

INSPECTION REPORT

Redhill Primary School
Telford

LEA area: Telford and Wrekin

Unique Reference Number: 131394

Headteacher: Mrs. Jenny Noel-Storr

Reporting inspector: Philip J. H. O'Neill
3162

Dates of inspection: 4th – 6th October 1999

Under OFSTED contract number: 707919

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
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Gatcombe Way Priorslee Telford Shropshire TF2 9GZ
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Appropriate authority :	The governing body
Name of chair of governors :	Glennis Mansell

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Philip J.H.O'Neill, Registered Inspector	Science, information technology, physical education.	Attainment and progress, quality of teaching, curriculum and assessment, leadership and management, efficiency of the school, equal opportunities.
Derek Ashton, Lay Inspector	Supporting English, supporting mathematics.	Pupils' behaviour and attitudes, attendance, support, guidance and welfare, partnership with parents and the community.
Diane Hall	English, art, geography.	Special educational needs, provision for the under fives, staffing, accommodation and resources.
Graham Hall	Mathematics, design and technology, history, music, religious education.	Pupils' spiritual, moral, social and cultural development.

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- It provides an outstanding ethos and encourages pupils to do their very best to 'seek excellence'.
- It fosters very good behaviour and encourages very good relationships.
 - The teaching is never less than satisfactory and a high proportion is very good or excellent.
 - It enables pupils to make very good progress overall.
 - It provides an outstanding curriculum for all pupils. Teachers make very good use of assessment to plan work for pupils.
 - It makes very good provision for pupils' spiritual, moral and social development. Pupils are given abundant opportunities to reflect on issues of deep significance to them and to exercise responsibility.
 - The quality of support and guidance provided for the pupils is outstanding.
 - The leadership and management of the school are excellent.
 - It makes excellent use of outstanding accommodation and very good resources.
 - Financial planning and efficiency are excellent.

WHERE THE SCHOOL HAS WEAKNESSES

- The school has no significant weaknesses.

In the context of the school's very many strengths, the governors and the school should consider the following action:

- Further develop the roles of co-ordinators by placing even more emphasis on their role in the monitoring of teaching and the dissemination of good practice.
- Further develop links beyond the school, particularly with industry and commerce.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

This is the first inspection of the school. The rate of development since the school opened has been very rapid. Already there are the systems in place and the vision and commitment to high standards to ensure continued development and the maintenance of the current excellent standard of provision.

STANDARDS IN SUBJECTS

The table showing the standards achieved by eleven-year-olds in 1998 based on the National Curriculum tests is not included as this is a very new school and there is no data available to judge standards in attainment in National Curriculum tests against national standards. Overall standards achieved in English and mathematics and science exceed expectations. The results of the tests in 1999 indicate above average attainment in English, and mathematics and well above average attainment in science. There are insufficient grounds for making comparisons with similar schools. However, attainment in the 1999 tests was above the local education authority average. The inspection of lessons and of pupils' work shows that eleven-year-olds reach above average standards in English, mathematics and science. Attainment in information communications technology is well above average. By the age of eleven most pupils swim at least 25 metres unaided. Standards in religious education are above average.

In art, eleven-year-olds produce some skilful observational drawings. In design and technology they use a good range of fixing methods, using some imaginative designs and achieve overall good standards. In geography, pupils show a high level of geographical understanding. In history, pupils show a good understanding of key events and characters prominent in the years between the two world wars. Pupils at this age sing a wide range of songs from memory with very good diction, tempo and pitch. In physical education, pupils develop a good level of accuracy in passing and receiving in ball games and develop some refined sequences of movement in dance and gymnastics. Standards in literacy and numeracy are above the levels expected at this age nationally.

In the 1999 National Curriculum tests for seven-year-olds in reading the proportion of pupils reaching the

expected standard, and that reaching the higher levels, indicates above average attainment. In the tests in writing the percentage of pupils reaching the expected Level 2 and the higher levels indicates well above average attainment. Results in the most recent tests in mathematics indicate above average attainment at Level 2 and above. In the teachers' assessments of seven-year-old pupils in science, results also point to above average attainment.

In lessons and in work seen, seven-year-olds' attainment is above average in English, mathematics and science. In information technology, pupils reach well above average levels of attainment. In religious education, pupils have a good understanding of basic religious concepts. Standards in literacy and numeracy are above the expected levels. In art, pupils make some good pencil drawings. In design and technology, pupils show high levels of sophistication when they design new play equipment for the school. Pupils, at this age, know the relationship between climate and what is needed for survival, whilst in history they have a good knowledge of how the present differs from the past. In music, seven-year-olds handle a good range of percussion instruments and use them to maintain a regular beat. In physical education, pupils link and repeat sequences of movement sensitively and in games, throw and catch balls accurately.

The children who are under five are working towards the expected standards for their age and reach them by the age of five in all the areas of learning experienced by these children. Overall, these pupils, including those with special educational needs, make very good progress, with the consequence that many of them exceed the standards expected for five-year-olds.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Very good	Very good
Mathematics	Very good	Very good	Very good
Science	N/A	Very good	Very good
Information technology	Very good	Very good	Very good
Religious education	Very good	Very good	Very good
Other subjects	Very good	Very good	Very good

Of the three lessons where the pupils who are under five were specifically observed, the quality of teaching was outstanding in one, very good in another and good in the third. Of the 16 lessons seen in the infant classes, teaching was outstanding in two, very good in eight, good in five and satisfactory in one. Of the 21 lessons seen in the junior years, six were very good, nine good and six satisfactory. The teaching of literacy and numeracy is very good. Literacy and numeracy are taught every day and the time is well used to sustain the pupils' very good progress in these areas. The most striking feature of teaching is the way the teachers work as a team and share their considerable complementary skills.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Behaviour in lessons and on the playground is very good. Pupils are polite and friendly to each other and to adults at all times.
Attendance	Very good. There is very little absence and punctuality is good.
Ethos*	Excellent. Pupils have very positive attitudes to work, relationships are very good and the school is manifestly committed to the pursuit of high standards.
Leadership and management	The headteacher provides outstanding leadership. She is very well supported by her deputy and there is excellent involvement of governors.
Curriculum	The school provides an exciting curriculum that is outstanding in its breadth, balance and relevance. There is particular strength in information technology provision. All pupils have access to the full range of provision. There is a good range of extra-curricular provision.
Pupils with special educational needs	Pupils are offered very good support and make very good progress.
Spiritual, moral, social & cultural development	Provision is very good overall. Pupils are provided with many opportunities to reflect on issues of significance to them and share ideas.
Staffing, resources and accommodation	There is a good number of appropriately qualified staff. The accommodation is excellent and resources are very good.
Value for money	Very good.

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ● the behaviour of the pupils and the good attitudes to learning. ● that parents are always welcome in the school and staff are available to discuss their children. ● the quality of the reporting on pupils' progress. ● the home-school link books and the newsletters. 	<ul style="list-style-type: none"> ● the lack of notice concerning events. ● that the younger children are expected to do

The inspection findings confirm the parents' view that pupils are very well behaved and enjoy their lessons. Arrangements for parents to meet teachers are good and annual reports are detailed. There is a good range of communication between the school and the pupils' homes and the home-school link books are well used. The inspection finds that adequate notice is given of forthcoming events. The amount of work that the younger pupils are expected to do at home is appropriate.

KEY ISSUES FOR ACTION

- There are no key issues for action.
- **Other issues**

In the context of the school's very many strengths, the governors and the management team should consider the following actions:

- Further develop links beyond the school, particularly with industry and commerce (see para 46).
- Further develop the roles of co-ordinators by placing even more emphasis on their role in the monitoring of teaching and the dissemination of good practice (see para 52).

INTRODUCTION

Characteristics of the school

1. Redhill Primary School is a new school in Priorslee, an area of Telford in Shropshire. The school opened to children in April 1998 with 37 children in two classes; it has opened a new class each term since then. There are now 138 pupils on roll organised into six classes grouped according to age. This is smaller than other schools of the same type. The average class size is currently 23.5. Children are admitted to the school in the term in which their fifth birthday falls. Pupils enter the school with average levels of attainment: almost all have pre-school experience. Eleven children under five were on roll at the time of the inspection. The percentage of pupils deemed to have special educational needs at 15 per cent is in line with national averages. There are no pupils who have a statement of special educational need, which is below the national average. Six per cent of pupils come from non-white ethnic groups.
 2. The school is situated in a rapidly growing residential area of detached private homes and was built to serve the new population as they moved into the area; however, the school is attracting pupils from a wide area and currently only a small percentage comes from within the catchment area. The wards from which the children are drawn are of mainly high socio-economic status. The percentage of pupils eligible for free school meals at 1.4 per cent is well below the average for primary schools nationally.
 3. The school is a low-level, open-plan design with a centrally located library, a hall and a networked computer system. There are seven class bases available in this, its first phase of development, with the capacity to expand by another seven if needed. The school has two large playgrounds, a playing field, areas of conservation woodland. Open fields surround it on two sides.
 4. The school's aims as set out in the prospectus are to:
 - provide a happy, secure and safe environment where everyone feels valued and respected.
 - have high expectations of all members of the school community and to seek excellence in all aspects of our work.
 - create a learning ethos throughout the whole school community.
 - fulfil the requirements of the National Curriculum and to extend children's learning opportunities through a rich and varied range of experiences.
 - help and encourage children to achieve their full potential alongside learning to care for others and the world they live in.
 - foster and sustain children's natural enthusiasm for learning, their ability to accept and enjoy challenges and a willingness to set challenges for themselves.
 - create an atmosphere where children have confidence to share their ideas and to respect the ideas of others.
 - encourage children to pose questions and hypothesise in all aspects of their work.
 - try to give real and practical starting points to the children's work and to try to ensure that they can see a worthwhile purpose in what they do.
 - foster independence, collaboration and the ability to relate to others in a social context.
 - encourage children to achieve a high degree of responsibility, self-discipline, self-esteem and self-reliance.
 - develop children's spiritual dimension by fostering a sense of wonder, joy, amazement and love.
 - develop acceptance of all other people regardless of gender, colour, culture, origin or ability.
 - have no discrimination in school and for children to have equal access to all of the curriculum and facilities so that no child feels debarred from any activity.
1. In the light of these aims the school's priorities are:
 - to develop shared aims, ethos and ways of working amongst the staff.
 - to complete the documentation needed to support its work.
 - to bring current provision for numeracy in line with the National Numeracy Strategy.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998			

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 2 or above	School			
	National	80 (80)	81(80)	84(83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 2 or above	School			
	National	81(85)	85(83)	86(85)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998			

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 4 or above	School			
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total			
Percentage at NC Level 4 or above	School			
	National	65 (63)	65 (64)	72 (69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	45
Satisfactory or better	100
Less than satisfactory	0

² Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Overall standards achieved in English and mathematics and science exceed expectations. As this is a very new school, there is no data available to judge standards in attainment in National Curriculum tests against national standards. The results of the tests in 1999 indicate above average attainment in English and mathematics and well above average attainment in science. There are insufficient grounds for making comparisons with similar schools. However, attainment in the 1999 tests was above the local education authority average. The school has set feasible targets for improvement in English, mathematics and science and on the evidence of the inspection is making significant progress towards them. The very good quality of teaching across the school is a significant factor in the high standards being achieved.
2. The inspection of lessons and of pupils' work shows that eleven-year-olds reach above average standards in English, mathematics and science. This accords with the standards reached in the most recent tests. Attainment in information communications technology is well above average. By the age of eleven, most pupils swim at least 25 metres unaided. Standards in religious education are above average.
3. In English, by the age of eleven, speaking and listening are above average. Most of the pupils at this age speak confidently and fluently, invoking a good range of language. This was particularly evident in the discussion of books and in describing the findings of their scientific investigations. Standards of reading are high: pupils read a good range of books and other texts for interest and enjoyment and compare different versions of the same story. Standards in writing are also good. The range of purposes and readers for which the pupils write is impressive. The pupils draft and redraft their writing adding adjectives to increase the impact of the language. Punctuation is well developed and spelling generally accurate.
4. In mathematics, eleven-year-olds have an above average understanding of number and place value and use the four rules to calculate, sometimes with numbers beyond 1,000. They multiply and divide using two digits and have a secure knowledge of place value. They have a good understanding of measures and recognise the properties of two- and three-dimensional shapes. They use protractors to draw and measure angles accurately. They interpret data and represent findings graphically. In science, when conducting investigations, pupils understand the principle of a fair test and use and understand basic technical vocabulary. They have a good knowledge of physical processes and of the properties of a range of materials. They develop a good understanding of living things in their study of plants. In information communications technology, pupils have extensive understanding and a very high level of skill in the use of computers. They access the internet to research their work and use e-mail creatively to communicate with their linked school in the United States of America.
5. Due to the differences between schools in what is provided under the new curriculum framework, reliable comparisons cannot be made with what is achieved in other schools in other subjects. In art, eleven-year-olds use a good range of media and techniques in their work and produce some skilful observational drawings. In design and technology they use a good range of fixing methods, for example, in the production of pop-up cards for younger children, using some imaginative designs. In geography, pupils show a high level of geographical understanding when they undertake a study of a town in Greece. In history, pupils show a good understanding of key events and characters prominent in the years between the two world wars. Pupils at this age sing a wide range of songs from memory with very good diction, maintaining tempo and pitch. In physical education, pupils develop a good level of accuracy in passing and receiving in ball games and develop some sophisticated sequences of movement in dance and gymnastics. Standards in literacy and numeracy are above the levels expected at this age nationally. In religious education, pupils have a good understanding of the key Christian festivals and see the connection between these and the festivals of other faiths.
6. In the 1999 National Curriculum tests for seven-year-olds in reading, the proportion of pupils reaching the expected standard and those reaching the higher levels exceeded the national average. In the tests in writing, the percentage of pupils reaching the expected Level 2 and the higher levels indicates well above

average attainment. Results in the most recent tests in mathematics indicate above average attainment at Level 2 and above. The teachers' assessments of seven-year-old pupils in science also point to above average attainment. Boys and girls reach comparable standards in reading, writing, mathematics and science at the age of seven.

7. In lessons and in work seen, seven-year-olds' attainment accords with the overall above average attainment of pupils in English, mathematics and science. In information technology, pupils reach well above average levels of attainment. Standards in literacy and numeracy are above the expected levels.
8. In English, speaking and listening, reading and writing are above average for seven-year-olds. Pupils listen and respond fluently to the teachers' questions in lessons. They are confident, too, in informal conversations with their peers when they work in groups. They are very confident readers and standards are above the level expected. Writing is also above the level usually found at this age; pupils write for a wide range of purposes and readers, spelling familiar words accurately and using appropriate punctuation marks. In mathematics overall attainment is above average. Most seven-year-olds have a good knowledge of the number system and apply their mathematical knowledge to the solution of number problems. They know the value of coins and add and subtract sums of money confidently. They measure and weigh using standard measures. They know the names and simple properties of two-dimensional shapes and of some three-dimensional shapes. They are very confident in collecting and making sense of data. In science the attainment of seven-year-olds is above average. Pupils investigate and describe living and non-living things and understand many of the properties of different substances. They are particularly good at pursuing scientific investigations. In information communications technology, most pupils have very high levels of skills and understanding. In religious education, pupils at the age of seven understand that there are special people, places and times that have a deep significance for people's lives.
9. In art, pupils make some good pencil drawings and use a range of materials confidently, for example, when making glove puppets. In design and technology, they show high levels of sophistication when they design new play equipment for the school. Pupils at this age know the relationship between climate and what is needed for survival, whilst in history, they have a good knowledge of how the present differs from the past and the reasons for those differences. In music, seven-year-olds handle a good range of percussion instruments and use them to maintain a regular beat. In physical education, pupils link and repeat sequences of movement sensitively and in games, throw and catch balls accurately.
10. The children who are under five are working towards the expected standards for their age and reach them by the age of five in all the areas of learning experienced by these children. Overall, these pupils, including those with special educational needs, make very good progress, with the consequence that many of them exceed the standards expected for five-year-olds.
11. The rate at which pupils progress in their work through Key Stage 1 is very good. From average attainment on entry to the school at this stage, pupils establish a very good rate of progress that is sustained through the different years. As few of the current cohort of pupils have been in the school for long, it is not possible to judge the impact of the school's provision on their progress over time. Progress at this stage is very good in most subjects; in design and technology, history, music and physical education it is good. Of the 16 lessons seen at this stage, pupils' progress was excellent in one, very good in six, good in eight and satisfactory in one. In English, pupils make very rapid strides in the development of confidence in speaking and listening and in linking their increasing use of language to their writing. The higher-attaining pupils and the pupils with special educational needs also develop their reading and writing and their oral skills at a very good rate. In mathematics, very good progress is sustained through regular practice of mental skills. Very good progress in science is due to the early introduction to disciplined enquiry.
12. In Key Stage 2, overall progress of the great majority of pupils, including the higher attainers and the pupils with special educational needs, is also very good and is rooted in the high quality of teaching. The few pupils for whom English is an additional language make very good progress in most aspects of their work as they rapidly improve their level of fluency in English. There is very good progress in most subjects; in design and technology, history and music progress is good; in physical education, it is satisfactory. Of the 21 lessons seen at this stage, progress was very good in three, good in ten and satisfactory in eight. Very good progress in English is seen, for instance, when the pupils in the literacy hour are stimulated by

penetrating questions to extend their ideas. The pupils show an increasing skill and confidence in talking about their books and most use inference and deduction, justifying their views in relation to the text. This is clearly evident, for example, when they explore writing in the first and third person and describe the characters in their work on Tolkein and Rowling. In mathematics, very good progress results from the good work in basic concepts and when pupils, for example in Year 4, are stimulated to investigate problems using computers. In science, pupils build steadily on their previous knowledge of life and living processes and develop an increasing knowledge of friction and forces.

13. The children who are under five make good progress across all the areas of learning and are particularly quick to grasp basic number facts and the beginnings of reading. They are working towards the expected standards for their age and, by the time that they are five, many are likely to exceed the expected outcomes in language and literacy and most are expected to do so in mathematics, knowledge and understanding of the world and in physical development. They are likely to exceed the expected learning outcomes also in their creative development and in their personal and social development. These very good rates of progress are clearly related to the very high quality of teaching and support these children experience.

Attitudes, behaviour and personal development

14. Pupils' attitudes to their work, play and extra-curricular activities are very good. They come to school on time and are rarely absent. They are eager to learn and to be taught. This is a reflection of the very good teaching and relationships throughout the school. There is a positive and confident approach to tasks set, which results in high quality work. Pupils take a pride in the neat presentation of their work. They are observant and discuss and reflect on their findings well when, for example, they conduct experiments in science. Pupils work well together in different groupings and individually.
15. Standards of behaviour and discipline are very good. There have been no exclusions and no bullying was observed or reported by parents or pupils. Pupils are polite, courteous and friendly to each other and to adults. They show patience and tolerance in many situations. Older pupils show kindness to younger ones during breaks and lunchtimes and exert a positive influence in mixed-age classes. Pupils respect the teachers and other adults in the school. They care for the school property and are particularly assiduous in attending to the large family of school pets. They are happy to share equipment and help each other. Relationships are very good among pupils and teachers. This helps to create an environment that supports very effective learning.
16. Personal development is well above average. Pupils take advantage of the many opportunities provided to exercise responsibility. When given the opportunity to take on the role of monitors, for example, they show enthusiasm and willingness to carry out the duties involved; these include the supervision of the clearing of tables after mealtimes. They respond well to the system of awards and certificates for achievements in academic, sporting and social areas. The extensive range of provision for taking on additional responsibilities, from playground monitors to lunchtime duties, prepare pupils for mature citizenship.

Attendance

17. Attendance is very good and there is no unauthorised absence. There is a 96 per cent attendance rate.
18. Pupils come willingly to school and parents ensure their children arrive punctually. Lessons begin promptly.

QUALITY OF EDUCATION PROVIDED

23. Teaching

19. The quality of teaching is very good in both key stages and for the children who are under five. Of the 40 lessons, three were outstanding, 15 were very good, 15 good and seven satisfactory. There are no significant weaknesses in teaching. There are, however, many significant strengths. The most striking feature of many lessons is the teachers' very good knowledge of what they teach, their steady flow of high level, challenging questions and the clear use of challenging, technical vocabulary. All of this reveals to the pupils very high expectations for attainment. The very good use of resources and the imaginative range of strategies invoked to manage pupils' work and behaviour were at times outstanding. The teaching of literacy and numeracy is very good. Literacy and numeracy are taught every day and the time is well used to sustain the pupils' very good progress in these areas. The literacy hour is well established and teachers work well together in sharing their skills. The teachers have taken remarkable strides in these areas in a very short time. The use of the structure of the literacy hour is already producing significant benefits for the pupils' use and understanding of language.
20. The overall quality of teaching for the pupils who are under five is very good. Of the three lessons where these pupils were specifically observed, the quality of teaching was outstanding in one, very good in another and good in the third. The teacher's knowledge of the six areas of learning of the children's individual stages of development is very good. Teaching is informed by a clear view of what young children need in order to progress in their learning. The children are offered a good range of experiences, including activities such as role-play, jigsaw assembly, pattern-making and computer tasks. These activities provide children with effective opportunities to advance their manipulative skills and their personal and social development through sharing and co-operating with others. Particularly good is the way that the pupils' informal language is channelled into organised discussion and the first attempts at word recognition and writing. The teaching of writing is very good and pupils are led at an appropriate pace to the beginnings of independent writing. There is good attention given to the progressive development of fine motor skills and accurate letter formation. The resources are imaginative, well organised and are used to very good effect. There is a good balance of indoor and outdoor activities. The teacher preserves very good records of the children's attainments, which are used very well to inform further developments. The beginnings of mathematics are taught well by providing opportunities for the recognition of shapes and then of numbers leading to the simple ordering of numbers on a number line. Pupils are sensitively introduced to living things and the world around them and they are taught to be curious and responsive to what they see and hear. They are taught well to explore the world of sound and colour and to respond to music through simple dance sequences, rhymes and songs. Teachers provide good opportunities for the physical development of the children and support them effectively in practising and refining their basic skills. The teachers and other adults relate well with the children and enable them to feel confident and secure. They are provided with a very secure start to the day and are helped very sensitively to settle in to their first activity.
21. The quality of teaching is very good in Key Stage 1. Of the 16 lessons seen at this stage, teaching was outstanding in two, very good in eight, good in five and satisfactory in one. At this stage, teaching is very good in all subjects, except design and technology, geography, history, music and physical education where it is good. Teachers, generally, have a very good knowledge of what they teach. They set high expectations for attainment and this shows itself in the persistence with which they pursue increasingly challenging questions and use the appropriate technical language in all subjects. A very significant strength of teaching, very evident in the teaching of science, is the quality of planning. Much outstanding planning ensures that the pupils' prior knowledge is built on systematically. Teachers manage pupils very well and generally channel their energies into productive and exciting work. In most lessons teachers use time and resources very well to maintain the pupils' interest and the pace of lessons. Overall, the quality and use of day-to-day assessment is good. Homework is generally used very well and is dovetailed into pupils' other work.

