

# **INSPECTION REPORT**

## **SHELLEY FIRST SCHOOL**

Shelley, Huddersfield

LEA area: Kirklees

Unique reference number: 107662

Head teacher: Mr Nigel Blakeley

Reporting inspector: Mrs Pat Kime  
25350

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> October 2000

Inspection number: 224291

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 to 10 years
Gender of pupils:	Mixed
School address:	School Terrace Far Bank Shelley Huddersfield
Postcode:	HD8 8HU
Telephone number:	01484 222750
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Appropriate authority:	The governing body
Name of chair of governors:	Mr L Hoare
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Pat Kime (25350)	Registered inspector	Science	What sort of school is it?
		Information and communication technology	What should the school do to improve further?
		Art and design	The school's results and pupils' achievements
		Design and technology	How well are pupils taught?
			How well is the school led and managed?
Trevor Smith (19741)	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Staffing, accommodation and resources
			Monitoring of personal development and attendance
			How well does the schoolwork in partnership with parents?
Shirley Jones (14659)	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Music	Links with the community
		Physical education	Pupils spiritual, moral, social and cultural development
		Religious education	
		Special educational needs	
		Equal opportunities	
		English as an additional language	
Pam Lowrie (30346)	Team inspector	Areas of learning for children in the foundation stage	Personal support and guidance
		English	Assessment and monitoring of personal guidance
		Geography	
		History	

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

### **INFORMATION ABOUT THE SCHOOL**

Shelley First is of an average size for this type of school. It serves a predominantly advantaged village community. The proportion of pupils entitled to free school meals is well below the national average. When children start the Reception class their attainment is above what is typical for their age. At the time of the inspection there were 192 pupils taught in seven classes. Three of these were part-timers in the Reception class. A further 15 children are due to start in January. The school was staffed to take account of these children. There were 18 children in the foundation stage, up to the end of the Reception year; six of them were taught in a class with Year 1 pupils. There is much new housing in the village and, as a result, the number of pupils has increased significantly in recent years. The small number of pupils with English as an additional language all speak English fluently. The school has identified 29 pupils, an above average percentage, as having special educational needs. Nine of them have significant learning difficulties and six carry statements of special educational needs.

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

This is a good school with some very good features. Pupils achieve good standards; they learn well because the teaching is good, they have a very good attitude to school and the school provides a caring environment in which all pupils are valued. The head teacher leads the school very well and, with staff and governors, works hard to improve the school. The school provides good value for money.

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

- Standards are well above average, throughout the school, in mathematics and art and design, and in the reading and speaking and listening aspects of English.
- Standards in history are well above average by the top of the school.
- The school provides very well for Reception children. They are taught very well and, as a result, achieve high standards in most areas of their learning.
- Teaching is good. The teachers reflect on their work and constantly try to improve; they enable pupils to make good progress in their learning.
- The head teacher provides very good leadership and management. He involves staff and governors in forward planning and has taken effective steps to improve the school and raise standards.
- Pupils respond well to the school's very good provision for their, moral, social and cultural development. They are keen to learn and they work hard. Behaviour is very good and relationships are excellent.

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

- Standards in writing and in the skills of scientific enquiry are not as high as they should be, by the time pupils' leave the school.
- Much marking of work does not do enough to let pupils know how they are getting on and what they should do to improve their work.
- Some Year 2 pupils have more lesson time each day than others in a different class.

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

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

- The school has made good progress since it was last inspected in June 1996.
- All four key issues for action in the last report have been dealt with effectively. Staff check what pupils know and what they can do when they start school and have begun to use this baseline information systematically. There is now no unsatisfactory teaching and more of good quality.

Suitable whole school plans of work have been compiled and teachers follow them conscientiously. Reports to parents on their children's progress are of good quality.

- Improvements have also been made in other aspects of the school's work. A good check is now kept on pupils' progress and this information is used well to determine what needs to be improved. The resources for learning have been improved and are now good in most subjects. The school has done well to maintain high standards in mathematics and to keep attendance rates well above average. Standards in reading, art and design, history and physical education and pupils' attitudes to learning are higher than reported at the last inspection but test results in writing have declined.
- The staff are hardworking and committed to continued improvement and they are very well led and managed. Consequently, the school is well placed to raise standards further.

## STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
reading	B	B	B	C	well above average A above average B
writing	B	B	C	D	average C below average D
mathematics	A	A	A	A	well below average E

- This table shows that in 1999 the Key Stage 1 test results were not as good in reading and writing as in mathematics; standards of writing were not good enough for these pupils. Pupils' achievements in science are assessed by their teachers. Standards were well below the national average, because standards in investigative and experimental science were low. In reading, writing and science fewer pupils achieved above the expected level for their age than in similar schools nationally.
- The 2000 Key Stage 1 test results were significantly better and the school exceeded its targets. In all the tests more pupils achieved above the expected level for their age than in 1999. In science there was a dramatic improvement. Overall, standards were well above expectations for the pupils' age in reading and mathematics, above expectations in science and in line with expectations in writing. Standards seen on inspection reflect these test results.
- The school's Key Stage 1 test results from 1996 to 1999 kept up with the national rate of improvement in reading but not in writing. In mathematics standards have remained well above the national average.
- Action has been initiated to improve writing and experimental and investigative science and standards are rising. In this aspect of science seven-year-olds are now reaching an average standard for their age. In writing, the seven-year-olds are achieving above average standards.
- By the end of Reception, children achieve well above average standards for their age.
- The standards of work of the 10 year-olds who left the school in 2000 was, overall, above the national expectation for pupils their age in English, though they did not achieve as well as they should in writing. In mathematics they achieved well above the standard expected. In science, the overall standard of their work was above expectations for their age but standards in investigative and experimental work were not as high as they should be for these pupils.
- Throughout the school pupils are now doing well. They are building on what they have already learned and achieving well.



- Standards in speaking and listening, mathematics, and art and design are well above national expectations throughout the school. Standards in history are well above expectations by the time pupils leave the school.
- Pupils achieve satisfactory standards in information and communication technology and religious education by the time they leave the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy school life. They tackle their work purposefully and they try hard.
Behaviour, in and out of classrooms	Very good: pupils accept the high standards set for their behaviour. The school is an orderly community.
Personal development and relationships	Very good: there are excellent, harmonious relationships. Pupils work very well together, showing tolerance and respect.
Attendance	Very good: the school's attendance rates are well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Very good	Good	Good

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

Taken overall, the teaching is good. It was satisfactory or better in all 40 lessons seen during the inspection; no unsatisfactory teaching was observed. The quality of teaching was better than satisfactory in 73 per cent of the lessons, being good in 43 per cent, very good in 20 per cent and excellent in 10 per cent. The teaching of literacy and numeracy skills is good; staff have implemented the new national strategies well and the teaching of writing, previously a weak area, is improving. The teachers working with Reception pupils have a very good understanding of young children's needs and how they learn. These children therefore settle in quickly and make very good progress in most areas of their learning. Throughout the school teachers secure very good behaviour from their pupils. Pupils get on well because of the good teaching and they have very good attitudes to learning; they try hard and work well. When marking pupils' work, teachers often fail to indicate clearly to pupils how successful they have been and what they should do to improve. Overall, the school meets its pupils' needs well. Those capable of higher attainment are usually suitably challenged and the 2000 test results show they are now enabled to achieve high standards. Teachers use the support staff very effectively to help pupils who have learning difficulties. However, occasionally tasks are not adapted sufficiently for lower attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: the curriculum is broad with good links between work in different subjects. There are strengths in the good range of educational visits and the use of the community and the local environment to aid learning. The Reception curriculum is very good; it enables pupils to get a deep understanding of their work. The National Numeracy Strategy is being implemented very effectively. The arrangements for mixed age classes are mainly satisfactory. However, Year 2 pupils in one class are taught for longer each day than those in another. This means that all Year 2 pupils do not have equal opportunities to learn.
Provision for pupils with special educational needs	Good: teachers plan appropriate work and the quality of support for these pupils is good.
Provision for pupils with English as an additional language	There are very few pupils in this category. They are all competent at English and they do as well as their classmates without the need for any special provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral, social and cultural development and good provision for spiritual development: the school actively promotes sound values and good social attitudes, building well on the good social skills children bring to school.
How well the school cares for its pupils	Good: staff have a high level of concern for pupils' well-being and the positive school ethos and excellent relationships between staff and pupils ensure that pupils receive good personal and academic support. The arrangements for health and safety and child protection are good. Staff keep a good check on how pupils are progressing in their learning.

The school's partnership with parents is good. The information provided about pupils' progress and the arrangements for communicating with parents and carers are good. Parents are enabled to make a positive contribution to school life and to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good: clear-sighted, effective leadership and management is moving the school forward and delivering improving standards. The head teacher and his deputy make a strong team. They lead the school very well and manage the staff very effectively, promoting good teamwork. Staff are involved in setting priorities for the school's development and the subject leaders make a major contribution to raising standards.
How well the governors fulfil their responsibilities	Good: governors are well informed and well organised and committed to continuing to raise standards. They work closely with the head teacher and staff to set the direction for school development.
The school's evaluation of its performance	Very good: this strength underpins rising standards. Staff are involved in identifying how effective the school is and in drawing up the good plans to address weaknesses. The quality and effectiveness of teaching is monitored well and the standards of pupils' work are checked systematically. Senior staff take appropriate action to deal with issues that arise.
The strategic use of resources	Good: there is a good system to ensure that funds are directed to agreed educational priorities. Support staff are used well. The resources for learning are well organised and used effectively. The principles of best value are applied satisfactorily.

