. They explain accurately what life was like in a Victorian mill. By the end of Year 6, pupils show a good understanding about the effects of the Second World War on the people of Shifnal. In work on Tudors, pupils understand the reasons for Henry VIII's break with the church in Rome. They have a good knowledge and understanding of the importance of the British explorers of the period.
99. The quality of teaching is good. Teachers start from what the pupils know. Pupils learn very well when they are challenged; for example, in a Years 3/4 lesson on interrogating artefacts to discover about and compare Victorian life. Teachers asked the pupils to make direct comparisons between modern and Victorian artefacts that included bottles and rugs. Teachers use outside resources very well to develop pupils' understanding of past times. Visits to museums, Stratford and the Quarry Bank Mill at Styal give pupils a good understanding of what it was like to live in the past. The pupils respond very well to the good quality of teaching. They are eager listeners in class. The standards of written work are good. Pupils' very good attitudes and behaviour have a very positive effect on learning.
100. Teachers develop very effectively pupils' literacy skills in history. There are many opportunities for pupils to read and write. Teachers ensure older pupils use effectively the skills of information gathering, note taking and rewriting. Pupils write in different styles, for example, using persuasive writing to advertise Mary Arden's House in work on the Tudors. There is some use of information and communication technology, but this is not well developed. The subject makes a good contribution to pupils' social, moral and cultural development. Pupils study cultures from the past; they discuss moral and social issues raised in such topics as the Tudors and Second World War.

101. The subject is soundly managed. Resources are used well to develop learning. There are no formal assessment procedures at present and as a result the acquisition of skills as pupils move through school is not guaranteed.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. By the end of Year 2, pupils' attainment in information and communication technology is in line with that found in most primary schools. This represents good improvement since the last inspection. The high standards of pupils aged 11 reported on in the last inspection have been built on well. Pupils achieve well by the time they leave the school at 11 years of age. Pupils identified as having special educational needs make good progress. There is no marked difference in the performance of girls and boys.
103. Teachers in Years 1 and 2 have a sound knowledge and provide an appropriate range of work for the pupils. Year 1 pupils properly program a floor robot to move forwards, backwards and sideways. They produce work on Logo to a good standard. Year 2 pupils in design and technology use their computer skills to design a bookmark. They confidently alter the font and colour. They print off their designs. In mathematics, Year 1 pupils use correctly a database to produce graphs to show their favourite foods. Information and communication technology skills are used extensively to support pupils' learning in literacy. For example, Year 2 pupils word process their stories about Florence Nightingale. Pupils work with great confidence on the computer whatever work they are doing. They correctly access programs, save and print their work.
104. Pupils in Years 3 to 6 further gain in confidence and competence working with computers. They access the Internet and use it effectively. Years 3/4 pupils cut and paste work about William Morris and find information about the weather for their geography topic. Year 5 pupils completed a Logo project to a very high standard. They accessed the relevant information from the Internet. Teachers make good use of other subjects to develop the pupils' information and communication technology skills. Teachers are also skilled at using computers to support pupils' learning in other subjects. Particularly good use is made of computers in English, mathematics, science and geography.
105. Teachers develop pupils' literacy skills well during word-processing exercises. They draft and redraft work. Pupils produced very good work when they wrote the book *The River Journey*, a story set in Africa about pollution. Pupils' wrote the text and imported pictures to illustrate the text. They use a digital camera to produce photographs to accompany the text of an educational visit. This work, linked to history, about a 'Squatter's Cottage', was of a good standard. In mathematics, pupils use spreadsheets very competently. Teachers plan their work very carefully so there is a link with geography as well as mathematics, and at the same time pupils develop their information and communication technology skills. This was exemplified in a very good Years 5/6 lesson in which pupils used a spreadsheet to input data analysis from their weather study. Pupils developed their numeracy skills by adding and finding the average rainfall. Their information and technology skills were extended when they worked out a formula to complete various calculations. By the end of the lesson pupils had made very good gains in their knowledge and understanding of spreadsheets, averages and how and why rainfall varies from place to place in the British Isles.
106. Teachers have high expectations for what pupils can achieve and, therefore, plan work to extend pupils' learning. For example, Years 5 and 6 pupils put together a multimedia presentation by using a specialised program. Their presentation about a new housing development close to the school was presented to the town council. Pupils are very enthusiastic and interested when they use computers. This was abundantly clear when pupils showed their multimedia presentation. During their work in pairs they co-operate well, sharing out activities fairly and persevere when they encounter difficulties. For

example, in a Years 5/6 lesson pupils worked well together and with perseverance to produce good quality pictures in which they used different tones of the same colour. Pupils used very competently the skills they were taught with the use of an interactive whiteboard.