22. The quality of teaching in Key Stage 2 is also very good. Of the 21 lessons seen at this stage, six were very good, nine good and six satisfactory. Teaching, at this stage, is very good in all subjects, except design and technology, geography, history and music where it is good and physical education, where it is satisfactory. At this stage, too, teachers have a very good knowledge of what they teach and set high expectations for attainment in the way they plan for an increasingly challenging programme of activities and build up basic skills through very effective whole-class teaching. A further strength is the range of methods used to manage the pupils as they carry out their activities. Time and resources are used excellently and pupils are provided with some clear indications of how they are progressing in their work and of how they might further improve. Homework is used well in most subjects to support pupils' learning.
23. The quality of the teaching provided for pupils with special educational needs, including the higher-attaining pupils, is generally very good. There is very good support in lessons and the pupils who are withdrawn from lessons for special help are taught well, with some very effective work on reading and comprehension of texts. The pupils for whom English is an additional language are also taught well by skilfully-targeted specialist teaching, with the result that they are quick both to establish confidence in their oral and written work and to overcome the barriers to learning caused by the specialist language of the different subjects.

The curriculum and assessment

24. The school provides an excellent curriculum for all its pupils and takes very good account of their age, capability and special educational needs. All subjects of the National Curriculum, religious education and the areas of learning for the children who are under five are taught. All the statutory curriculum requirements that apply are met, including those for sex and drugs education. The personal and social education programme is particularly well structured. Pupils are provided with some very stimulating activities in which they learn, for example, the significance of co-operation. The curriculum is broad, balanced, relevant and stimulating. The arrangements by which the curriculum focuses on topics and develops individual subjects work well. A strength of the school's provision is the imaginative way in which the teachers use displays of pupils' work as a focus for learning. There is a good range of visits beyond the school and a particularly successful residential visit where the pupils in Years 5 and 6 pursue a wide range of outdoor and adventurous activities. These are closely linked to their studies, including their writing.
25. The curriculum clearly promotes the aims of the school, which are focused on providing and maintaining an effective learning environment. It promotes the pupils' intellectual, physical and personal development and pupils are well prepared for the next stage of their education. There is a very clear framework for curriculum planning and provision, which ensures an appropriate allocation of time for all subjects. A very substantial proportion of curricular time is devoted to the teaching of literacy and numeracy. The National Literacy Strategy has been very effectively introduced in all years, and is having a positive effect on pupils' literacy. The school has also been implementing the National Numeracy Project successfully. Personal, social and health education is well provided for. Very effective planning ensures that the teachers build progressively on the pupils' existing knowledge and skill.
26. The school provides well for equality of opportunity in the curriculum, and teachers take care to ensure that pupils of all backgrounds and levels of attainment make equally very good progress. Pupils with special educational needs are identified and helped to make progress through individual plans with appropriate targets. The few pupils for whom English is an additional language in the home receive the appropriate level of effective specialist support and are quick to acquire a good level of fluency in English.
27. The children who are under five experience the full range of the areas of learning recommended for this stage of schooling and their attainment is appropriately recorded. They are provided with a very good foundation of planned experiences, both indoor and outdoor, on which to build at compulsory school age. The school runs a good number of sports clubs after school. These vary according to the expertise available, but have included badminton, tennis, basketball, rounders, keep fit, netball and football. There are insufficient pupils available yet to constitute teams for competitive sport and games.

28. The school's assessment system is very good. It is used to very good effect in tracking the attainment of individual pupils and of all cohorts in the core subjects of English, mathematics, science and information technology. The school has developed very good systems for assessing pupils' literacy and numeracy. Pupils' reading achievements are analysed regularly; this provides useful information against which to gauge their progress. The school makes good use of computer analyses of pupils' achievements but, being a new school, has little data to analyse. The analysis of attainment is used effectively to identify areas to set targets for improvement for individuals and groups. Pupils' work is regularly marked and teachers provide clear indications of attainment and of how work may be further improved.

Pupils' spiritual, moral, social and cultural development

29. The school's overall provision for spiritual, moral, social and cultural development is very good and makes a strong contribution to the ethos of the school.
30. Provision for the spiritual development of the pupils is very good. The spiritual dimension of school life is explicit in the aims of the school, which identify the need to foster a sense of wonder, joy, amazement and love. The school plans the focus for the daily act of collective worship to encourage pupils to reflect on their own understanding of spiritual issues, as when individual talents of pupils are identified and praised. The spiritual aspects of life are regularly highlighted in the planned curriculum. For example, pupils investigate the wonder of patterns in numbers and marvel at the world in which they live through science and the study of the universe. Pupils also experience the emotional response to art when they observe and appreciate the work of a variety of artists. They compare their own lives with those of composers such as Wolfgang Amadeus Mozart. In history, they study the differences between Roman and Greek life. The religious education programme provides ample opportunity for pupils to reflect on their own lives and to discuss the actions of others, for example, in the role-play arising from the story of The Good Samaritan. The school entrance area has an exemplary display of books and pictures about the life of the school; this enhances pupils' responses to the school's aims of reflecting on their own talents and working with respect for each other. Throughout the school building, and in lessons, there is an atmosphere of reflection and questioning.
31. The provision for moral development is very good. There is a cohesive approach by all staff to encourage high standards of behaviour. The school provides clear guidance on how pupils are expected to behave and relate to each other. The school's policy is to encourage children to achieve a high degree of responsibility, self-discipline and self-esteem. The school provides many opportunities for pupils to exercise responsibility and self-discipline through the systems of reward stickers and cards. Pupils earn privilege time as a result of good behaviour and effort, when they choose an activity for half an hour at the end of the week. Playtimes are also monitored to ensure compliance with the school's expectation of good behaviour and attitudes. The provision for supervision at lunchtime is also very good, encouraging good, sensible behaviour by all pupils. Reminders of the school's 'Four Golden Rules' and class rules are displayed in key positions around the school.
32. The school's provision for social development is very good. The school has clear aims for encouraging pupils to feel valued, respected and to share their ideas confidently within lessons. These aims are understood by the staff and promoted well through collaborative learning in pairs and larger groups. The school involves pupils in the life of the community by visiting many places of interest and talking to the local citizens. For example, the local police visit the school to discuss safety and drug issues; the school nurse visits to provide opportunities for health and sex education for older pupils. In addition, older people write to pupils providing accounts of their memories of the Second World War. All these experiences make a very good contribution to the pupils' learning and progress. A good range of extra-curricular activities helps children to work and play together, experiencing the values of sharing, winning and losing gracefully. The school's caring ethos provides pupils with a positive environment in which to develop responsible attitudes towards each other. They are encouraged to discuss openly what they think of their school. Pupils are given a very good range of opportunities to exercise responsibility. The 'Big Friend' scheme to support new pupils to the school and the various opportunities to be monitors for lunchtime and playtime activities are excellent examples.

33. The school's provision for cultural development is good. The school has a good range of books reflecting a variety of cultures. The planned curriculum incorporates positive teaching of different faiths, including the way different artefacts symbolise elements of the ceremonies of differing religions, for example, in Judaism and Hinduism. The school focuses on different music composers at different times in the year. The works of these composers are used in various ways to support the curriculum. Attendance at the local schools' music festival provides a good opportunity to experience music from different world cultures. Pupils receive good teaching about their own European cultural heritage, particularly in relation to the local environment. They also have good opportunities to study the work of artists such as Picasso, Van Gogh and Paul Klee. They have good experience of literature; older pupils speak with insight about their favourite authors. The school is also providing a link with a Christian Aid project providing support for children in Africa.

Support, guidance and pupils' welfare

34. The school provides excellent support, guidance and pupils' welfare. A disciplined yet relaxed atmosphere in the school enables a sensitive and reassuring support system to flourish. There is a strong sense of belonging and self-confidence. Pupils feel able to talk openly about problems and interests to staff. The quality of learning is enhanced by this support.
35. A very efficient system for recording and reporting pupils' academic progress is in place. Marking is detailed and supportive, leading to improvement in attainment. Home-link diaries and reading records, signed by parents, contribute to this good provision. Progress is carefully monitored at all stages of development and additional support is provided where appropriate. The guidance and support provided for pupils with special educational needs are outstanding. The school's literacy and numeracy strategy are very effective in underpinning pupils' learning across the curriculum.
36. There are excellent procedures for monitoring and encouraging good attendance. There are close links with the local secondary schools and pupils are well prepared for the next stage of education.
37. Procedures for promoting and monitoring discipline and good behaviour are excellent. Rare instances of misbehaviour are quickly resolved. An appropriate child protection policy is in place and staff are aware of child abuse procedures. Constant care and supervision of pupils by all staff are noticeable features. There is a comprehensive health and safety policy in operation. The school has an excellent safety record and provision for pupils' welfare is a significant strength.
38. Induction procedures for children who are aged under five and arrangements for the various intakes are very good. There are very good opportunities for parents and children to visit the school. The younger children have their own designated area, which has a good selection of wheeled toys or climbing apparatus. The children are greeted very sensitively on arrival at school and great care is taken to ensure that they settle securely into their first activity.

Partnership with parents and the community

39. Relationships between the school and parents are very good. Parents are welcomed and encouraged to visit and help in the life and work of the school. Several parents help in the classroom and many support the school by fund raising and organising sporting and social events. Their involvement supports the pupils' learning and progress.
40. Communications between home and school are very good. A comprehensive, attractively illustrated and easy to read prospectus, annual governors' report and regular newsletters provide a wealth of information for parents. The pupils' annual report is of high quality and provides a complete record of academic progress. Parents' evenings provide very good opportunities for further consultation. Home-link diaries and reading records are very effectively used. The concerns of some parents about the quality of information received from the school about their children's progress and about what is taught are not justified by the inspection evidence.