Staffing and resources for learning are good. The accommodation is adequate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They believe the teaching is good.</li> <li>• Their children like school.</li> <li>• Their children are expected to work hard and do their best and they are making good progress.</li> <li>• The school helps their children become mature and responsible.</li> <li>• Behaviour in the school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children have to do at home;</li> <li>• The information they get about how their children are getting on;</li> <li>• How closely the school works with parents;</li> <li>• The range of activities outside lessons.</li> </ul>

Forty per cent of the questionnaires were completed and returned. The majority of parents have a positive view of the school. The inspectors' judgements agree with all of the parents' positive views. The arrangements for homework are not clear and homework could be used more consistently and effectively. Parents are provided with good information about how their children are progressing in their learning. The range of activities outside lessons is at least as good as in similar primary schools.

## **PART B: COMMENTARY**

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

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

##### 1999 national test (SATs) results for seven-year-olds

1 The standards achieved by the seven-year-olds in the 1999 tests at the end of Key Stage 1 were above average in reading, average in writing and well above average in mathematics, compared with the national results. The teachers assessed pupils' standards in science and judged them to be well below the national average.

2 The results can also be compared with those achieved by pupils in similar schools where up to 8 per cent of pupils are entitled to free school meals. This comparison shows that the mathematics results were well above average, reading standards were average but in writing standards were below average. Data is not available to make a comparison with similar schools in science. Standards in mathematics were good for these pupils but in writing and science they were not high enough.

##### 2000 SATs results and teacher assessments

3 Pupils' results in the 2000 tests showed a significant improvement on the previous year, with more pupils achieving above the standard expected for their age in all the tests. In science, assessed by the teachers, there was a dramatic improvement. The decline in writing standards was halted. National comparative data is not yet available for the 2000 tests. The test results exceeded the school's targets.

##### Trends in SATs results 1996 to 1999

4 In the end of Key Stage 1 tests, the seven-year-olds' results improved in reading and mathematics and have kept pace with the national trend of improvement in these tests. However, the results in writing declined over this period whilst nationally they improved. Overall, reading standards have been above the national average, as they should be for these pupils because they start school with above average levels of attainment. The school has done well to consistently achieve well above average results in mathematics.

##### The standards seen on inspection and pupils achievements

5 Children enter the school with above average levels of attainment for their age. By the end of the Reception year, they have achieved well above average standards in most areas of their learning. They make good progress in their learning in Reception and the standards they achieve are good for them because they are taught very well.

6 The standards, at the end of Key Stage 1, confirm the 2000 test results. Standards in English are above average overall. In speaking and listening and in reading pupils achieve well above average standards. Standards in writing are above average. In mathematics standards are well above average. Standards in science are above average overall. Pupils have good scientific knowledge and average skills of scientific enquiry.

7 In the other subjects of the national curriculum, standards, by the end of Key Stage 1, are well above the national expectation for the seven-year-olds in art, above expectations in religious education, geography, history and physical education, and in line with what is expected in information and communication technology and design and technology. Insufficient music was seen to form a valid judgement on standards.

8 By the time pupils leave the school at 10 years of age, they have achieved above the standard expected for their age in English overall. Their speaking and listening and reading are well above expectations but writing standards are not yet high enough for these pupils; they are in line with expectations for their age. Last year's leavers had not made sufficient progress in writing. However, the school has begun to tackle this weakness and improved standards are evident up to Year 4. Standards in all aspects of mathematics were well above expectations. In science, the overall standard is above expectations. Pupils have good scientific knowledge but standards in investigative and experimental science are not as high as they should be.

9 The school sets realistic targets for pupils' attainment each year. These targets are based on good tracking of pupils' progress.

10 In the other subjects of the national curriculum, standards, by the top of the school, are well above average in art and design, and history, above average in geography and physical education and average in information and communication technology, religious education, design and technology and music.

11 The present Year 5 pupils are not set to achieve as highly as last year's leavers. This is no reflection on the quality of teaching they receive. The pupils are achieving as well as they should but are not a typical group for the school. Nearly a third of them have come to the school during Key Stage 2 and a similar proportion have special educational needs.

12 Throughout Key Stages 1 and 2 pupils are now doing well and they are steadily gaining ground from an above average starting point. Standards are improving because teaching is good the school is very good at identifying where improvements are needed and taking the necessary action. Equally, subject leaders are helping their colleagues to raise standards. This is seen particularly in mathematics, art and design and science. Much is in place to ensure continuing improvement.

13 Throughout the school, pupils with special educational needs make at least good progress in their learning. In Reception, they progress at a similar rate to their classmates in all the areas of learning. The five to 10-year-olds in Key Stages 1 and 2 make good progress in English and very good progress in their numeracy skills. High quality support ensures they meet and sometimes exceed their personal targets. Talented and gifted pupils are identified and receive sufficient challenge to enable them to achieve as well as they can. Pupils with behavioural difficulties make good progress in the school's supportive atmosphere.

14 There are very few pupils with English as an additional language. They are all competent in English and achieve as well as their classmates.

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

15 Pupils' attitudes to learning, behaviour, personal development and attendance are all very good. Relationships among pupils and between pupils and staff are excellent. These strengths reflect the school's very good provision for pupils' spiritual, moral, social and cultural development and they have a significant positive effect on pupils' learning.

16 Pupils enjoy school life. They respond very well to the opportunities the school offers. They are well-motivated, ready to work and keen to respond to challenges. They work purposefully and determinedly and concentrate very well on their work. They contribute willingly to lessons and to the life of the school. They listen carefully to teachers and their classmates, answer questions sensibly, and contribute confidently to discussions. Children settle into school life quickly and the new Reception children are already developing good work habits. Pupils respond particularly well when teachers have high expectations of what they can achieve. This was seen at both ends of the school. Reception pupils' attitudes were excellent in a music lesson that was pitched at a very

demanding level for children their age. Year 5 pupils responded excellently to the challenge to plan, conduct and record a scientific experiment in small groups. They organised themselves well and worked quickly and productively with minimum supervision. This also showed how well they can do on the few occasions when this aspect of science is taught well. When attitudes to learning, though still satisfactory, are less good, it is usually because teachers have set work that does not challenge the pupils.

17 Pupils throughout the school are very well behaved and a credit to the school. They know what is expected of them and they respond well to teachers' high expectations for their behaviour. They have high levels of self-discipline. As a result, lessons run smoothly and the school is an orderly community. There have been no exclusions in recent years and incidents of bullying are extremely rare.

18 Pupils' personal development is very good and they have excellent relationships with each other and with staff. The school is a harmonious community with a relaxed but purposeful atmosphere for learning. Pupils are friendly, trustworthy and very polite. They co-operate very well in working groups. They are considerate, for example, including pupils with special educational needs in their activities without prompting. They are tolerant and show respect for others and they understand the impact of their actions on others. Pupils work well independently and, when given suitable opportunities, they show initiative and responsibility.

19 Attendance rates are well above the national average and the rates of unauthorised absence is extremely low. Punctuality is very good. Almost all pupils arrive on time and lessons start promptly.

20 The school has done well to maintain well above average levels of attendance since the last inspection. Pupils' attitudes to learning, behaviour and personal development are better than reported at the last inspection.

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

21 The quality of teaching, taken overall, is good. During the inspection, all the teaching seen was at least satisfactory. Of this, 73 per cent was good or better, with 43 per cent being good, 20 per cent very good and 10 per cent excellent. These figures indicate that teaching has improved since the last inspection.

22 The high proportion of good and very good teaching is a strength of the school; it enables pupils to make good progress in their learning. In the vast majority of lessons pupils try hard. They show a good level of interest in their work, they concentrate on what their teachers say and on the tasks set for them, and they work productively. They know what they are doing in lessons and talk with assurance about their work. Nevertheless, there is scope for pupils to be clearer about how well they are getting on, by more focused marking of their work.

23 For children in the Reception year, teaching is very good overall. Some of the teaching of mathematical development, physical education, music and art to Reception children is excellent. The teachers working with these young children have a very good understanding of their needs. They plan the work very well and provide a wide range of suitable activities that successfully promote much very good learning. As a result, pupils do well and gain ground from an above average starting point so that, by the end of the Reception year, they achieve well above average standards in most areas of their learning. Teachers' expectations of what children can achieve in their writing by the end of Reception could be higher. At present they reach only average standards in this aspect of Communication, language and literature. These teachers introduce children to school life sensitively but quickly so that they learn what is expected of them and benefit from all the school offers from their earliest schooldays.

24 The teaching of five to ten-year-olds in Key Stages 1 and 2 is good. During the inspection, a greater proportion of very good teaching was seen in Key Stage 1 with the five to seven-year-olds than with the older pupils in Key Stage 2.

25 Some strengths in teaching are evident throughout the school. Teachers have high expectations of pupils' behaviour and they secure very good behaviour in lessons whilst maintaining excellent relationships. This means that teachers are able to concentrate their efforts on helping pupils to learn effectively. Teachers make very effective use of the support staff, often to give additional help to pupils with special educational needs. These pupils therefore learn well and make good progress towards the targets set for them in their individual education plans. The skills of literacy and numeracy are taught well. Teachers are implementing the national strategies for promoting these skills effectively; some very good and excellent teaching was seen in the "numeracy hours". Writing is not as well taught as reading and this has more impact in Key Stage 2 where pupils have few opportunities to write at length.

26 Work is usually well matched to the learning needs of the higher attainers; they are often given extension activities. Talented or gifted pupils are identified, given appropriate work and enabled to achieve, in relation to their abilities, as well as their classmates. However, at times, less attention is given to making sure the lower attainers, who do not have special educational needs, are set work that is well matched to their needs.

27 Some lessons, for pupils in the middle of Key Stage 2, are taught soundly but without enthusiasm. Consequently, although pupils do their work dutifully, they are not as productive and industrious as in other lessons because their interest is not captivated. This is in marked contrast to lessons in subjects about which the teacher is particularly knowledgeable. They are taught well and sometimes very well and the pupils then make at least good progress in their learning.