107. Lesson planning is good and ensures pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The co-ordinator leads the subject very successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully. Assessment procedures are informal, but satisfactory.

MUSIC

- 108 The organisation of the school's timetable meant that it was possible to see only two lessons during the inspection. Further evidence comes from discussion with pupils and teachers. Year 2 pupils reach average standards in music and their achievement is satisfactory. Year 6 pupils' achievement is satisfactory in the listening and appraising element of music. No lessons were seen in the composing element of music so no judgement can be made on standards in music overall for Year 6 pupils. Discussion with Year 6 pupils shows that they have composed music in previous years and have attitudes towards music. Pupils with special educational needs achieve well in relation to their prior attainment because of the effective additional support they are given by classroom support assistants. A Years 3/4 pupil who is a gifted and talented violinist is making good progress because of additional tuition outside the school day. Performances from visiting groups of musicians in string and brass make a positive contribution to the curriculum. The achievement of some pupils is made better because they learn to play instruments in lessons that are taken by visiting specialist teachers, for example in brass, string and woodwind. The school forms a choir for special occasions, such as Christmas performances. Currently there are no extra-curricular clubs for music.
109. The curriculum is satisfactory in the main. This means that the provision in Years 3 to 6 is now lower than at the time of the previous inspection when it was judged to be good. This is because firstly, the school no longer provides tuition in recorder and this contributed significantly to pupils' achievement at that time. Secondly, one of the two teachers who now share the role of co-ordinating the subject has been absent because of illness for two terms. This teacher has expertise in the subject whilst the remaining co-ordinator does not. As a result leadership and management of the subject are satisfactory. A few staff also have expertise, but many teachers lack confidence in teaching music. The school is very aware of this and has sought continuing advice and training for teachers. More instruments have been purchased as part of this advice and pupils' learning is benefiting from this; for instance, children in the reception class now have attractive instruments that meet their needs.
110. In the lessons seen teaching was satisfactory. Years 1/2 pupils sang familiar songs with expression because the teacher used her own voice and a commercial tape as a good example for them to follow. Some pupils demonstrated satisfactorily loud and soft sounds with their voices and on percussion instruments. In the Years 5/6 lesson the teacher explained the work clearly because she had expertise in the subject. As a result, pupils listened carefully to music, for example, from the Planet Suite. Most pupils competently followed simple scores and identified and tapped the beat. A few pupils used technical terms correctly to answer the teacher's questions, such as clef and stave. There were shortcomings in the organisation of both lessons that slowed pupils' learning to satisfactory. The Years 1/2 teacher did not seat the pupils so that they could all see the words of the songs clearly. All the Years 5/6 pupils were taught together in the hall and the group was too large for staff to check and extend effectively pupils' learning.

Additionally, the teacher did not match the work sufficiently to pupils' different learning needs.

111. Throughout the school, teachers promote well pupils' literacy and numeracy skills through music, for instance through the teaching of technical words and work on rhythm. They make insufficient use of information and communication technology to support pupils' learning. Teachers make informal assessments of pupils' learning in lessons and use this information to plan the next step in pupils' learning. Teachers implementing a manageable formal system for recording pupils' achievements at regular intervals could improve this procedure further. This would give them a better picture of pupils' achievements over time.