41. The school organises a good range of educational visits, some of which are residential, which further support and enrich pupils' personal development. The amount of work pupils are expected to do at home is appropriate. Links with local industries are under developed.
42. There are very good links with the parents of the children who come to the school before they are five. The parents are well known to the teacher and difficulties in adjusting to the school environment are resolved with the co-operation of parents, who value the security that good contact with the school offers them and their children.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

43. Overall leadership and management of the school are outstanding. The school has developed very rapidly in the four terms of its existence, through the drive and imagination of the Headteacher, ably assisted by her deputy and other colleagues and the imaginative involvement of the governing body. The governors and the Headteacher, in the context of many difficulties involved in setting up a new school, have been successful in defining clearly the ways they can best fulfil their mutual responsibilities. Already they have worked out effective ways of monitoring the curriculum and the quality of teaching. Their involvement in the appointment of new staff has been excellent and has ensured the development of a team of teachers that shares expertise, supports one another and manages the curriculum collaboratively.
44. The work of the school is supported by excellent documentation approved by the governing body. The school places strong emphasis on sustaining equality of access for all pupils to the full range of the curriculum. This shows itself in the quality of provision for the pupils with special educational needs. The measures taken to raise standards are very effective in all areas, and the overall very good quality of teaching now established is having a marked effect on the levels of attainment achieved by the pupils and the rate at which they progress in their work.
45. Development planning is excellent and is rooted in a systematic analysis of the school's central needs, which have been many, as it gradually reaches its full complement of pupils. There are regular, well documented meetings when all members of staff are involved in establishing the school's objectives and in agreeing to them. Appropriate and challenging priorities have been established and feasible targets defined. Indications as to how success will be identified have been clearly delineated. The targets for 1998-99 were concerned with literacy development, the development of a mathematics policy and scheme of work and the development of information technology, particularly in relation to the National Grid for Learning. A further focus for the management of the school has been work on long-term planning and schemes of work for all subjects. Within a very short timescale, the teachers have met and exceeded all the targets set for development in the current year. The school is now very well placed to consolidate the considerable range of developments that have been put in place.
46. The Headteacher has evolved a style of leadership that balances the need for rapid development with the importance of sustaining a strong community of teachers. She has provided outstanding leadership since her appointment and has been very ably supported by her deputy. She has taken decisive action when required, and has done much to nurture the support of parents. She is very accessible to pupils and staff and supports teachers very effectively in their work. There is good delegation of responsibilities to the different curricular areas and the teachers work with a clear sense of common purpose, forming a cohesive, self-critical community. The monitoring and implementation of policies are very good overall. The monitoring of teaching has been particularly effective. The governing body brings to the exercise of its responsibilities a good level of relevant expertise, including experience in the world of business and finance. A particular strength is the knowledge that some governors have of the world of education. The governors' contribution to supporting and monitoring the management of the school's finances is very effective. Governors have a clear strategic view of the school's development and are not over-reliant on the Headteacher in the exercise of their distinctive responsibilities. They have ensured that statutory requirements are met, including those related to the monitoring of and reporting on the provision for pupils with special educational needs.
47. The management of the curriculum is very good. The teachers have worked to develop the level of documentation needed to ensure that what is taught is at the appropriate level for all year groups. Their commitment, dedication and hard work are a marked feature of the school. The management of subjects is very good in English, mathematics, science, art, design and technology, geography, history, information technology, music and religious education; it is good physical education. The support and

monitoring of teaching and curriculum development is generally very good, given the short time the school has had for the development of co-ordinating roles. There is further planned development of these roles. The management of provision for the children who are under five is very good. Care is taken to ensure that what they experience is targeted on the attainment of the full range of the desirable learning outcomes expected by the age of five.

48. The management of provision for pupils with special educational needs is very good. The governors have ensured that provision for pupils with special educational needs is clearly directed towards the needs of the pupils concerned. Governors receive very good information from the special educational needs co-ordinator. This puts them in a strong position to report to parents in the manner required by law about how funding and resources are deployed.
49. The ethos for learning in the school is outstanding. A striking feature of the school is the impressive array of aesthetically displayed work by pupils. Classrooms are hives of activity and pupils experience a wide range of interesting and exciting lessons. The governors and the teachers work hard to sustain a climate where all pupils are secure and happy and are encouraged to exercise and celebrate their diverse talents. The imaginative management of the school has created a strong culture of high expectations for attainment, whilst preserving a convivial environment where pupils do not feel over-stretched. All pupils feel valued and have equal access to the full range of what is provided.
50. Daily routines are well established and sustained by a very effective school office. First contact with the school communicates a clear sense of order and purpose. Communications within the school are clear and effective. The staff are fully informed about and aware of daily routines and emergency procedures. Standard procedures, particularly those related to health and safety, are clearly delineated in a helpful staff handbook.
51. This is the school's first inspection. The speed at which it has established itself is indicative of the very high quality of the systems, the leadership, the planning and the vision that drives it. It is set to sustain its present rate of development but also needs time to celebrate and absorb current achievements before launching a further spate of demanding innovation.

Staffing, accommodation and learning resources

52. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well. There are seven full-time teachers, including the Headteacher, who provide the school with good expertise across most areas of the curriculum, except music. The teachers' expertise is particularly strong in English, mathematics, information communication technology and in relation to provision for the children who are under five. There is a wide range of teaching experience within the staff team, with one person being newly qualified. Many of the staff are new to the school as the school has opened a new class each term for the past 18 months. The school recently appointed a Deputy Headteacher, although she had

already been on the staff. She is also the designated special educational needs co-ordinator although this role is shortly to be re-designated to another member of staff. All teaching staff have more than one area of curricular responsibility and appropriate job descriptions are in place.

53. The school employs a high number of learning support staff for this size of school, but this is appropriate in the context of a new school and with the present larger number of younger pupils. Support staff have an appropriate range of experience and qualifications, although the early years' assistant is new to the role. In addition, they effectively monitor pupils' progress towards the targets set for them in their individual education plans. They work very closely with teachers in planning and recording pupils' progress. The administrative assistant, although appointed after the school opened, is suitably experienced to offer very good financial and administrative support.
54. The school's arrangements for the professional development of teaching and support staff are good. The training programme relates well to both the priorities of the school development plan and to areas where individual staff need to improve their expertise. Teaching staff have attended training in order to implement the National Literacy and Numeracy Strategies. The programme for appraisal of all staff has begun and is effective. The programme for the induction of new staff to the school is satisfactory and the newly qualified teacher have received good support from the Headteacher who is her mentor.
55. The school's accommodation is excellent. The new building provides a spacious, clean, attractive and safe environment to meet all the demands of the curriculum. The large airy hall, which has under-floor heating, offers good accommodation for whole-school assemblies and indoor physical activities. The entrance area is light and attractive and provides direct access to the office where school personnel can welcome visitors. There is no specific outdoor area for pupils under five, but teachers make effective use of the well-marked playground for play with large toys and equipment. The school buildings and grounds are very well maintained and the building is very clean. The building provides safe access and toilets for pupils and adults with physical disabilities.
56. The quality and quantity of learning resources to support the curriculum is very good overall. For English, under-fives, information communication technology, art and library resources the provision is excellent. There are good levels of provision for mathematics, science, physical education, history and religious education. In particular, the library has a very good range of non-fiction books to match the requirements of the planned curriculum. There are also many big books and group readers to support the Literacy Strategy and the area provides an excellent range of information communications technology equipment to enable pupils to undertake research activities. In addition, the school uses the local resources of museums and galleries well to support learning.

The efficiency of the school

57. The quality of financial planning to support educational development is excellent. A high level of financial expertise sustains very effective budgeting. The governors' high level of involvement in the management of the school has ensured that priorities are clearly identified in the school development plan and that budgeting is linked appropriately to these priorities. Targets set for the further development of the school are clearly costed. The governors are supplied with comprehensive financial information to support the exercise of their responsibility for ensuring that spending is appropriately directed. The finance committee is highly skilled in the development and interpretation of financial systems and provides invaluable expert support to the school. The special needs co-ordinator, supported by a designated governor, ensures clear accounting for funding for pupils with special educational needs. The governors have ensured that the funding designated for provision for pupils with special educational needs is efficiently directed.

58. The school makes very good use of teaching and support staff; teachers' expertise is appropriately used across the school. Support staff for pupils with special educational needs are effectively deployed and this shows itself in the good rate of progress that these pupils make in all aspects of their work. The school makes excellent use of the learning resources at its disposal. The use of the accommodation is excellent, particularly in the way that all areas are imaginatively decorated and used to celebrate the pupils' work.
59. The efficiency of financial control and school administration is excellent. Budgetary plans are clearly in place to support priorities. Some minor procedural matters raised by the auditors have been effectively addressed. The day-to-day management of finance is undertaken by a very effective finance office. The computerised financial management system is used to good effect; it is networked to the local educational authority's central system and this allows for immediate access to the current state of the budget and supports efficient spending on resources.
60. Pupils enter the school with average standards of attainment and above average socio-economic circumstances. Most pupils establish and sustain a very good rate of progress in the development of what they know, understand and can do. The pupils with special educational needs also progress at a very good rate. The pupils experience a high proportion of good and very good teaching and reach high standards of attainment. The involvement of parents and the wider community has been effectively nurtured. There has been a rapid rate of very effective development since the school opened. The cost of educating each pupil is lower than that found nationally in primary schools. Taking all these judgements into consideration, the school provides very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

61. At the time of the inspection, only eleven pupils were under five and they were working in a mixed-age class of reception and Year 1 pupils.
62. Children's attainment, when they start school is generally about average for their age. By the time they are five, the majority reach and many exceed the standards expected according to the local education authority's baseline assessments.
63. The quality of teaching the pupils receive is very good. The teacher expects a very high standard of behaviour from the children and teaches them to respect each other. The teacher plans thoroughly for an excellent variety of appropriate activities. She makes clear to the pupils her expectations for accepted routines and ways of learning. She makes learning and experimenting into an exciting experience for the children and uses high quality resources very effectively. Hence, the children in the class are making very good progress.
68. **Personal and social development**
64. Children's personal and social development is very good and they are very well taught. They enjoy school and play and work co-operatively with each other. They share large toys well, creating rules for their games. They respond well to role-play activities, when they learn to make roads safe using tricycles and road signs. The school addresses their personal and social needs by providing a welcoming classroom; personal care and safety are of high concern to the staff involved. They receive many opportunities to develop spiritual awareness and express joy and wonder in their work. They also present their ideas and feelings and develop a good sense of right and wrong, particularly in circle time.
69. **Language and literacy**
65. The progress of children under five is very good, due to the very good quality of teaching they experience. They receive many opportunities to extend their vocabulary and share stories. They have good speaking and listening skills for their age. They enjoy listening to stories and share their ideas well with the class. They answer questions appropriately and use their knowledge of stories to predict the next sequence. They know about books, talking confidently about titles, authors and characters. Many know the alphabet and recognise initial letter sounds; they use information technology well to support learning. The children's early reading skills are satisfactory, knowing that text has meaning and using picture clues to help them enjoy books. Writing skills are also satisfactory, with the teacher paying careful attention to the formation of letters. The quality of teaching is very good and the teacher maintains good records of pupils' progress in reading and writing.
70. **Mathematics**
66. The beginnings of mathematics are very well taught. The majority of children meet the standards expected by the time they are five. They make very good progress due to the high quality teaching they receive. They recognise and understand numbers up to ten and some beyond 20. They know how to identify more, less and fewer when working with cubes. Pupils with higher prior attainment add on from a given number, for example, they give the total when adding two more cubes to a tower. They also count up or down, confidently and accurately, to 20. They collect different numbers of dinosaurs showing an ability to conserve numbers up to five. Many children know the days of the week and months of the year, especially their own birthday month. They understand the use of measures, using non-standard units, particularly when using liquid capacity containers. They are able to identify two-dimensional shapes, knowing squares, circles and triangles. Although only a few weeks in school, pupils are beginning to record their work legibly.