28 In the most effective lessons, teachers have high expectations of what pupils can achieve and they use resources and a variety of tasks well to sustain pupils' interest and move them on in their learning. This was seen, for example, in a music lesson for Reception children. The work was pitched at a high level and the teacher provided a very good range of well-chosen, carefully structured and enjoyable musical activities that all reinforced the main teaching points of the lesson. She expected the children to follow directions and to respond accurately and quickly to simple signs indicating whether to play loudly or softly. All the children had the opportunity to practise playing a carefully selected set of percussion instruments and to learn their names. The children responded very well, taking delight in learning and gaining in confidence.

29 When teachers give pupils a good degree of responsibility for their work they rise to the challenge and respond with particularly good attitudes to learning. They work very productively and make very good progress. An example was seen in a Year 5 science lesson. Groups of pupils had, in a previous lesson, planned experiments independently to test the effect of exercise on the pulse rate. They carried out these experiments very sensibly with little direct supervision. They showed a high level of commitment to their work, reminding each other of what needed to be done and writing up their results rapidly. They learned to work like scientists.

30 Teachers set some interesting and valuable homework tasks but the effectiveness of homework in reinforcing and extending what is learned at school is not as good as it might be. This is because the arrangements for homework are unclear and it is therefore not always set regularly.

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

### **The curriculum; the learning opportunities the school provides.**

31 The quality and range of learning opportunities provided by the school are very good in the Foundation Stage and good in Key Stages 1 and 2. The curriculum is broad and balanced and properly planned. It meets the requirement to teach all subjects of the National Curriculum and religious education. There are good links between work in different subjects that make work meaningful to pupils. Learning opportunities are enhanced by good use of local resources.

32 Aspects of curricular planning were a key issue for action at the last inspection. There have since been several positive developments and satisfactory improvement has been made. Whole-school plans have been formulated for subjects where they were lacking. The school has implemented the National Literacy and Numeracy strategies and adopted nationally recommended plans of work in other subjects. These developments have given greater coherence to the curriculum and ensured that pupils cover all the work they should and tackle more demanding work systematically as they move up the school. Furthermore, teachers' understanding of some subjects has been improved as a result of recent curricular developments. This is seen, for instance, in art and design and religious education. The National Numeracy Strategy is being implemented very effectively and this is a significant contributory factor to pupils' high standards in mathematics. The school's implementation of the National Literacy Strategy is successful in promoting high standards of reading but is less effective in writing. Planning has yet to identify how the teaching of writing can be interwoven into work in other subjects. Pupils have good opportunities to use literacy, numeracy and information and communication skills in other subjects and there are good, planned opportunities for pupils to develop the speaking and listening skills that underpin much of their learning.

33 The very good curriculum for children in the Foundation Stage provides a rich and stimulating range of suitable activities that enable the children to get a deep understanding of their work. High priority is rightly given to pupils' personal, social and emotional development. Consequently, children gain confidence in themselves, their ability to learn and to be members of the school community. This stands them in good stead for the next stage of their education.

34 The provision for pupils with special educational needs is good overall. Each of these pupils has an individual education plan of good quality and these plans are followed conscientiously by teachers and support staff.

35 Pupils are taught in mixed-age classes. For the most part, the curriculum is organised to ensure that all pupils have equal curricular access and opportunities to learn. However, Year 2 pupils in one class are taught for longer each day than those in another class. This is an unsatisfactory state of affairs.

36 The curriculum is enriched by a good range of educational visits and visitors. Local people talk to pupils about their experiences in World War 2. Representatives of the local police force and fire service talk to pupils about their jobs and safety issues. Good use is made of the local environment to support pupils' learning. For example, pupils have conducted a traffic survey in the village.

37 The arrangements for personal, social and health education are good. Pupils learn about healthy eating in design and technology, and science as well as gaining an understanding of the positive effects of exercise on the body in physical education. "Circle Time", when all the pupils in a class sit together and have the opportunity to discuss issues of concern, is used effectively, especially in Key Stage 1.



38 The school provides a satisfactory range of well supported extra-curricular opportunities in sport and music. Instrumental lessons in music and dance can be purchased.

**Provision for pupils' personal development, including their spiritual, moral, social and cultural development.**

39 This provision, taken overall, is very good and is especially strong in moral, social and cultural development. Pupils make good progress in their personal development and build constructively on the good social skills they bring to school. They develop very good attitudes, form excellent relationships and are very well behaved. Parents and staff promote shared values. This gives pupils a sense of security and consistency in the development of personal skills.

40 The provision for pupils' spiritual development is good. Acts of collective worship, assemblies, make a strong positive contribution to this provision. They address appropriate themes imaginatively. For instance, during the inspection, the youngest children led an assembly on the theme of working together through good and bad times. Visitors, such as the visiting Christian theatre group contribute. Their assembly drew parallels between a Bible story about temptation and contemporary issues. Pupils have good opportunities, in assemblies, to reflect on what has been said and what meaning it might have for them. Religious education makes a good contribution to pupils' spiritual development through the opportunities for them to learn about major world religions and develop insight into the importance of religion in believers' lives. This provision has recently improved as the school has improved its planning for religious education, placing greater emphasis on the meaning of faith. Pupils have good opportunities, in other subjects, such as science, art and design, English and history, to reflect on their experiences, to develop a sense of wonder at the created world, to appreciate values and to become aware of the deeper aspects of life. They learn tolerance and respect.

41 Pupils' moral development is promoted very well. The school has a strong moral ethos and the promotion of sound values, teamwork and respect for others and for property is inherent in all its work. Consequently, pupils have a clear understanding of the difference between right and wrong. There are few rules because they are not needed. Pupils are expected to behave responsibly. Teachers trust pupils and they respond by being trustworthy. For example, real money is used in play shopping and personal items are left out for pupils to examine.

42 The school makes very good provision for pupils' social development. All staff consistently promote the good social attitudes that form a basis for citizenship and positive social interaction. They set a very good model of co-operative relationships. Pupils learn about being contributing members of a community through day-to-day school life. They have many opportunities to work co-operatively and collaboratively in lessons. For example, Year 5 pupils worked in small groups to plan, carry out and write up experiments to measure the effect of exercise on pulse rate. However, teachers do not always make the most of opportunities to allow pupils to take responsibility for their own work and to use their initiative. The school provides some valuable opportunities for pupils to gain the confidence to relate to adults. For instance, pupils welcomed guests to a display of their sculptures and escorted informatively.

43 The provision for pupils' cultural development is very good. Art and design, music and English are used very well to foster cultural development and pupils gain considerable knowledge and awareness of the work of artists, writers and musicians. The high quality art work displayed in the school demonstrates the major contribution this subject makes to pupils' cultural development. Pupils are taught about the lifestyles and beliefs of people from other cultures. Pupils are helped to accept and respect differences and beliefs, and to appreciate the diversity of our multi cultural society through the range of books, work in religious education and the displays of artefacts from non-European cultures.

## **Links with the community**

44 The school has continued to develop its good links with community and partner institutions since the last inspection.

45 There are many links with the local community and these enhance pupils' learning and the school's resources. For example, pupils' took part in a local science initiative funded by chemical company and secured equipment for the school as a result. Ninety pupils took part in a competition growing plants, funded by a local garden centre.

46 The school has good relationships with other local schools that benefit pupils and staff. Activities, such as a joint residential outdoor activity weekend, are arranged to broaden pupils' social horizons and smooth their transition to middle school. There are good curricular links between the Year 5 at Shelley and Year 6 at the middle school. Links with other first schools and with pre-school providers are also strong.

47 Families and friends of the children are considered to be important members of the school community and functions are arranged to enable them to meet and to share in the life of the school.

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

### **Pupils' welfare and safety**

48 The arrangements for ensuring pupils' welfare, health, safety and well-being are good and staff follow the school's policies. Their day-to-day working practices are safe and standards of cleanliness and maintenance are very high. The arrangements for child protection are appropriate. They follow the local guidelines and all staff are properly aware of them.

49 Staff have a high level of concern for the pupils' well-being and pupils' general welfare continues to be a high priority, as at the time of the last inspection. The school provides a safe environment for pupils.

### **The monitoring and assessment of pupils' academic performance, personal development and attendance and the support and guidance given to pupils**

50 The school's systems for checking what pupils have learned and how well they are progressing are good. The information obtained from these assessments is used well. Good assessment of learning is having a positive effect on pupils' progress. Staff know their pupils well and are aware of their needs and, in the main, provide them with good academic and personal support, within the school's positive ethos.

51 The procedures for assessing pupils' achievements and progress have improved since the last inspection. In all subjects, pupils' progress is assessed systematically by their teachers and subject leaders regularly examine a sample of completed work. In the National Curriculum core subjects, progress is assessed frequently and good use is made of nationally recognised tests. The links between assessments of the standards pupils achieve and decisions about priorities for school development are very strong; they underpin rising standards. For example, writing has been identified as a weakness and has therefore been given high priority for development this year. There are now very good arrangements for tracking pupils' progress to check they are making the progress they should. The school has begun to use "baseline" assessment of children's standards when they start school to judge the effectiveness of the education it provides.

52 The accuracy of teachers' assessments has improved recently. Nevertheless, the school recognises the need to ensure consistency between teachers in the assessment of pupils' attainment

and has allocated time for staff to work together on this. At present, samples of pupils' work all through the school are kept as evidence of progress. However, they are not as informative or useful as they might be because there is rarely an indication of what features of a piece of work place it at a given level of the National Curriculum or what the pupil needs to learn next to achieve a higher level.

53 Teachers make good use of their day-to day assessments of pupils' learning. They note whether or not pupils have learned what they should in lessons and they adapt their plans and pupils groupings in lessons in the light of these assessments.

54 The school has efficient systems to ensure that pupils with special educational needs are identified, their needs are met and their academic and personal progress is tracked. The arrangements for assessing and reviewing these pupils' progress exceed requirements.