PHYSICAL EDUCATION

112. During the inspection, inspectors observed lessons in games taught to pupils in Years 2, 3 and 4. One educational gymnastics lesson was taught to pupils in Years 5 and 6. The teachers' planning for the subject ensures that there is good attention to all areas of the curriculum throughout the year. Standards are above national expectations in games by the end of Years 2 and 6. There is insufficient evidence to make a judgement about standards in gymnastics. Throughout the school, pupils, including those with special educational needs, achieve well in games. There is no significant difference in standards between boys and girls. The quality of teaching and learning is good.
113. Pupils in Year 2 work enthusiastically and throw and catch with increasing accuracy; for example, when working in pairs they throw beanbags with accuracy and catch them cleanly. In response to good teaching they improve their performance by 'keeping their eye on the beanbag'. This meant they caught the beanbag more often. The teachers allow an appropriate amount of time for pupils to practise in order to improve their performance. The teachers offer good coaching points to help pupils. Teachers effectively provide time for pupils to appraise their own and others' performances and try to make necessary improvements. Thus pupils know the importance of practice in order to improve performance. Teachers conclude lessons with team games to extend further the skills pupils learnt earlier in the lesson. Not only does this improve pupils' performance, but also helps develop pupils' understanding of the need to work as a member of a team in order to achieve success.
114. Pupils' performance in games continues to progress well from Year 3 onwards. This is because teachers have high expectations of what pupils can achieve and continue to focus on developing skills, knowledge and understanding. In games, pupils learn skills and techniques systematically. This was very well illustrated in a Years 3/4 hockey skills lesson when the emphasis on the correct grip of a hockey stick resulted in very significant improvement in pupils' performance. They struck the ball with greater accuracy and stopped the ball with increased control. The teacher's secure subject knowledge meant that she acted as a very good role model when demonstrating relevant skills. Pupils concentrated throughout the lesson, listened carefully and imitated the very good demonstration by the teacher. This enhanced pupils' performance. Pupils' behaviour in physical education lessons throughout the school is very good. This means that they use lesson time to the full.
115. The co-ordinator has been in charge of the subject for a short time. Her very good teaching and enthusiasm for the subject provides a very good basis for the successful development of the subject. Assessment of pupils' attainment is informal, but teachers do have secure knowledge of how pupils attain. Standards achieved by pupils aged five to seven have improved significantly since the last inspection. The high standards reported on in the last inspection for pupils aged 7 to 11 have been maintained. The school is well placed to bring about further improvement.

RELIGIOUS EDUCATION

116. There are no attainment levels in the locally agreed syllabus of religious education. Pupils in the school achieve well and attain above the levels generally expected for pupils by the end of Years 2 and 6. The school has made good progress since the previous inspection in ensuring that achievement has improved. Teachers ensure that they involve all pupils in the lessons. Questions are framed in such a way that pupils with special educational needs are able to answer them and this along with opportunities to work in mixed attainment groups ensures that they make good progress.
117. Teachers develop pupils' understanding of special occasions by working from the children's own experiences, for example in work on special days. Pupils in Year 2 know that there are special days such as St. Valentine's Day. Work on the Jewish festival of Sukkoth ensures that pupils understand that different religious faiths have festivals. Pupils recognise the significance of signs and symbols, for example the cross in Christianity. In Years 1 and 2, pupils retell the story of Joseph being sold in to slavery. Teachers use stories very well to illustrate how it is possible to use Bible stories to discuss feelings that affect us today. Discussions take place, which are related very closely to pupils' own experiences.
118. As they move through the school pupils develop their understanding of the major world religions. By the end of Year 6, pupils have a good knowledge and understanding of the religions studied, including Christianity, Judaism, Islam and Hinduism. There is a number of pupils who confuse the rites and practices of Islam with those of Hinduism. Pupils have very good understanding of aspects of Christianity, particularly the life of Jesus. They write about how Jesus would have felt at various times. In work on 'Jesus the Rule Breaker', pupils discuss the justification for breaking rules or laws. Pupils understand that there are similarities and differences between religious groups.
119. The quality of teaching is good. Teachers use the pupils' own experiences very well and relate these to the Bible stories. In a Year 1 lesson, the teacher started by asking pupils if they could think of a time they were jealous before reading the story of Joseph and his coat. This helped pupils to understand why the brothers were jealous of Joseph and sold him in to slavery. Teachers challenge pupils. In a lesson on 'Beliefs and Symbols', very good teaching challenged the Years 3 and 4 pupils to express their feelings about light and dark. The very good class control and relationships ensure that pupils listen carefully in the lessons.
120. Pupils respond very well to the good quality of teaching. They are respectful of each other. Standards of behaviour are very good and this has a very positive effect on learning.
121. Religious education is used effectively to develop literacy skills. Pupils read and write about the religions they have studied. In work on the 'Life of Jesus' the pupils write in character. In Years 3 and 4, there is little recorded work and as a result opportunities to develop reading and writing are limited. Information and communication technology is not used very much in religious education other than to word-process work. Occasionally a small amount of research is carried out using computers. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural education. Pupils have many opportunities to learn about and discuss the beliefs and practices of different faith groups.
122. There is a relatively recently appointed co-ordinator who is committed to raising standards in the subject. The number of books has improved since the last inspection. The use of artefacts from the local education authority loan service ensures that there are

adequate resources to meet the needs of the curriculum. The school makes good use of the local church and vicar to enhance the curriculum. A parent talks about Hinduism. There are few other opportunities for pupils to learn first hand about the different Christian groups or other religions. There is no formal assessment in the subject and as a result there is no guarantee of step-by-step skill development as pupils move through the school.