71. **Knowledge and understanding of the world**

67. The children develop a good knowledge and understanding of the world around them through a variety of scientific, historical and geographical topics, for example, they discuss issues of safety in the local environment of the school, discussing road signs, footbridges and crossing patrols. They compare environments other than their own, considering which places people go to on holiday. They learn about sight and light and dark, experimenting with which colours are bright. Pupils receive good teaching in information technology, becoming very familiar with simple computer programs knowing basic keyboard skills and moving the mouse around the screen. This area is very well taught through carefully structured experiences.

72. **Physical development**

68. By the age of five, children's physical development reaches the expected standard for their age as a result of very good teaching and the skilful use of large play apparatus and large toys. Pupils experience a good range of structured activities to explore the outdoor play area. They show good control skills, keeping to the left of the road and stopping at the crossings when playing on the tricycles. They play well in the role play area, organising the displays and tidying the furniture. All children have adequate opportunities to practise fine motor skills, using scissors, brushes, pens and pencils. When playing, they skip, run and move confidently, being aware of space and avoiding bumping into each other.

73. **Creative development**

69. Pupils' creative development is good. They are very well taught to explore tools and use scissors and brushes to support their work. They make good progress in the finer manipulative skills. Work with colour is very good; children select appropriate colours and texture for their drawings. They enjoy using paint and use large-brush work well. The quality of teaching in an art lesson was very good, with the teacher encouraging close observational skills of line and texture. They receive good opportunities to respond to music through singing, dance and percussion. They also enjoy listening to music and school singing sessions.

74. **ENGLISH, MATHEMATICS AND SCIENCE**

English

70. By the end of both key stages overall attainment in English is above the national average.
71. As this is a new school, there is no comparable test data for overall standards in relation to national averages. Information from the 1999 tests for eleven-year-olds indicates that an above average proportion of pupils reached the expected standard. However, based on the evidence of lessons and work seen, these standards are rapidly improving. The present Year 6 is small, comprising four pupils, hence judgements are based on the cohort of all Year 5 and Year 6 pupils.
72. By the time they are eleven, pupils' speaking and listening skills are good; the majority speak confidently and with a good range of vocabulary in formal and informal settings. At all times, pupils listen very well to each other and their teachers. At this age pupils have good reading skills. They read from an extensive range of literature, including many texts with a complex narrative. They also read poetry and dramatic text. They articulate personal responses to literature, being able to compare different versions of the same story. They also know the difference between biography and autobiography. They compare fables, myths and legends, relating these well to the historical study of Greeks. They are familiar with the works of established authors, being able to explore the author's intentions as in study of the work of Dick King Smith.
73. Standards in writing are also good. Pupils write for an impressive range of purposes and audiences. They plan their story-writing well, having an impressive understanding of how to use scene settings, characters and plot to entice the audience. Pupils also edit first drafts, improving the use of adjectives and adverbs to

make their text more interesting to the reader. They argue a debate in writing, as when discussing the rights and wrongs of capital punishment. They also listen to introductory passages from a variety of authors and continue to write stories in the same style. For example, Years 5 and 6 successfully re-wrote the dramatic text for the Odyssey. In addition, pupils write formal letters and postcards to friends.

74. Information from the 1999 National Curriculum tests for seven-year olds in reading indicates that the proportion of pupils reaching the expected Level 2 and above exceeded the national average. The test results for writing indicate well above average results, with a very high proportion of pupils attaining the required standards.
75. From evidence of lessons, hearing pupils read and scrutiny of work, the attainment of pupils by the time they are seven is good and above nationally expected standards. Standards in speaking and listening are good. Pupils listen attentively to each other's ideas and contribute sensibly and quietly in groups. At all times they listen and respond well to teachers' questions. Pupils also demonstrate good reading skills; they are extremely confident, reading with expression and meaning; they compare fiction and non-fiction; predict events in a story and describe characters' feelings. Pupils also use picture and phonic cues well to build words. Many pupils recognise complex words and undertake dictionary skills well. They know much about books, developing a critical awareness of what they can find out from a cover and expressing whether they agree or disagree with the author.
76. By the time they are seven, pupils' standards in writing are well above the level expected. They write sustained stories using knowledge of narrative, setting, and characters, using similar themes from books they have read. They summarise ideas making simple notes from non-fiction texts and following written instructions. Pupils write regular journals and use the reporting style confidently. They mostly spell accurately.
77. Pupils use language effectively across the curriculum, for example, they explore persuasive writing in World War II in history and write about the artist's intentions in work on Rothko. In religious education, Year 2 pupils write the questions they would like to ask God!
78. Pupils make very good progress in both key stages. As few pupils, of any age, have been in the school more than a year they have made impressively rapid progress. This is due to the high quality of teaching they receive, the exemplary curricular planning and the very good use of high quality resources.
79. Pupils make good progress in speaking and listening. In Year 1, pupils discuss confidently which characters appear in a story. By Year 2, pupils talk about books they have read and discuss their preferred authors. They also suggest why characters should not be allowed on the train when exploring "Oi! Get Off My Train", by John Burningham. Pupils in Years 3 and 4 are offered many opportunities to discuss and improve speaking skills, using good vocabulary when sharing work. By Years 5 and 6, pupils improve their ability to debate issues and share ideas.
80. Pupils make very good progress in reading. Pupils of higher prior attainment respond well to challenging text from a very good variety of genres. They predict events in a story and describe characters' feelings. They use a variety of context and phonic clues to improve fluency and expression in their work. Pupils with lower prior attainment also make very good progress. The introduction of group reading time has enabled pupils to share strategies and develop key skills. Pupils use information technology well to support learning in English. The youngest pupils use programmes that reinforce understanding of initial sounds, whilst older pupils use desktop publishing programs to merge graphics and text and to design covers for books.
81. Pupils also make very good progress in writing. In Key Stage 1, they begin to use simple punctuation accurately and to use phrases and conventions to improve their style. In Key Stage 2, pupils explore writing in the first and third person and write descriptions of characters in literature as in the work on Tolkien and Rowling's Harry Potter stories. They write their own versions of myths and fables. Those of higher prior attainment write creative, interesting stories using increasingly complex ideas. Throughout the school, pupils are developing a consistent handwriting style and this is gradually improving the standard of finished work.

82. The progress made by pupils with special educational needs is very good in both key stages. This is due to the appropriate level of support provided for them in lessons. Teachers and support staff, plan appropriate work for these pupils based on prior attainment.
83. At all times, pupils have very good attitudes to their work. They behave well and in the literacy hour they have become accustomed to the work routines. Pupils and teachers relate well to each other, listening sensitively and sharing ideas well. Younger pupils are clear about class routines and what teachers expect of them. Older pupils are responsible independent workers. They talk confidently about the stories they read and write. Older pupils are analytical and articulate their knowledge of style and genre of literature. All pupils have good concentration skills and these support the good progress seen in many classes.
84. The quality of teaching is very good, with examples of outstanding teaching. Teachers demonstrate very good knowledge of the subject and use very good resources effectively, as in a Year 2 lesson when pupils explored a variety of non-fiction texts. They also plan lessons thoroughly, making quite clear to the pupils the aims of each lesson. Teachers constantly reinforce the expected routines of the literacy hour and this is having a positive impact on progress. In a Year 1 lesson, for example, the teacher emphasised that children become authors when they write and this emphasis on their role encouraged pupils to finish their work to a high standard. Exemplary planning, matching the requirements of the National Literacy Strategy, contributes to the high level of challenge presented to pupils in the majority of lessons. Teachers have very good prior knowledge of their pupils, due to the informative use of assessment procedures.
85. The school has successfully implemented the National Literacy Strategy. There is a strong commitment by the school to make the literacy hour work well and this is having a positive impact on the quality of learning and the progress made by pupils in the development of their work. English is very well led and managed. A particular strength has been the management of the very effective programme of training for the teachers in the teaching of literacy.

Mathematics

86. There were no eleven-year-old pupils in school for the 1998 national tests and therefore no comparative data is available. Information from the 1999 national tests for eleven-year-olds indicates that standards are above both the national and local education authority's averages.
87. At this early stage in the life of the school and the school year, judgements made include reference to the previous year's work. In addition, as there are currently only four pupils in Year 6, judgements also focus on the Year 5 pupils who form the majority of the oldest pupils in the school. The findings during the inspection indicate that standards continue to be above average. Pupils have a good knowledge of the number system and place value up to thousands. They calculate accurately using the four rules. They use decimals up to two places, understand equivalent fractions and calculate accurately using percentages. Pupils have a good knowledge of the correct mathematical names and properties of two- and three-dimensional shapes. They use protractors to draw and measure angles with accuracy and understand how to present both negative and positive numbers when using co-ordinates. Pupils interpret data and present their findings in a variety of charts, including block and line graphs. They use a variety of number operations and calculation methods to solve problems and explain the process of the investigation in a clear and organised way.
88. There is no comparative data for the 1998 tests for seven-year-olds. There were only four pupils attending school at this stage and they all reached the national standard expected. From information provided by the school, results from the 1999 national tests for seven year-olds indicate that standards are now above the national average.
89. The findings of the inspection confirm that standards are above average. Pupils have a good knowledge of place value up to 100 and some higher-attaining pupils to four figures. They add and subtract up to three digits and are beginning to recognise patterns in tables. They understand the place value of the decimal point in the money system, simple fractions and use metric measures for length, weight and capacity. They have good knowledge of the properties of two-dimensional shapes including hexagons and pentagons

and know the names of three-dimensional shapes, including cuboids, cylinders and pyramids. Pupils understand how to collect data and to represent it in a variety of ways including bar charts, graphs and timetable charts. They also use a variety of calculation strategies when solving simple number problems.