55 Pupils' personal development is monitored effectively, though procedures are informal and based on teachers' good knowledge of each individual pupil. Significant incidents of misbehaviour are logged. The absence of bullying and harassment indicates that procedures are effective. Nevertheless, the school's guidelines for dealing with bullying incidents are not adequate. Pupils' attendance is monitored thoroughly.

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

56 The school has a good partnership with pupils' parents and this has a good effect on pupils' learning. The majority of parents have a positive view of the school. Responses to the questionnaire survey of parent' and carers' views were more positive than at the last inspection.

57 The school's links with parents are good. Many parents attend special assemblies in which their children are involved; some help in classes regularly and parents provide some interesting resources to support topic work.

58 Parents support their children with tasks and projects set for completion at home and the home-school reading partnership is effective; it aids pupils' progress. Nevertheless, although the use of homework is satisfactory, the arrangements are not clear. There are therefore some grounds for the dissatisfaction over homework expressed by some parents. The school has plans to review this position.

59 The school communicates well with parents. Information about pupils' progress is good. Parents who expressed concern about this have no grounds for concern. There are sufficient opportunities for parents to discuss their children's progress with teachers and the annual reports are of a good quality. They indicate clearly how pupils are getting on and where improvement could be made. Additionally, parents receive good information about school life and about what their children are going to study each term. However, the information about pupils' results in the national tests, provided by the governing body, does not include the required national comparisons.

60 Parents of pupils with special educational needs are consulted from the first concern. Subsequently they are kept informed at all stages and properly involved in reviews of their children's progress.

61 There is a very active Parent Teacher Association that arranges fund-raising and social activities. The funds raised are used to provide additional resources that enhance pupils' learning.

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

### **The contributions of the head teacher, key staff and the governing body**

62 The leadership and management of the school, taken overall, are very good. There are particular strengths in the head teacher's leadership and in the way the school judges how effective it is and takes the right action to raise standards.

63 The head teacher has been at the school for two years. He provides very good leadership and he enables all staff to make an effective contribution to setting priorities for the school's future development and to taking the necessary action to achieve them. He is establishing a culture in which staff are involved in decision making and are encouraged to consider how effective their work is. For instance, all the teachers took part in an analysis of the school's strengths and weaknesses before the current management plan was set and the subject leaders have drawn up sound plans to improve work in the subjects for which they carry responsibility. This approach has been very effective in securing a high level of staff commitment to shared goals and good teamwork. Staff know where the school is going, the reasons for current priorities and their role in bringing about improvements. The head teacher gives highest priority to matters that will impact on the standards pupils achieve and the quality of teaching and learning. He has a good understanding of the links between assessing how well pupils achieve and planning for the future and has introduced greater rigour into both these areas.

64 There are now very good systems for checking how effective the school is. For example, senior staff observe the teachers at work, subject leaders look at teachers planning and pupils' work and staff discuss their work with the head teacher regularly and targets are set for them. Greater rigour has been introduced into this work in the last two years and it is now on a firmer footing. The result is teachers who are constantly trying to improve their work.

65 The head teacher and his deputy work well together and make a strong team. They have a shared vision for the school and are the driving force behind recent improvements that are now bearing fruit in improving standards, as seen in the 2000 test results at the end of Key Stage 1. The deputy head teacher has made a strong positive contribution to the school's development in the year since her appointment.

66 Almost all the teachers carry responsibility for leading and co-ordinating work in one or more subjects. As subject leaders they are given an appropriate role. They have a good knowledge of work in their subjects throughout the school and they contribute significantly to school improvement. This can be seen, for instance in the positive effect of the recent promotion of observational drawing in art and design and in the successful implementation of the National Numeracy Strategy. Job descriptions do not fully reflect the role the subject leaders are now expected to fulfil.

67 The provision for pupils with special educational needs is soundly managed. Documentation is in good order, and there are strengths in the assessment and review of pupils' progress and the deployment of support staff. The responsible teacher presses ceaselessly for improved levels of external support for the pupils with the greatest needs.

68 The governing body makes a good contribution to the leadership and management of the school. Governors are well informed about the school and they have a good level of involvement in it. They provide good oversight of the school's work. They are aware of most of the school's strengths and weaknesses and, with the head teacher and staff, they set the right priorities for the future. Governors do not make full use of all the information available to them to judge whether pupils are achieving high enough standards by the time they leave the school. The governing body fulfils almost all its statutory responsibilities. However, it has not published all the required information about the national test results in its information to parents. Governors monitor the school's budget well and their involvement in long-term financial planning is very good.

## **The adequacy of staffing, accommodation and learning resources and the school's use of its resources.**

### **Staffing**

69 There are sufficient suitably trained and qualified teachers to meet the demands of the curriculum. They provide a good balance of experience and expertise and they benefit from good opportunities to develop their teaching skills and subject knowledge. The level of support staffing is good. These staff are well-qualified, competent and experienced. They make a significant contribution to the quality of education provided and to pupils' learning, particularly for those with special educational needs. The arrangements to support teachers who are new to the profession and to enable them to quickly make a contribution to the school's life and work are good.

### **Accommodation**

70 The accommodation is adequate for the number of pupils. It is sufficient to enable the curriculum to be taught effectively. However, the outdoor play space is cramped and there is no suitable area for outdoor activities, as recommended in national guidance, for children in the foundation stage. The attractiveness of classrooms and communal areas is much enhanced by high quality displays of pupils' work. Staff work hard to create a stimulating and attractive environment for the pupils.

### **Learning resources**

71 The resources for learning have been improved since the last inspection and are now good in most subjects. Resources for music are satisfactory. Resources for information and communication technology have been considerably improved and updated. They are satisfactory. The resources for design and technology are satisfactory. The school has built up its equipment to support the units of work it covers. However, there is little for the control element of the curriculum, whereby pupils learn to plan moves in advance to make things happen on screen or they learn to control the movements of programmable toys. The library is well stocked. Resources are well organised and managed and stored to facilitate easy access for pupils and staff.

### **Strategic use of resources**

72 The resources available to the school are managed well. Financial management is good. The budget is carefully planned with governors being properly involved in setting the budget plan and monitoring spending. Spending is closely linked to the school's management plan so that funds are directed to the right educational priorities. Learning resources have been built up steadily and selected with good regard to the requirements of the units of work taught.

73 The school runs smoothly because administrative duties are carried out efficiently and unobtrusively and supported by good use of information and communication technology.

74 Overall, the school's staff are used well. Subject leaders are enabled to make a good contribution to school development and the drive to improve standards further. Decisions about staffing are geared to providing a good level of support for teachers in the classroom. The school makes very good use of support staff for pupils with special educational needs. This reflects its commitment to providing the best opportunities it can for all its pupils.

75 Funds allocated for specific purposes are used appropriately and accounted for. All the recommendations in the latest auditor's report have been implemented.

76 The school applies the principles of best value satisfactorily. For example, competitive tenders and quotations are routinely sought.

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

77 In order to further raise standards and improve the quality of education in this successful and effective school, the head teacher, staff and governors should:

- (1) Develop recent initiatives to raise standards in English and science by the top of the school by;  
\* **In English**
  - improving the standard of pupils' writing;
  - providing more opportunities for pupils to undertake extended and personal writing;(see paragraphs 8, 23, 32, 85, 91, 100 and 103)  
\* **In science**
  - improving pupils' skills of scientific enquiry;
  - ensuring that pupils acquire progressively more advanced skills as they move up the school;
  - pitching experimental and investigative work for the older pupils at an appropriately demanding level.(see paragraphs 8, 116 and 117)
- (2) Improve the quality and effectiveness of marking so that pupils are clear how well they are doing and what they need to do to improve.  
(see paragraphs 22 and 118)
- (3) Provide equal opportunities for all pupils in Year 2, by ensuring that the length of the taught week is the same for all classes containing these pupils.  
(see paragraph 35)

\* The school has recognised these weaknesses and has appropriate plans in hand to tackle them.

In addition to these key issues, the following less significant weaknesses should be considered for inclusion in the action plan.

- sharpening the match of work to the needs of lower attaining pupils where necessary;  
(see paragraphs 26, 95 and 118)
- establishing clearer arrangements for homework;  
(see paragraphs 30 and 58)
- providing information, in publications for parents, about how pupils' results in the national tests (SATs) compares with the national results.  
(see paragraphs 59 and 68)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	34

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	20	43	27	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils eligible for free school meals	5

#### **Special educational needs**

	YR – Y5
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	29

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	4

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	12

### *Attendance*

#### **Authorised absence**

	%
School data	3.1
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.3
National comparative data	0.5

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

### *Attainment at the end of Key Stage 1*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	20	16	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	17	20
	Girls	16	16	16
	Total	35	33	36
Percentage of pupils at NC level 2 or above	School	97%	92%	100%
	National	82%	83%	87%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	19
	Girls	16	16	10
	Total	35	36	29
Percentage of pupils at NC level 2 or above	School	97%	100%	81%
	National	82%	86%	87%

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	188
Any other minority ethnic group	2

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27.4

#### **Education support staff: YR – Y5**

Total number of education support staff	8
Total aggregate hours worked per week	138.75

### ***Financial information***

Financial year	1999-2000
	£
Total income	332,440
Total expenditure	330,198
Expenditure per pupil	1,587
Balance brought forward from previous year	20,184
Balance carried forward to next year	22,426

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

### **Questionnaire return rate**

Number of questionnaires sent out	193
Number of questionnaires returned	84

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	4	0	0
My child is making good progress in school.	52	43	2	0	2
Behaviour in the school is good.	46	49	0	0	5
My child gets the right amount of work to do at home.	27	52	17	2	2
The teaching is good.	63	35	0	0	2
I am kept well informed about how my child is getting on.	44	38	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	49	44	5	1	1
The school expects my child to work hard and achieve his or her best.	60	36	0	0	5
The school works closely with parents.	38	42	15	2	2
The school is well led and managed.	49	38	6	1	6
The school is helping my child become mature and responsible.	61	36	1	1	1
The school provides an interesting range of activities outside lessons.	38	40	13	1	7

### **Other issues raised by parents**

- Some parents raised concerns about equal opportunities for pupils in mixed age classes.
- Parents attending the meeting with the Registered Inspector thought the school had responded well to national educational initiatives and had managed increasing numbers of pupils well.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE**

## **CURRICULUM, SUBJECTS AND COURSES**

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

78 The Reception children are in the foundation stage. At the time of the inspection there were 18 children in the Reception year. Twelve of them were taught in the Reception class and were due to be joined by a further 15 children in January. The remaining six children were taught in a class with Year 1 pupils where they will remain throughout the Reception year.

79 When children start school, their levels of attainment, taken overall, are above what is typical at their age. Many have experienced pre-school education at nursery or playgroup. They make good progress in their learning and gain ground from this starting point. Children with special educational needs progress, from their starting point, equally as well as their classmates. Children are well prepared to benefit from the next stage of their education, in Key Stage 1.

80 The school provides very well for all the Reception pupils. They follow a very good curriculum that meets their needs well and the teaching is very good overall, with some being of an excellent quality. Teachers make the most of every opportunity to move children on in their learning. By the time they finish the Reception year, the majority of children have achieved well above average standards in most areas of their learning. The provision for these young children has improved since the last inspection and so have the standards they reach. In both classes containing Reception children, their needs are met very well.

81 Staff check what the children know and understand and what they can do when they start school. These “baseline” assessments are used effectively to guide teachers’ plans for the children’s work and to judge the progress they make during the year. Throughout the Reception year children’s learning is checked systematically and proper account is taken of the findings to ensure that all children are moved on in their learning. “Baseline assessment” was a key issue for action at the time of the last inspection. It is now good.

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

82 By the end of the Reception year, children achieve well above the national targets for their age in this important area of learning. They are very well behaved and keen to learn. They form excellent relationships with each other and the adults in school. They work alongside each other, take turns and co-operate well at work and play. They understand the difference between right and wrong. They learn how to behave at school as their teachers guide them sensitively but firmly to a good understanding of the need to follow simple rules and to consider others. This helps them to learn effectively. There are good opportunities for children to select activities, take an appropriate degree of responsibility in the classroom and tidy up after themselves. The staff have high expectations of children’s independence. The classrooms are well organised to promote independence and, as a result of this provision, children develop a good degree of independence. The Reception children can already change for physical education lessons and store their clothes tidily. Staff provide structured, ordered classroom routines that helps the children to feel secure at school and to develop a sense of order. Children show very good levels of concentration for their age and generally they persevere until tasks are completed. Overall, they are developing very good attitudes to learning that help them to benefit from what the school offers.

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

83 Children make good overall progress in this area of learning. By the end of the Reception year, they achieve well above average standards in speaking and listening and in reading. In writing their standards are in line with the national targets for their age. They are given good opportunities to develop their speaking and listening skills and staff encourage them to express their ideas, extend

their vocabulary, and communicate ever more effectively and take every opportunity to develop children's oral competence. For example, the well planned and organised "greengrocer's" provides excellent opportunities for pupils to develop and practise speaking and listening skills. They talk to each other, take turns in different roles and extend and improve their language skills. Adults provide good support and teaching when they join in children's imaginative play.

84 Children make a good start with reading and, by the end of the year, the vast majority have begun to read simple books. They enjoy looking at books, handle them carefully and tell each other the stories from the pictures. They often choose to look at books. Most pupils talk about books with good understanding. They look at and discuss the covers and make sensible suggestions of what the stories might be about. They know that print carries meaning. They are beginning to recognise frequently occurring words on sight and they take pleasure in recognising the names of characters from the "reading scheme". They identify a good number of letters from the alphabet and say the correct sounds. They recognise rhymes because staff teach them rhymes and poems and emphasise the rhyming words. The good home-school reading partnership is established in the Reception year.

85 Children's writing, by the end of Reception, is not as good as the other aspects of this area of learning. Nevertheless, they achieve satisfactory standards. The higher attainers write their names independently from memory with a fair degree of accuracy in forming the letters. Most of the children have good pencil control for their age. Reception children have good opportunities to practise writing skills and develop confidence in themselves as writers. For example, they have an "office" as a setting for imaginative play. Here they copy letter shapes and make marks and letter like shapes, "pretend writing", which they "read". However, teachers do not expect them to write as much as they could by the end of the year and insufficient attention is paid to teaching and reinforcing correct letter formation.

### **Mathematical development**

86 By the end of the Reception year, children achieve well above the level expected at their age. They make at least good progress in their learning and, in some lessons during the inspection, their progress was very good. The foundations for pupils' high standards further up the school are laid in Reception. The direct teaching of mathematics is very good and this leads to children being excited by mathematical ideas and activities. The staff take every opportunity to extend children's understanding of the numbers. Consequently, children develop a good understanding of numbers and the amounts they represent as well as number order. Reception pupils already recognise the number of objects in a set without counting them. They enjoy number rhymes. They all count to 10 accurately and back from ten. They sort objects correctly into sets and they have a good understanding of money and the value of different coins. This understanding is promoted well. For example, children played in the "greengrocer's" using real money as they bought and sold fruit and vegetables. The children use simple computer programs to reinforce and consolidate their learning. Children develop good early concepts of mass and volume because they have good opportunities to experiment with sand and water.

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

87 This area of learning lays the foundations for later study of science, design and technology, geography, history and information and communication technology. Children have very good opportunities to extend their knowledge and understanding of the world and, by the end of the Reception year, they achieve standards above what is expected for their age. They make good progress in their learning and build well on the knowledge they bring to school. They develop a good understanding of their environment. For example, they observe and discuss the weather and take turns to record it on their weather chart. They develop good early mapping skills as they explore the immediate school surroundings and make visits into the local environment. Children in the Reception year take an interest in living things and events in the world around them. They know the daily routines and understand there are different times for daily events. The children use the computer

suite. They achieve satisfactory standards in their use and understanding of information and control technology. They work with appropriate simple programs and have satisfactory keyboard skills and mouse control.

### **Physical development**

88 Children make sound progress in the development of their physical skills and, by the end of the Reception year, they achieve above average standards overall in this area of learning. In some aspects of physical education, their standards are well above average. Children enter the reception year with good manual dexterity. They build effectively on these good skills throughout Reception and, by the end of the year, the majority use scissors, paintbrushes, and writing tools well for their age. Children make good progress in physical education lessons. They have suitable opportunities to use small apparatus such as balls, bean bags and bats and they have access to climbing frames. However, they do not have appropriate access to suitable facilities for outdoor activities, as recommended for children their age. By the end of the Reception year, they have very good body awareness and awareness of how they are moving in the space around them. They perform simple sequences of movements, varying the speed with good control. Most of the Reception children jump with feet together and the majority can hop on one leg.

### **Creative development**

89 By the end of the Reception year, children achieve well above average standards in this area of learning. They make very good progress in response to the very good teaching from staff with very good knowledge of art and music. They have good opportunities to undertake a wide range of creative activities in art and craft, music and imaginative play. They participate enthusiastically in these activities. Music is a particular strength. The children recognise and name instruments such as tambourine, maracas, and triangle. The children sing a range of nursery rhymes and songs, and they understand and follow simple dynamics. For example, they play percussion instruments “loudly” and “softly” as the teacher holds up the signs ‘p’ (piano) or ‘f’ (forte). Standards in art are well above average. Much of the work on display in these children’s classrooms is of a very good standard. Children are encouraged to look closely at objects and their drawings reveal good observational skills. Some are of an excellent standard. The children get a good understanding of colour by mixing paints to the shades they need. Most children in the Reception year identify and name a wide variety of colours. The children learn to use their senses to appreciate and explore textures, colours and shapes through carefully planned activities.

## **ENGLISH**

90 Pupils throughout the school are making good overall progress in English and building effectively on what they have already learned. Standards are above what is expected for the pupils’ age at seven and 10 years of age. Pupils achieve higher standards in speaking and listening than in writing. The weakness in writing is being tackled and pupils’ writing is improving. Standards of writing are now as they should be for these pupils, by the time they are seven, but not yet high enough at the top of the school. Since the last inspection, high standards in speaking and listening have been maintained. Standards of reading have improved. Taken overall, pupils’ literacy skills are good and support their learning in other subjects.

91 Standards are rising. From 1996 to 1999 pupils’ results in reading, in the national tests for seven-year-olds at the end of Key Stage 1, have kept pace with the national rate of improvement. The results have been typical of those achieved by pupils in similar schools. The 2000 results show evidence of improvement with a significant increase in the proportion of pupils achieving above the level expected for their age in reading. The results show that the recent decline in standards of writing has been halted and, when all pupils’ results are taken account of, there is evidence of improvement.

92 Improvement is still needed as in 1998 and 1999 writing standards fell whilst rising nationally.

93 The standards seen on inspection reflect the test results. By the end of Key Stage 1, standards in speaking and listening and reading are well above average and are good for these pupils, who start school with above average levels of attainment. Standards in writing are above the national expectation for seven-year-olds.

94 By the time pupils leave the school at 10 years of age, they have achieved well above average standards in speaking and listening and reading and average standards in writing. The work of the present Year 5 pupils is not of as high a standard as last year's, although they are making good progress. This is because a high proportion of these pupils, almost a third, have special educational needs. Furthermore, around a third have joined the school during Key Stage 2.

95 Pupils with special educational needs make good progress towards the targets set in their individual education plans. They are supported well by non-teaching staff and work is usually suitably matched to their levels of attainment. This is not always the case for pupils who do not have special educational needs but nonetheless find learning difficult.