90. Numeracy throughout the school integrates well into other subjects and standards are above the level expected for seven and eleven-year-olds. In art, pupils use their knowledge of different shapes when designing in the style of painters such as Paul Klee. In geography, pupils use tallying when undertaking traffic surveys and in history they use time lines when studying chronology in the Victorian era and the passage of time in the Second World War. They also use their mathematical understanding of signs and symbols in religious education when designing a chart representing the Creation Story. In information technology, pupils use spreadsheets to develop skills of calculation in shopping lists and in designing programs for drawing squares using Logo.
91. Pupils make very good progress in mathematics. The school is at a very early stage of development and all pupils have made rapid progress since joining the school. There are many contributing factors that support this rate of progress; for example, the curricular planning supporting progression is excellent and the quality of teaching is consistently good. Pupils respond by working very hard and producing a high volume of recorded work. This positive attitude to their work makes a great contribution to their progress. In the reception class, pupils know numbers up to ten, can count down from ten and understand how to identify one less or one more in discussion. Pupils in Year 1 build on this good foundation and use mental agility activities to count down from 20 and to add and subtract single numbers from ten. In counting activities they use tallying, can record addition of two digit numbers and know about the effect of doubling small numbers. Higher-attaining pupils also make good progress. They write up to four-digit numbers and know their place values. Year 2 pupils sustain a very good rate of progress, calculating to two places of decimals using money, and using standard measures of length, weight and capacity. They quickly come to understand how to tell the time using seconds, minutes and hours correctly. In addition, pupils recognise large and small angles in geometrical shapes.
92. In Key Stage 2, pupils continue to demonstrate the same very good rate of progress in their work, producing high volumes of well-presented work. In Year 3, pupils reinforce their understanding of using the four rules in a variety of number calculations. They know place value to four digits, use decimals when calculating money, round whole numbers up and down to the nearest ten. In Year 4, pupils use information technology in completing spreadsheets when calculating the cost of items on a shopping list. They continue to develop their understanding of how to use different number operations when finding solutions to more complex problem-solving activities. They devise alternative strategies for four-rule calculations in their mental work, indicating good understanding of number properties. Pupils also prepare good diagrams to demonstrate their understanding of averages when classifying different colours of sweets. Pupils in Year 5 continue this rapid rate of progress. They produce a high quantity of work, well presented and indicating good standards in all areas of the mathematics curriculum.
93. Pupils with special educational needs make very good progress in the basic skills of numeracy due both to appropriate targets in their individual education plans and to the teachers' implementation of these in mathematics lessons. In addition, pupils understand the targets, have positive attitudes to their work and receive appropriate support and encouragement from teachers and support staff.
94. Throughout the school, pupils' attitudes to learning are very good. They work hard, are always keen to learn and demonstrate good concentration skills. They are enthusiastic about their work and eager to extend their answers. They respond very well to the routines of the numeracy hour and enjoy responding to the challenges set by their teachers. Pupils enjoy working collaboratively and sharing ideas about solutions to mathematical problems. Behaviour is always very good in both class and group activities.
95. The quality of teaching overall is very good in both key stages. This judgement takes into account both the teaching seen in lessons and the effect of teaching taken from the scrutiny of work. Planning is excellent both for the daily teaching of mathematics, which identifies clear learning objectives, and the longer-term planning, which ensures good progression through the school. Teachers have good subject knowledge and use very good questioning strategies to challenge all pupils. Appropriate work is allocated to match the levels of pupils' prior attainment, but always presenting some challenge to them. Teachers promote high

expectations of pupils' responses by using clear instructions, open-ended questions and correct mathematical language. Teachers use assessment information well. They monitor pupils' work closely during lessons and usually mark completed work with pupils. They also evaluate the success of the learning objectives of each lesson. As a result daily planning changes, as in a Year 5 lesson on problem solving, when it was assessed that pupils required further teaching in order to progress.

96. The management of the subject is very good. The co-ordinator has successfully implemented the training and planning for the introduction of the National Numeracy Strategy. Some monitoring of standards in mathematics by work sampling has taken place and this is beginning to provide a very good source of information to support further planning.

Science

97. Overall attainment in science is above average. There were no pupils submitted for the national tests for eleven-year-olds in 1998. In the 1999 tests, 92 percent of pupils reached the expected Level 4 or above, whilst 19 percent reached the higher Level 5. National comparisons are not possible, as the national figures have not yet been confirmed. However, comparing these levels of attainment with the 1998 national figures indicates above average attainment. In the teachers' assessments for seven-year-olds, attainment also points to above average performance. Boys and girls reach equivalent standards at the age of seven and eleven.
98. In lessons and in work seen, by the age of eleven, pupils understand the principle of a fair test and apply this well when they discover the impact of exercise on the heart rate. They examine why things move and what makes them move and find out if the type of surface on the floor helps or hinders the forward propulsion of different objects. They use and understand terms such as germination and evaporation and use the appropriate language when describing the properties of materials. Many make accurate predictions in advance of their observations and investigations; these are based on a good breadth of knowledge and understanding. They record their conclusions using diagrams, graphs and charts.
99. From the evidence seen in work and in lessons, the findings of the inspection are that pupils aged seven achieve standards that are above those expected nationally at this age. A few pupils are working at a very high level, demonstrating significant insight into the principles of motion and forces. By the age of seven, pupils make observations of living and non-living things. Many know that materials that recover their shape when compressed or stretched are flexible. They understand the concept of force and know that the wind is a force that pushes against you.
100. The progress which pupils make in Key Stage 1 is very good. Pupils who join the school at the start of Key Stage 1 show average levels of attainment. They quickly acquire a good insight into scientific investigations as they explore the reasons why plants need food. They observe, predict, measure and record results soon after their first introductions to scientific investigations. They soon become aware that conclusions need to be tied to what is actually observed. They extend their literacy skills in the description of their experiments and in recording their conclusions.
101. In the reception class, pupils get off to a good start in developing their skills in scientific enquiry through first-hand practical experiences in the observation of plants and the large family of guinea pigs in their care. Pupils quickly learn that substances change shape when manipulated where, for example, they explore the texture of different objects. As they move through Years 1 and 2, pupils build on their basic skills and knowledge and soon acquire a good knowledge of forces, how to test them and how to measure them. They carry out fair tests and make observations of pushes and pulls and quickly come to understand what happens when weight is added to force.
102. Good progress is sustained through Key Stage 2. In Years 3 and 4, pupils make rapid advances in the acquisition of knowledge of friction and force, measuring in newtons the different consequences of moving an object over different surfaces. In Year 4, pupils engage in more detailed recording of experiments and further extend their knowledge of forces and resistance to forces by investigating the shapes that create the least resistance to water, using a trough and a model boat. Pupils in Year 5 extend their skill in scientific investigation as they set out to demonstrate that the sun rises in the general direction of the east

and sets in the general direction of the west. This requires systematic observation of the shadow cast by a cone placed in the playground. In Years 5 and 6, pupils extend their knowledge of the solar system through investigating the literature and researching through the internet. Where work in religious education on the story of creation is skilfully linked to the pupils' knowledge of astronomy, they further extend their knowledge of the orbits of the planets.

103. Pupils have very good attitudes to the subject in both key stages. They are well behaved and persevere with tasks, however demanding the challenge. When motivated by the practical work and the responsive approaches of teachers, pupils respond very positively and are eager to share the outcomes of their experiments. Pupils readily rise to the high expectations set by the teachers. They are rarely passive in lessons and enjoy the many opportunities provided for working collaboratively in experimental work. They are eager to ensure that their tests are fair and yield reliable results. A great strength of their approach to their work is their unusual sensitivity to the link between conclusions and evidence.
104. The quality of teaching is very good in both key stages. The teachers have a very good knowledge of what they teach and of the levels of attainment reached by the pupils. They build effectively on the pupils' prior knowledge and are particularly adept at gradually increasing the demands of the tasks they set. A significant strength of the teaching of science is the consistency of the teachers' approach to the structure of experimental work. Their persistent emphasis on the importance for the pupils of predicting the outcomes of investigations ensures that observations are highly focused. A further significant factor in the very good progress made by the pupils is the emphasis placed on accurate reporting of results. Teachers use questioning very effectively and reveal their high expectations for attainment by asking a range of questions that challenge pupils at all levels of attainment. Purposeful movement around the class while the pupils work independently sustains an excellent pace to lessons. There is a very good mixture of whole-class teaching where basic concepts are reinforced and highly-structured group work. The teachers are good at providing clear feedback to individuals about their level of attainment and about how they might further improve their work. The teachers are very skilled at drawing the threads of the lesson together in a plenary session. Homework is used very well to support the pupils' learning.
105. The pupils experience a very rich and exciting curriculum. Assessment is used very well to support the further development of what is provided. There has been some good analysis of the results of national tests and other data on attainment. The subject is very well led and managed.

OTHER SUBJECTS OR COURSES

Information technology

106. Pupils' attainment, at the age of seven and eleven years is well above national expectations. A small suite of computers in each classroom ensures that pupils routinely use computers and there is a wide range of appropriate software for planned work across the curriculum. Most pupils demonstrate a high level of skill and confidence across the full range of the National Curriculum programmes of study, communicating through word processing, handling data, sequencing instructions, creating and working with simulations. Many pupils are confident in using the internet and in exchanging information through e-mail. They create and expand a web page, importing material from a digital camera and a scanner to provide pictures of the school's large family of guinea pigs. They communicate with a school in the United States of America and have regular exchanges through the internet. They use an art programme to produce an impressive anti-smoking poster and engage in desktop publishing, creating a cover for a story. All this work reveals a very high level of skill and awareness of the impact of language and design. By the age of eleven, all pupils have the skills to use the word processor independently. They log on and save onto the server. They independently change the style, size, and colour of print and use clip art to illustrate their work. Pupils research and retrieve information from CD-ROM encyclopaedias for school projects.
107. Pupils' attainment by the age of seven is well above the expected level. They demonstrate a high level of skill and understanding in the work that is linked to a technology theme when they design and create play equipment. In mathematics, pupils control a programmable robot. They respond to the style of Paul Klee in artwork, creating highly effective work on computer in Klee's distinctive style. They write rules for the classroom, importing text and using a paint programme to enhance the final product.
108. Pupils make very good progress in both key stages in the development of knowledge and skill. In reception, pupils get off to a very good start in establishing familiarity with basic computer tasks. They are quick to develop control of the mouse by clicking and dragging. They move quickly to independent use when, for example, they use a reading programme employing picture cues to develop fluency in reading words. In

Years 1 and 2, pupils make good progress in learning the names of the parts of the computer, logging on, learning the functions of the basic keys and using the tool bar. They apply these skills very effectively in desktop publishing and show a growing confidence in the use of computers to design and produce information leaflets as they move through Years 3 and 4. In Years 5 and 6, pupils make very good progress in selecting letter styles, size and colour, incorporating borders and clip art, and in the imaginative use of the Internet and e-mail. The progress of pupils with special educational needs is comparable to the very good progress made by their peers. Higher-attaining pupils are provided with work that is challenging and they progress at a very rapid rate in the development of more sophisticated skills in, for example, the development and use of databases.

109. Attitudes to learning are very good in both key stages and the more skilled pupils are willing to help others. Pupils are fully aware of the breadth and depth of experience offered by the school and they value the quality of what is provided. They take every opportunity to work independently on computers and are eager to extend their skills and many do so through work at home. All pupils behave well and take care of the equipment they use. They work productively and with sustained attention to the task set and to the work they initiate and pursue in their own time. Pupils take a justifiable pride in their work.
110. The teaching of information technology is woven into the teaching of other subjects. There are some subject-specific information technology lessons. The evidence from all subjects shows that teaching is very good in at both key stages. The teachers have a good level of appropriate expertise and are very good at planning the use of information technology in all their subjects. The skills of the higher-attaining pupils are deployed very effectively to support the work of other pupils. The tracking of attainment has been very effective. High expectations for attainment in information technology pervade the school through the high profile it is given and in the way that teachers communicate to pupils the assumption that information technology will be used wherever there are opportunities. The use of increasingly demanding tasks is effective in sustaining interest and enthusiasm.
111. The management of the subject is very good. In the short time since the school was opened there has been a very rapid development of provision. The support provided to the teachers in the development of information technology in the different subjects is very good. Documentation to support developments is excellent and teaching is thoroughly monitored. The very high quality networked equipment is used very efficiently and the school is an excellent example of the effective use of information technology in the development of teaching and learning.