96 Pupils make good progress in their learning in speaking and listening in both key stages, building well on their good start in Reception. They are articulate and they listen attentively to teachers and their classmates, they make relevant and considered contributions in discussion and are developing the confidence to initiate conversations. The inspectors saw many examples of pupils speaking confidently in full class and group sessions and deepening their understanding of other subjects through discussion. For example, in a shared reading session, Year 1 pupils read the story of "The Little Red Hen" enthusiastically with their teacher. They answered questions about the story in clear sentences, showing a good understanding. Year 4 pupils escorted adult visitors around an exhibition of their sculptures and discussed their work confidently. Pupils learn subject specific vocabulary that aids their learning in other subjects. For instance, they learn "forte" and "piano" in music.

97 Pupils enjoy reading and are making good progress in this aspect of the subject. By the end of Key Stage 1, they recognise a good number of words on sight and they use a good range of strategies, including phonics, to work out unfamiliar words. They have a good understanding of what they read and, when discussing their "reading books", they show good recall and understanding of key points of the plots and a good understanding of characters. The rising standards are clearly seen by the age of seven, when most pupils are reading at a higher level than expected for their age and the higher attainers are at least two years ahead. In Year 5 the higher attainers are already reading above the level expected for 11-year-olds. Lower attainers in this year are progressing well. They correct their own mistakes and take account of the punctuation to help them make sense of difficult passages. They understand what they read and make sensible suggestions of what might happen next. All pupils at the top of the school are developing preferences for different authors and discuss them. For instance, Year 5 pupils discussed their preferred characters in "Harry Potter" books very maturely. By the end of the school, pupils have good knowledge about books and use them effectively. They understand the roles of author, illustrator and publisher in producing a book. They use the "blurb" on the cover when selecting books and they use contents pages and indexes efficiently. Higher attainers use glossaries.

98 Reading homework is used effectively and makes a positive contribution to pupils' learning. Parents support their children's learning well and there is a useful on-going dialogue between teachers and parents in the home-school reading diaries.

99 Pupils make satisfactory progress in developing their writing skills. Early in Key Stage 1, most pupils learn to hold their pencils correctly develop sufficient control to form letters and space

letters and words carefully. By seven years of age, at the end of Key Stage 1, a significant number of pupils have developed sound technical writing skills and can produce well-written pieces of work.

100 Pupils at all levels of attainment are developing a good feeling for language and they use interesting words. In Key Stage 2 pupils undertake a wide range of writing, including letter, reports and poetry. They produce written work in other subjects. For instance, they make books about the 'Weather', Egyptians, Ancient Greeks and a 'Village in India'. Some of this written work is well organised and well presented. The majority of pupils punctuate their sentences correctly. However pupils do not produce extended pieces of writing. They have few opportunities to develop and sustain ideas in writing. This holds back their overall achievement in writing.

101 Standards of handwriting and presentation are satisfactory overall with some pupils producing very well presented work. By the end of Key Stage 1, most pupils are beginning to join their letters. Standards of spelling are good. Pupils use a variety of successful strategies for spelling words correctly.

102 Pupils' good learning is aided by their very good attitudes and behaviour in lessons. They show enthusiasm for their work, contribute willingly and sensibly in discussions and sustain their concentration well.

103 Taken overall, the quality of teaching is good. The National Literacy Strategy is implemented well and is having a positive effect on reading standards. Teachers plan work carefully to ensure progression in pupils' learning and they select material for shared reading sessions well. Texts used in the literacy hours are often related to pupils' work in other subjects. Speaking and listening and reading are taught better than writing. Although teachers provide writing tasks that get pupils writing for a good range of purposes and in a variety of styles, they do not provide sufficient opportunities for pupils in Key Stage 2 to learn to write at length. Teachers use questions well in class sessions to move pupils forward in their learning. They often make good use of whole-class "plenary" sessions at the end of lessons to help pupils evaluate their own learning, develop their speaking and listening skills and to raise self-esteem. The effectiveness of teaching is supported by very good relationships between staff and pupils. Staff value pupils' contributions to lessons. Teachers provide many good opportunities for pupils to develop and use their literacy skills in other subjects.

104 The improvements in writing now being seen are a direct result of assessment of the standards pupils are achieving and effective leadership and management setting this weakness as a priority for development throughout the school.

## **MATHEMATICS**

105 Pupils are making good progress in their learning in both key stages. They start school with above average mathematical knowledge and understanding. They build on this well. By the end of Key Stage 1, at seven, they achieve standards that are well above what is expected for their age. They sustain this advantage through Key Stage 2. Last year's 10-year-old leavers achieved standards well above national expectations for their age in all aspects of the subject. High standards have been maintained for several years, as a result of good subject leadership and very effective implementation of the National Numeracy Strategy, both enhancing the quality of teaching. The standards achieved and the quality of teaching are better than reported at the last inspection.

106 Pupils in the present Year 5 are achieving above average standards; not as good as last year. This is explained by the unusually high proportion of pupils with special educational needs in this year. The standards of pupils' work all through the school shows consistently good progress and, in other years, well above average standards.

107 All pupils are challenged in this subject and have equal opportunity to achieve. Very able and gifted pupils do as well as they should. Throughout the school, pupils with special needs make, overall, good progress in relation to their learning difficulties. Lesson observations and scrutiny of these pupils' work show some examples of very good progress. These pupils benefit from high quality support. Work is carefully prepared to meet their individual needs and they have the opportunity to achieve as well as they can. Teachers challenge pupils with special educational needs and enable them to contribute to full class sessions. They use "plenary" sessions at the end of lessons well to include these pupils and to reinforce their learning. For example, in one lesson a pupil who receives special support was the first to discover the best way of identifying and working out equivalent fractions.

108 In the 1999 national tests, the seven-year-olds, at the end of Key Stage 1, achieved well above the national average and the average for similar schools. The school's 2000 test results show an overall improvement. Nearly all the pupils achieved at least the level expected for their age and close to half achieved a higher level. By the age of seven, pupils have a very good understanding of number. They use their knowledge of all four operations in number (addition, subtraction, multiplication and division) to solve problems and they record their work accurately and clearly. Pupils calculate change from amounts more than a pound. They have good knowledge of a range of units of measurement and use this knowledge effectively in other subjects such as science. Pupils know the properties of regular shapes. They use data well. For example, they find out the length of television programmes from published schedules. The many higher attainers work with decimals and have a good understanding of fractions. Pupils apply their mathematical knowledge effectively in solving everyday problems.

109 Good progress is maintained through Key Stage 2. By Year 4, pupils can discuss the relationship between a right angle and the full rotation of a circle and they use a good range of mathematical language with very good understanding for their age.

110 By the time the 10-year-olds leave the school, at the end of Year 5, the majority are already achieving standards expected of 11-year-olds in most aspects of mathematics. Their knowledge of number is impressive and the most able understand how to convert decimals into fractions and work with mixed numbers. They use tally charts, bar and line graphs and select appropriate computer programs to analyse data. They use formula to find the perimeters and areas of shapes and measure angles accurately using protractors.

111 Taken overall, the quality of teaching is good in both key stages. Some examples of very good and excellent lessons were observed during the inspection. Teachers have a very good knowledge of the subject and demonstrate a clear understanding of the numeracy skills and how best to teach them. Teachers plan lessons very well and have high expectations of their pupils. These are reflected in the consistency with which the school achieves very high standards in national tests. Teaching is most effective when pupils are encouraged to devise their own method for solving problems and to judge the effectiveness of different methods for them. This gives pupils the confidence to discuss their ideas and therefore to learn from each other. In the best lessons, pupils see mathematics as a journey of exploration and discovery and they do not rest until they have organised their knowledge. Teaching is rarely less than good and teachers are critical of their work and strive to improve. They check how much pupils have learned and the progress they have made towards their individual targets. They make good use of this information to plan the next steps in learning for pupils of different ages and levels of attainment. Teachers use resources well to support pupils' learning.

112 Pupils' very good attitude to mathematics makes a positive contribution to their progress. They participate eagerly in all phases of the numeracy hours. They complete tasks well and take considerable pride in producing neat and accurate work. Their confidence is nurtured by good quality teaching and well-targeted support. Pupils enjoy using their mathematical knowledge in other



subjects such as science, geography, design and technology and information and communication technology.

113 Subject leadership is very good and the right priorities have been identified for the future. Plans are based on a good analysis of information obtained from assessing pupils' standards. Developments are steered by a knowledgeable co-ordinator and staff expertise has been built up over several years. The success of the National Numeracy Strategy at Shelley is founded on teachers' good knowledge of the subject and confidence in teaching it.

## SCIENCE

114 Pupils throughout the school are now achieving well and making good progress in their learning. They start school with good knowledge and understanding of the world around them and they are building well on what they have already learned. Standards are rising. By the time they leave the school, pupils are doing harder work than is expected at their age in most aspects of the subject. Standards in investigative and experimental science are average. Overall, standards have been maintained since the last inspection.

115 At the end of Key Stage 1, the seven-year-olds' standards in science are assessed by their teachers. In 1999, these assessments showed standards to be well below the national average. This was largely because of very low standards in experimental and investigative work, the skills of scientific enquiry. Furthermore, only three per cent of the pupils achieved National Curriculum Level 3, a standard above that expected of the average seven-year-old, compared with 17 per cent achieving this level nationally. The 2000 assessments show a dramatic improvement with half the pupils reaching National Curriculum Level 3.

116 The work of last year's 10-year-old leavers shows that standards were above what is expected for their age in much of their science work. Their scientific knowledge was at the level expected of pupils a year older. This is mainly because teachers have high expectations and pitch much of the work at a demanding level. These pupils' understanding of materials and their properties was good. They correctly identified solids, liquids and gases and knew that solids retain their shape whilst liquids take the shapes of different containers. They had very good knowledge of life processes and living things. They knew the life cycle of plants and explained the process of germination clearly. They named and understood the functions of various parts of a flowering plant, such as stamen, sepal and roots. However, these pupils' investigative and experimental work was below the standard expected for their age. For example, their understanding of what makes a fair test was about a year behind.

117 The subject is well led and managed with a clear focus on raising standards. The school's programme of work has been organised efficiently so that teachers are clear which parts of the syllabus to cover each year. The subject leader has a good awareness of the strengths and weakness in the work done and the standards pupils achieve. Rapid and effective action was initiated to address the weakness in pupils' skills of scientific enquiry as soon as it was identified. Consequently, standards in this work are rising, though they are not yet as high as in the other aspects of the subject. Scientific enquiry and experiment are now built into the whole-school programme of work more systematically and experimental work is undertaken regularly in all classes. Staff are aware that pupils' skills to undertake this work need to be built up progressively. However, this does not always happen. For instance, although the way pupils write up their experiments has been improved, it does not yet show sufficient progression year on year. In some classes pupils are not required to think enough for themselves; too much work is simply copied. Informed prediction of the likely results of experiments is not sufficiently stressed and the older pupils are not encouraged enough to start to draw conclusions from their findings rather than simply recording what happens in the experiments. Teachers vary in their effectiveness in promoting an understanding of scientific method.

118 Teaching is good and it enables pupils to make good overall progress in their learning. Learning is also underpinned by pupils' very good attitudes; they take an interest in the subject and work willingly, showing particular enthusiasm for practical tasks. Teachers generally expect pupils to undertake quite difficult work and they set high standards for the presentation of work. In Key Stage 1, teachers are particularly good at helping pupils to learn from practical activities. For example, Year 2 pupils learned a lot about what makes a "fair test" when, with the support of their teacher, they investigated the hypothesis that the tallest pupils would have the largest hands. Year 1 pupils looked at a range of cut fruits and examined similarities and differences between their seeds. Such work helps them to make a good start to developing the observational skills that will be needed for future work such as Year 5's "habitat hunt". Direct teaching of scientific knowledge is good. For instance, in one lesson Year 4 and 5 pupils made good progress in their learning as a result of effective full class teaching of how a switch works in an electrical circuit. Teachers have sufficient knowledge of the subject to teach the syllabus effectively. They are clear about what they want pupils to learn in lessons and they often share these learning objectives with the pupils. However, the marking of pupils' work is less clearly focused. Much marking does not relate to the learning objectives of the work and does little to let pupils know how well they have done and what they should do to improve. Teachers often provide extension work to challenge the higher attainers and they use the support staff very well to help pupils with special educational needs to complete their work. Less attention is paid to matching work to the needs of the lower attainers. Consequently, these pupils do not always grasp the key points in the lesson and sometimes fail to finish their work.

119 Teachers provide some good opportunities for pupils to learn to work together both co-operatively and collaboratively. For example, Year 5 pupils worked in groups to plan, undertake and record experiments to assess the effect of exercise on pulse rate. They responded to this challenge very positively and worked with determination and perseverance, showing a sense of responsibility for their own work.

120 Pupils make effective use of their literacy, numeracy and information and communication technology skills in science lessons. Their learning is aided by these skills and by their very good speaking and listening skills.

121 The resources for learning have been improved. There is now a good range of quality resources to support all the units of work taught and these resources are well organised and easily accessible by teachers so they are used efficiently.

## **ART AND DESIGN**

122 Few lessons were seen but a wide range of work was available for examination. Judgements are based on the lessons observed, examination of pupils' work retained from last year and work displayed around the school, and discussions with staff and pupils.

123 The standard of pupils' work, by the end of Key Stage 1, and at the top of the school, is well above average and some examples of excellent work were seen. Standards are now higher than reported at the last inspection. Pupils work confidently and often boldly; much of their work is imaginative and dynamic. Pupils do well to achieve high standards across a wide range of art and design work and they produce work that is consistently of at least an above average standard. They make very good overall progress in their learning and they master a good range of techniques and media.

124 Pupils make very good progress in developing their observational skills and, in most classes, they achieve high standards in observational drawing. Year 1 pupils used pastels carefully to produce good drawings of cut fruit and flowers. Their work shows careful choice of colours and very good, detailed observation. By the top of the school, pupils produce good self-portraits that capture facial expressions well and their observational drawings of hairstyles show very good use of soft drawing pencils to carefully reproduce exactly what they see.

125 Pupils study a good range of artists' work and undertake purposeful work in response. They learn to recognise the characteristic features of artists' work and to capture them in their own work. For instance, early in Key Stage 2 they produce paintings in the style of Van Gogh. This work is of a very high standard and shows careful matching of colours and very good brush control. The pupils have produced pictures that reflect the essential features of the artist's style. In a successful lesson for Year 2 and 3 pupils, the teacher revealed a small part of a painting by Lowry and pupils used this as a stimulus for their own imaginative work. Most revealed a good appreciation of the work by selecting muted colours and by including buildings and people in their detailed pictures.

126 Pupils make very good progress in their understanding and use of colour. By the end of Key Stage 1, pupils' select toning colours in work with textiles. Early in Key Stage 1 they learn to mix paints and they make very good progress in their capacity to reproduce colours faithfully. By the end of the school, they experiment with colour mixing and produce many shades of a single colour. They apply this learning very well in their paintings of autumn trees.

127 Pupils have only recently begun to use sketch books. At present they are underused and not effectively utilised to help pupils learn to develop, refine and extend their work.

128 The little teaching seen was of a good quality but too little was seen to form a secure judgement on the overall quality of teaching. Nevertheless, the quality of pupils' work and their very good progress indicate that much of the teaching is good or better, that teachers have a good understanding of the subject and that they use effective methods that enable pupils to achieve as well as they can. However, pupils' progress is not equally good in all classes. It slows in the middle of Key Stage 2 when some of the work set does not capture pupils interest so well and, although the school's plan of work is followed and pupils undertake a suitable range of work, it is not of as good a quality.

129 High quality and very good standards are supported by a good range of learning resources which are used effectively so that pupils learn the potential of a range of media and develop the confidence to mix media to obtain specific effects. Some of the most powerful work seen used mixed media such as paint and pastels or colour wash and collage.

130 The curriculum is enriched by good use of visitors. Last year an artist in residence worked with pupils to produce sculptures of a good quality. This work was initiated because the school identified a need to develop three-dimensional work.

131 The subject is well led and managed. The subject leader has identified aspects of work that could be developed and successfully promoted them throughout the school. For example, the high standards of observational drawing are a result of recent emphasis on this work. The whole-school plan of work is of good quality and non-specialist teachers are supported by clear and coherent guidance. Assessment of pupils' progress and achievements is good.

## **DESIGN AND TECHNOLOGY**

132 It was possible to observe only a little teaching. Judgements are based on an examination of a range of pupils' work, including some from last year, discussions with pupils and teachers, an examination of teachers' planning and the one lesson observed.

133 Pupils achieve the standards expected for their age by the end of Key Stage 1 and Year 5. Throughout the school, they make satisfactory progress in their learning. There is insufficient evidence to form a valid overall judgement on the quality of teaching, though the lesson seen was taught well.

134 Pupils in Year 2 were making finger puppets. They have produced good designs for their age. They include labels and they write how they will join materials. They are beginning to evaluate their work. For example, they explain, in simple terms, how they might need to modify their designs to take account of the material they are to use.

135 By the end of Year 4, pupils have satisfactory skills in all aspects of the subject, designing, making and evaluating products. They draw plans for products they are going to make. They consider the intended function of the product and select appropriate materials. They identify all the materials they will need and plan how to decorate their products. They do not mark correct measurements on their plans. They evaluate their products during the making process and adapt their plans as necessary to overcome unforeseen difficulties and to refine the products. After completion they judge how well the products fulfil their intended purpose and learn from their mistakes. All these skills were seen in their making of containers for money. Pupils talk of improving wallets by adding belt hooks. They realise that a seam allowance is needed when sewing and that, when they did not take account of this, the final product was too small. The pupils evaluate their selection of materials for the wallets and purses well in the light of how long the products have lasted.

136 In most classes, pupils produce good quality products. They pay good attention to the finish, for example in painting their models and garnishing sandwiches. However, the quality of finished work from some pupils in the first two years of Key Stage 2 is poorer, in relation to their age, than in the rest of the school.

137 Improvements have recently been made to the whole-school plan of work for design and technology and to the learning resources. The design and make projects pupils undertake are related well to work in other subjects. The school has adopted a nationally recommended programme of work that provides soundly for pupils to develop their knowledge and skills progressively as they move up the school. It has ensured that the units of work taught are properly resourced. However, at present, pupils' progress is limited by two factors. Firstly, they undertake only two design and make projects each year rather than the recommended three. Secondly, they make little use of control technology in their work. The school's resources for this aspect of the subject are insufficient. Subject leadership has been good and significant progress has been made in the last year and there is a clear sense of direction for the subject. The school is well placed for the new subject leader to build on recent improvements.

138 The school's provision has recently been enhanced by work with an artist-in-residence. They produced good quality sculptures which incorporated design and technology skills.

## **GEOGRAPHY**

139 Little direct teaching was observed. Judgements are based on an examination of pupils' work and teachers' planning and discussions with pupils and staff, as well as the lesson seen.

140 Pupils make satisfactory progress and achieve above average standards for their age by the end of Key Stage 1 and by the time they leave the school. Standards have been maintained since the last inspection.

141 By the time pupils reach seven years of age, they have achieved above standards for their age. Most pupils describe the main features of the local area around the school using appropriate geographical vocabulary, such as town, village, river, and hill. They respond well to questions, making simple observations about local features and reasons why they are found there.