Religious education

112. Standards in religious education are above average for the pupils' ages.
113. By the time pupils are eleven, they will exceed the required standards for the Shropshire agreed syllabus. Pupils know about the Christian religion and understand the place of the church in peoples' lives. Pupils link a study of routines affecting their own lives with the routines of worship and celebration in Christian churches. In addition, they know the meaning of symbols used in Bible stories and quotations of Jesus, such as 'I am the Light of the World'. Pupils know stories from The Old Testament, such as the journey of Noah, and link this to their own experience of taking journeys. In addition, they also know about major festivals in other faiths, such as Judaism and Hinduism.
114. By the time they are seven, pupils have a good level of knowledge and understanding as required by the agreed syllabus. They know about the festivals and routines of the Christian church, especially that worship and celebration occurs there. They also understand about the spiritual aspects of prayer and relate this to studies of special people, places and times affecting their lives. They know about the use of signs and symbols in different faiths and relate them to the school context, as when involved in devising the school logo.
115. Progress is very good throughout both key stages. Very good teaching and planning are the major influences on pupils' progress. In addition, the very good use of artefacts and visits to the local church enable pupils to make significant gains in knowledge and understanding. This was particularly strong when Years 5 and 6 developed their understanding of the meaning of the symbols of candles, cross, chalice,

shepherd's crook and wafers of bread and why they are used in church ceremonies. Pupils also make good progress when acting out their interpretations of Bible Stories such as The Good Samaritan. In addition, younger pupils make very good progress in their understanding of the functions of the local church. The good use of a digital camera, recording the visit to all parts of the church building, and a talk by the vicar supports this very good progress. They recall significant parts of the building and its use and compare these functions with their own homes. The extensive coverage of the key concepts from the agreed syllabus of belief, worship, celebration, religious lifestyle and the use of symbols contribute to the very good progress made by all pupils.

116. Pupils' attitudes to learning are always very good. They listen well to stories, are confident when responding to open questions and show an enthusiasm for learning more about the subject. Pupils describe their reactions and feelings to different religious events and discuss alternative ideas sensibly. When working in small groups, pupils plan and carry out their tasks with good concentration and listen sensitively to each other's suggestions. The behaviour of pupils is always very good.
117. The quality of teaching is very good. From the lessons seen and the scrutiny of pupils' work, teachers plan and prepare the lessons very carefully. They use a wide variety of resources and visits to support their teaching. This makes lessons more interesting and memorable for the pupils. They have very good subject knowledge and make the learning objectives of the lessons very clear to pupils. Relationships between staff and pupils are also very good and contribute to the trust pupils place in the high quality discussions about issues that are of deep personal concern. The subject is very well led.

Art

118. The quality of work in art is very good. By the time they are eleven-years-old, pupils record observations with accuracy and detail, as in drawings of St. Paul's Cathedral in the Blitz. They study line and shading as in their excellent charcoal studies of backs and palms of the hands. Pupils use pastels and paint confidently, mixing colours appropriately as in spectacular views of Barmouth. They are able to select appropriate media for their work as in detailed press prints in designs for play equipment. They also have the opportunity to experience use of tools and equipment for craft and three-dimensional work when they make clay pots in Year 5 and 6 and glove puppets in Year 2 and 3. The work, on display and their skills during lessons demonstrate that pupils use a range of materials confidently and experimentally. They are aware of the emotional response to various art forms, being able to discuss the very good range of artefacts on display.
119. They explore the use of colour and shape in art and understand how much response to art is individual. Much of the work on display in the school makes a positive contribution to pupils' spiritual development, developing their appreciation of each other's talents.
120. Pupils make very good progress during their time in school and in lessons. All but the youngest pupils use sketchbooks to experiment with techniques and try out their ideas. Year 2 and Year 5 pupils' sketchbooks are very good, for example, exemplifying experiments in colour mixing based on tones of colour, experimenting with brush work techniques, different quality and tone of line drawing and scrutiny of texture. Older pupils are also making progress in comparing the work of different artists and traditions, particularly in looking at the techniques of modern artists such as Picasso, Paul Klee and Rothko. In addition, they understand how ancient traditions and cultures influenced the art of the time, for example, pupils in Year 5 have explored Greek and Roman patterns in pottery. Pupils also make progress in design using the "Paint" program in information technology and collage creations of fruit using a variety of materials.
121. Art enriches other areas of the curriculum. Pupils are offered good opportunities to design their work and experiment with colour using information technology, particularly in desktop publishing. They can merge graphics and text effectively. Pupils experience good cross-curricular links with other subjects such as history, geography and design technology. In history, pupils have carefully observed World War II and Greek artefacts and in geography they have painted pictures of hot countries linked with a comparison of different environments.

122. Pupils' response to their work is very good. Pupils enjoy their work. They are enthusiastic and use paints, colour and tools with consideration for the safety and cleanliness of themselves and others. They are able to select appropriate colours, for example, Year 2 match bright colours to scenes of Tunisia. At all times they have good concentration skills and take pride in their finished work. Pupils are also able to discuss how to improve their work.
123. The quality of teaching is very good throughout the school. The quality of work on display, much of it framed, demonstrates the value teachers place on the pupils' finished products. Pupils receive clear instructions about key skills and use of materials. Teachers have very good subject knowledge and demonstrate good research into the work of individual artists. They teach in a lively way encouraging pupils to experiment with texture and colour. A particular strength of the subject is the planned curriculum, which provides opportunities for all aspects of art, craft and design, including appreciation of the work of other artists. Teachers illustrate techniques clearly and help pupils to evaluate and improve their work. The leadership and management of art are very good.

Design and technology

124. Overall, the standards in design and technology are above what is usually seen for this age group.
125. Due to the timetable arrangements only two lessons were seen in Key Stage 1 and none in Key Stage 2. In addition, judgements are based on the scrutiny of work, display and talking to pupils. Pupils have a good range of designing and making skills. In both key stages, pupils, including those with special educational needs and those who attain at the higher levels, make good progress in the development of understanding, knowledge and skill.
126. Younger pupils design and make models using a variety of materials, including a good range of construction kits. In Year 1, pupils identify appropriate materials to use when building Humpty Dumpty's wall, making particular decisions about the need for strength and stability. They are beginning to plan before making and know how to evaluate the success of the finished product, albeit simply. By Year 2, pupils continue to develop design skills, as in the work on designing new playground equipment for their school. They choose from a variety of materials and question the process of making the models according to agreed criteria during the planning stage. They also know how to design a variety of box shapes as a result of disassembly activities.
127. Last year's work indicates that pupils in Key Stage 2 continue to make gains in designing and making skills. They use a variety of tools and are aware of safety requirements. They use different fixing methods and a wide variety of materials. Pupils in Year 3 and 4 are developing skills in designing pop-up cards for younger pupils, using sliding and turning mechanisms. They evaluate the making process and, as a result, improve the finished product. Older pupils are aware of the links between design and technology and work in other curricular areas, for example, pupils designed and made bicycle lamps, using knowledge of electrical circuits and making links with the survey on safe transport in the locality. Models of Roman soldiers made from different materials support progress and interest in historical enquiry. When designing models requiring stability, pupils make secure frames, using hinges and various fixing methods as when designing and making bicycle lamps. Pupils also make good progress in food technology, identifying the essential hygiene requirements and the necessity to identify clear steps in the making process as in the 'Evacuee Soup' linked with the history study.
128. Pupils' attitudes to learning in design and technology are very good in both key stages. They listen attentively and carry out instructions carefully. They work collaboratively in groups and share resources well. They are aware of safety issues in the design stage and when handling tools. Pupils are enthusiastic about their work and make good suggestions in class discussions. They concentrate and persevere when trying to complete their products.
129. The quality of teaching is good in both key stages. This judgement is based on two lessons and the scrutiny of work and displays. Teachers identify clear learning objectives in the planning. Pupils understand these and therefore complete the tasks well. Teachers use good questioning skills, encouraging pupils to think about their designs and how to make models. Teachers prepare a wide range of resources

and in sufficient quantity for the active involvement of all pupils. Teachers use good evaluation questions that support pupils' progress. They also assess pupils' knowledge and understanding through the discussion and evaluation sessions. The teachers plan in key stage groups and this ensures consistency for all pupils. In addition, teachers include a sufficient progression of skills in the yearly plans. The subject is very well led.

Geography

130. Pupils make very good progress through both key stages as they build on their previous knowledge and develop key skills in the investigation of places and themes. By the age of eleven, pupils have a satisfactory understanding of their own geographical area and are able to compare locations, climate and terrain, for example, pupils in Years 5 and 6 have undertaken a comparative study of a town in Greece. Through this study they gain an awareness of the cultural differences in other places and also make insightful links with the historical study of ancient Greeks. Pupils understand about the seasons and weather patterns, and how these affect crops and land usage. Pupils in Years 3 and 4, experiment with water and steam, under the close guidance of the teacher, to develop an understanding of the water cycle. They develop geographical skills such as surveying of tourist attractions and facilities in a seaside town as when Year 4 undertake a residential visit to Barmouth. Younger pupils compare different climates and ways of life though a theme of holidays in hot countries; for example, pupils in Years 1 and 2 know that the Bear needs to wear different clothes in Tunisia and they link this understanding with Paul Klee's paintings of hot Tunisian landscapes. The youngest pupils identify ways in which to make their local environment safer. This is evident in role-play with tricycles, crossings, roads and road signs in the playground.
131. All pupils, including those with special educational needs, also make very good progress due to exemplary curricular planning, which provides activities to match pupils' levels of understanding. The acquisition of key geographical skills is good. By the time they are eleven, pupils gain an understanding of mapping skills through identifying key features in maps. They research and record data, providing good links with the mathematics curriculum, as during a weather study when they use a variety of weather recording equipment. They use the Beaufort scale for recording wind speeds. They also record data effectively through tallying, during a traffic survey. Pupils in Years 1 and 2 use information technology well to record on a bar graph their findings of modes of transport used for holidays.
132. Pupils' attitudes to learning are very good in both key stages; they enjoy geography. Fortuitously, the frosty October morning gave life to a lesson for Years 3 and 4 on the water cycle; pupils were eager to explain what happens to water when it becomes solid ice. At all times, pupils respond well to the lessons and they ask relevant and interesting geographical questions. Pupils behave well in lessons at all times, particularly when they are engaged in exploring their immediate environment.
133. In the few lessons seen, the quality of teaching is good. Teachers provide a clear focus for their lessons and demonstrate good subject knowledge. They make clear to their pupils how geographical features and elements have a direct effect on how we live our lives. They reinforce pupils' understanding of safety, especially when using steam and in outdoor play activities.
134. The school has very good resources for the subject, including an impressive range of topic books, which teachers use very effectively to support learning. Leadership and management are very good.

History

135. Due to timetable arrangements, only one lesson was observed. Judgements are based on evidence from last year's work in pupils' books, current work on display and informal discussion with pupils.
136. By the age of eleven years, pupils understand the importance of historical enquiry and convey their understanding of events in narrative and descriptive forms, as in note-taking and writing reports about events in the Second World War. They have a good understanding of some aspects of life between 1939 and 1945, particularly focusing on forms of entertainment and music including the work of Ivor Novello. Pupils also understand the need for seeking primary sources. They improve their knowledge by writing and receiving letters from older people who describe their own memories of life during that time. Older pupils understand about the passage of time as they study aspects of life in Ancient Greek times. Their research skills develop as they use a variety of books and artefacts to enquire about differences and similarities in lifestyles. Pupils in Year 3 and 4 made gains in knowledge about life in Victorian times and developed the use of secondary sources by studying a painting of a railway station. They made comparisons between then and now and recorded differences on a chart. In addition, a timeline outlining significant events in

Victorian times supported pupils' progress. Pupils also know about the nature of settlers and invaders during a study of Celts and Romans. During this study, pupils improved their understanding of how to research the differences between these peoples and to sort a range of picture clues into the correct categories.

137. No lessons were seen in Key Stage 1, but from the evidence of last year's work and teachers' planning, pupils are receiving a good foundation that supports the very good progress through the school. They know about peoples' lives in the past, particularly during the last half-century. They begin to understand the need to use primary sources as they ask their parents for information about possessions and activities that have changed over time. Further changes could be observed using the class museum, which includes a range of artefacts such as a typewriter and a wireless set. Pupils also developed their understanding of the past by finding out about other famous people and events, such as the first man on the moon and the coronation of Queen Elizabeth II.
138. Pupils' attitudes to their work are very good. They show an enthusiastic interest in historical enquiries. They enjoy investigating the changes in peoples' lives over time. They work with good levels of concentration, especially when presenting the results of their research. Pupils work well in group situations when discussing methods of presentation and questioning the range and accuracy of their research facts.
139. Only one lesson was observed in history but from this evidence and the scrutiny of pupils' work and teachers' planning, the quality of teaching is good. Planning includes clear objectives for the lesson; this supports the good progress of pupils. Teachers have good subject knowledge and promote good attitudes to research and enquiry. They provide very good resources, particularly historical artefacts that support the pupils' good progress. Teachers provide pupils with a wide range of writing opportunities such as note-taking, reporting and descriptive accounts of peoples' lives in the past.
140. History is well planned to ensure a good balance of enquiry and knowledge of key historical events. A two-year cycle of work supports progress in mixed-age classes throughout the school. The subject is very well led.
145. **Music**
141. Due to timetabling arrangements only one class lesson was observed. In addition, recorder lessons, hymn practice, a video of an end of term concert and a visiting music tutor's lesson were observed.
142. Overall, pupils make good progress. By the age of eleven years, pupils sing a range of songs from memory with very good diction, maintaining correct tempo and recognising when a key change occurs. They sing in a round maintaining pitch, rhythm and good voice control. They do not shout even when singing with enthusiasm. They make significant improvements in developing listening and appraising skills. The majority of pupils recognise various orchestral instruments when listening to concertos and symphonies. They are beginning to recognise different composers, such as Mozart, as a result of listening to and discussing music in assemblies. Pupils' general knowledge and recall of the life of Mozart are particularly good. Pupils who have extra lessons from visiting specialist teachers read music notation and develop the skills of phrasing and timing. Progress is less good in the areas of composing and playing instruments in groups. Older pupils know about choosing different instruments to represent high and low sounds and different feelings when accompanying a story, but have little experience of composing and performing in groups.
143. Younger pupils also make good progress. They sing with enthusiasm and usually in tune and from memory. They keep good time and rhythm and clap accurately in the gaps between verses. In Year 2, pupils are developing the skills for handling a good range of percussion instruments. They enjoy playing percussion instruments and use them to maintain a regular beat and know how to change the texture of the sound, for example, in the lesson when pupils performed a set of playground sounds. They listen carefully to recorded music and are beginning to recognise the main orchestral instruments such as violins and flute. Pupils know simple facts about composers, in particular, Mozart. Annual music and drama productions also provide good opportunities for pupils to develop a range of performance skills.

144. Pupils show enthusiasm and interest in their music lessons. They listen carefully to instructions and with interest to recorded music. Pupils show good concentration when improving their performances and share instruments sensibly. They indicate very good standards of behaviour in lessons and enjoy performing in front of the class.
145. Only one lesson was observed, but from additional hymn practice sessions and talking to pupils, the quality of teaching is good. Teachers plan in detail, ensuring a progression of skills as pupils move through the school. Teachers are not music specialists but they receive enthusiastic and specialist support from a member of the support staff. In addition, the teachers use a published scheme to supplement their knowledge and to ensure that a balance of the music curriculum is available to all pupils. The management of pupils, particularly in large groups, is very good. The resources for music are also good. There is a good range of recorded music from different cultures and a plentiful supply of percussion instruments, all in good condition.

150. **Physical education**

146. Standards reached by eleven-year-olds are similar to those of most pupils at this age nationally. All pupils develop good team game skills, good body control, and an awareness of the physiological effects of exercise. Pupils show a high degree of co-ordination, balance, poise and gesture in dance. They respond to music in dance, appreciating and working with the rhythm, mood and tempo of the music. They develop imaginative sequences while moving different parts of their bodies. They are effective in changing speed and direction when passing or receiving a ball in games. This is evident in their lessons and in their informal play during break-times. Pupils practise and refine their movements until they reach the level that extends their competence to the full. By the age of eleven, most pupils swim at least 25 metres unaided.
147. The standards reached by seven-year-olds are above the levels usually found at this age. Pupils plan and perform a sequence of activities, such as balancing and jumping, linking together work on floor and on apparatus. They are confident and well co-ordinated when resting body weight first on one foot and then on both feet. They start and finish their sequences with considerable subtlety, refinement and poise. Pupils prepare for and recover from vigorous activity, demonstrating a good understanding of the effects of exercise on the body.
148. As the school has been just a year and a term in existence, it has not been in a position to engage in a significant number of sporting events, competitive or otherwise. However, the school is rapidly developing this area of activity by building up teams in netball and football.
149. Pupils in Key Stage 1 make good progress in the development of their knowledge and skills. They increasingly link sequences of actions together, both on the floor and on their chosen piece of apparatus. Pupils are good at evaluating their own work and talking about it in relation to the criteria that define good performance. Pupils make satisfactory progress in Key Stage 2. They plan increasingly complex series of movements, both alone and with others. They respond quickly in order to change their direction and location as instructed and respond safely to the challenging tasks that are set. Pupils practise to improve their sequences, making them increasingly complex as they proceed. They are less good at explaining how to improve their work. Pupils with special educational needs and the higher-attaining pupils make consistently good progress across the full range of provision in both key stages.
150. Pupils' attitudes to learning are good in both key stages. They enjoy the activities they experience and participate with a good level of enthusiasm. They show good imagination in selecting a series of movements and in linking them. They are eager to refine their initial efforts to make movements more expressive. This was particularly evident in a class of reception and Year 1 pupils planning and developing a dance based on the motif of moving in clay and mud. The pupils, in responding to the stimulus of the beat of the tambourine, worked really hard to produce very refined and expressive patterns of movement. They demonstrate good awareness of the principles of safety. They show responsible attitudes while lifting, carrying, setting out and replacing apparatus. Relationships between adults and pupils and between pupils are a strength of teaching.

151. The quality of teaching is good in Key Stage 1. It is informed by a satisfactory knowledge of the subject and of the pupils' prior levels of attainment. Lessons are well planned with clear learning objectives. Lesson plans provide a set of appropriately challenging activities. Pupils are provided with a clear sense of what is expected of them. High expectations for attainment are revealed in the teachers' insistence on the refinement and improvement of activities until the pupils reach the full extent of their competence. Pupils are encouraged to explore their own ideas in dance and gymnastics. Teaching is satisfactory in Key Stage 2. There is good planning and sufficient knowledge about how to plan for a progressively demanding series of activities. This was evident in gymnastics, dance and games. Limited opportunities are provided to evaluate work through class discussion, but the teachers provide some clear feedback on individual pupil's performance. The pace of lessons is usually good and the teachers are effective in engaging the enthusiasm and interest of the pupils by preserving a positive relationship and a lively pace to lessons.
152. The full range of the National Curriculum activities is provided, including a very productive visit to a residential centre where Years 5 and 6 experience kayaking, wave-ski-ing, gorge walking, climbing and abseiling. These experiences are used well to stimulate some very good writing of logs, diaries and descriptive work. Physical education is well led and co-ordinated. There is very good indoor and outdoor accommodation and a good range of resources.

PART C: INSPECTION DATA

157. SUMMARY OF INSPECTION EVIDENCE

153. The team consisted of four inspectors, including a Lay Inspector, who spent a combined total of 10 inspection days in the school. During the inspection 40 lessons, covering all year groups and all teachers, were observed. Forty-three hours were spent in lessons and in the scrutiny of the pupils' work. Thirty other observations, covering registration, display work, pupils' written work and playground activity were undertaken. The helpful documentation provided by the school was analysed before and during the inspection. There were 40 questionnaire responses from parents, nine of which included written comments. These were analysed and used to inform the inspection on relevant aspects of the school.
154. All available written work of a sample of three pupils from each year group and representing the range of attainment was inspected. There was further inspection of work completed by pupils deemed to have special educational needs. Twenty-four meetings were held with members of staff to explore aspects of management and administration and to provide feedback on the inspection findings. The Registered Inspector met representatives of the governing body before and during the inspection to explore their level of involvement in the life of the school. The Registered Inspector held a meeting, attended by 14 parents, prior to the inspection

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	138	0	20	2

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

7
20

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

6
99

Average class size:

23.5

Financial data

Financial year:

1998/9

	£
Total Income	176,793
Total Expenditure	184,070
Expenditure per pupil	1,203
Balance brought forward from previous year	0
Balance carried forward to next year	-7277

PARENTAL SURVEY

Number of questionnaires sent out:

130

Number of questionnaires returned:

40

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35	60	0	2.5	2.5
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	50	2.5	5	2.5
The school handles complaints from parents well	10	50	23	3	3
The school gives me a clear understanding of what is taught	20	50	15	12.5	2.5
The school keeps me well informed about my child(ren)'s progress	18	53	18	7.5	2.5
The school enables my child(ren) to achieve a good standard of work	33	57.5	5	0	2.5
The school encourages children to get involved in more than just their daily lessons	40	50	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22.5	55	7.5	10	5
The school's values and attitudes have a positive effect on my child(ren)	54	40	3	3	0
The school achieves high standards of good behaviour	47.5	45	5	2.5	0
My child(ren) like(s) school	65	33	3	0	0

The inspection findings confirm the parents' view that pupils are very well-behaved and enjoy their lessons. Arrangements for parents to meet teachers are good and annual reports are detailed. There is a good range of communication between the school and the pupils' homes and the home-school link books are well used. The inspection finds that adequate notice is given of forthcoming events. The amount of work that the younger pupils are expected to do at home is appropriate.