142 Pupils make steady progress in their learning in Key Stage 2 and, by the time they leave the school, they achieve higher standards than expected for pupils their age. They have very good geographical knowledge and good understanding of the subject and skills for studying it. They develop good skills for fieldwork because teachers make good use of the local environment and

educational visits. Pupils have good mapping skills. They have a good understanding of place and of how people's lives are affected by features of their environment and the climate. They develop a good understanding of weather through practical investigative work. Pupils' knowledge about contrasting localities and their understanding of the significant differences between them is developed well in Key Stage 2, through their study of an Indian village. They talk knowledgeably about life in the village. Pupils learn to investigate issues such as the impact of parking in the immediate vicinity of the school thereby beginning to appreciate different points of view.

143 Pupils' sound progress in acquiring geographical knowledge and understanding and in developing appropriate skills is aided by their good attitudes to the subject. They are interested in geography and keen to learn more. This was seen, for example, in a lesson with pupils in Year 3 and 4, comparing ways of life in India and Britain. They listened carefully and made thoughtful observations. Pupils' learning is supported well by interesting and informative displays that invite a response from pupils and by the good resources for learning.

144 Not enough teaching was seen to provide sufficient evidence to form a valid judgement on the overall quality of teaching. However, pupils' rate of progress suggests that teaching is satisfactory and this is confirmed by evidence of the quality and range of pupils' work.

145 Teachers link work in geography well with other subjects, such as science and pupils make effective use of their literacy, numeracy and information and communication technology skills.

146 The subject is led and managed well. The subject leader has a good overview of standards and the range of work undertaken throughout the school and is therefore in a good position to pick up any problems and to influence future development of the subject.

## **HISTORY**

147 Little direct teaching was seen. Judgements are therefore based on an examination of pupils' work and teacher' planning and discussions with pupils and staff, as well as the lesson observed.

148 Pupils make good progress in their learning. Standards are above average by the age of seven and, by the time pupils leave the school at ten, they achieve standards that are well above what is expected at their age and better than would be expected from their starting point. Standards are higher than reported at the last inspection.

149 Seven-year-olds, at the beginning of Key Stage 2, have good knowledge about World War 2. They have learned a lot in a short time and their comments, in discussion, show that their teacher has covered a lot of ground with them effectively. They have a good understanding for their age of the reasons the war started and they understand why rationing was necessary. They have good skills for historical enquiry and use these well to find and note down facts about the war.

150 Examples of work from previous years have been kept. They show high quality work throughout the school, in a good range of historical study. The present Year 5 pupils are already working at the level expected by the end of Year 6. They have a good understanding of the differences between historical periods and detailed knowledge about the Victorian era. They have good historical enquiry skills. For example, they use census information well to find out about life in the local area in Victorian times. By the time they leave the school, pupils have very good knowledge of the historical periods they have studied and good skills for such study.

151 Pupils have very good attitudes to the subject and to learning. This makes a strong positive contribution to their good learning. They are enthusiastic about the subject and keen to participate in history lessons. For example, a class of Year 2 and 3 pupils was learning about rationing during

World War 2. They discussed the rations of food that the teacher had placed on a tray and commented upon how little there was and what was not available. They tasted foods like 'Spam' and remarked upon likes and dislikes. They had good empathy with children who lived during the war years.

152 Not enough lessons were seen to form a valid judgement on the overall quality of teaching. Nevertheless, pupils' good progress and the high quality of work they produce indicate that there is much good teaching. Teachers have good knowledge of the subject and the subject leader creates an enthusiasm for history. Teachers use a good range of effective strategies to help pupils learn and to enthuse them about history. They successfully integrate history with other subjects. For example, pupils used their reading skills to undertake research about which foods were available during World War 2. Older pupils developed their information and communication technology skills as they interrogated a database of census material. Educational visits are used effectively to deepen pupils' understanding of the historical periods they study.

153 The subject is led and managed well with a good overview maintained of standards throughout the school. The subject leader ensures that history has a high profile and supports other staff well, giving them confidence in their ability to teach history. Work is supported by a good range of historical artefacts that bring pupils' studies to life. Sound plans are in place for further development of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

154 The standards achieved by the seven-year-olds by the end of Key Stage 2 and by the 10-year-olds at the top of the school meet national expectations. Pupils are now making sound progress in their learning as resources have been much improved and a systematic programme has been introduced to teach essential information and communication technology (ICT) skills progressively.

155 In Key Stage 1 the five to seven-year-olds master basic computing skills. They learn to use the cursor and the "mouse". They use the arrow keys and the delete function to control what is happening on the screen. By the end of Year 1, most pupils can print their work and around half know how to save work. By the end of this key stage, pupils use familiar programs confidently and independently, often practising and consolidating their literacy and numeracy skills. They have satisfactory word processing skills. They select the size of "font"(print) they want and change font size. They use control technology at an appropriate level, programming a remote controlled toy to move along a pre-determined path.

156 The seven to 10-year-olds in Key Stage 2 are making satisfactory progress in their learning. By the time they leave the school, pupils are confident with computers. For instance they load "Word" and open files, close programs and shut down the computers independently. Their ability to use ICT to find things out is satisfactory. For example, in their study of Victorian times, they use a database of information from the 1891 census to answer questions on a worksheet. By the top of the school, pupils ability to use ICT to develop ideas and to make things happen is above expectations for their age. In control technology, they input a series of instruction to draw planned shapes on screen and they develop the ability to create shapes within shapes. They combine information from different sources, for example, importing pictures into their word processed work. Their skills at word processing are satisfactory for their age. They highlight and underline text and select fonts with due consideration for the intended readership. However, they are unsure about the cut and paste facility. They seldom write directly on screen. Pupils do not have the experience they should of using e-mail and the Internet at school.

157 Pupils respond very well to small group work on ICT skills and learn well in these sessions. They are taught well and they acquire new skills in every session as they work through a structured programme of activities. They apply themselves very well, work hard and sustain concentration well.

However, in class lessons, although pupils have some opportunities to use ICT there is little direct teaching of the subject and the use of ICT is not fully integrated into lessons. Taking account of all these factors, pupils' learning and progress are satisfactory overall, but they do not become adept at using computers.

158 The school provides a satisfactory range of ICT opportunities for pupils but there are some shortcomings. Pupils have little experience of using ICT for modelling and for identifying the effect of different decisions on the outcomes of simulations and answering related questions such as, "what would happen if .....?". In most classes, there are few opportunities for pupils to become discerning in their use of ICT and to assess the value and appropriateness of ICT for the particular work they are undertaking; most work is closely prescribed by staff.

159 ICT is used effectively in several other subjects. In history pupils word process letters asking for help information as part of their historical research. In science, they use pulse meters. The links between ICT and mathematics are particularly strong.

160 Little teaching was seen and there is insufficient evidence to form a judgement on the overall quality of teaching. However, the teaching of ICT skills to small groups of pupils was observed and was good. Pupils' progress through the school's planned programme of work is carefully checked and good records are kept. The subject is well led and managed. The subject leader has a good understanding of the strengths and weaknesses in work in ICT and has been active in improving the number of up to date computers, improving the whole-school plans of work, managing support staff well to teach ICT skills and providing appropriate training for them and for the teachers.

## MUSIC

161 Timetable arrangements meant that only one music lesson was seen. Judgements are based on this lesson and on the singing in assemblies, discussion with pupils and teachers and an examination of teachers' planning.

162 There was insufficient evidence to form a valid judgement on standards by the end of Key Stage 1. Nevertheless these pupils' singing in assemblies is of a satisfactory standard for their age. They keep together and sing clearly.

163 Standards at the top of the school are in line with expectations for the pupils' age. Pupils make satisfactory overall progress in music during their time at the school.

164 Pupils undertake a sound range of work in music and, by the time they leave the school, they have a satisfactory knowledge and understanding of the basic elements of music. They read and write music presented in pictures and symbols and many also read musical notation. They sing tunefully and with expression that shows an understanding of lyrics. Pupils have good listening skills. A substantial number of pupils are learning to play musical instruments either at home or school. They bring this knowledge and experience to class music lessons and this supports their learning. Pupils extend their learning at home. For instance, they find out about composers after listening to their music in assemblies.

165 Pupils are enthusiastic about music. They enjoy singing and playing instruments in assemblies. The recorder clubs are well attended.

166 Not enough teaching was seen to form a judgement on the overall quality of teaching. Teachers' work is supported by a clear plan of work; the school has recently introduced a commercial scheme of work and teachers follow this conscientiously. This ensures that pupils receive an appropriate curriculum covering all the required elements of the subject and are introduced to a

suitably wide range of music. None of the teachers are music specialists. They have sufficient knowledge to teach what is required but further development is hampered by the lack of depth of knowledge.

167 The school has recognised the scope to develop the subject further and to improve teachers' knowledge and understanding of music. The subject leader has oversight of work throughout the school and a good understanding of how the subject could be improved. Sound plans are in place to improve teachers' expertise and develop music work throughout the school.

## **PHYSICAL EDUCATION**

168 Pupils throughout the school make sound progress in their learning. They start Key Stage 1 with attainment that is above average for their age and they achieve well, maintaining above average standards until they leave the school at 10 years of age. Standards in swimming are well above average.

169 Since the last inspection, standards have improved in Key Stage 1 and above average standards have been maintained in Key Stage 2.

170 Pupils in Key Stage 1 have very good listening skills and good spatial awareness. They translate spoken instructions into movements, remember short sequences of movement and dance in time to music with a simple rhythm. Their ability to express feeling in movement is good and they try hard to improve their work.

171 Pupils in Key Stage 2 have good ball skills and use these skills well in a range of games that require accurate throwing and fielding and well-timed dodging. They have good balance and athleticism. Their observational skills are very good. This enables them to learn new skills quickly and improve those that they have. Teamwork is positive; pupils understand and follow simple rules. They talk about their activities with good understanding. They understand the need to spend time warming-up before performing energetic exercises. They explore pulse rate and diet in science and see the relevance of this knowledge to their general fitness. In swimming, all pupils achieve the standard expected of 11-year-olds, by the time they leave the school at 10 years of age.

172 Pupils really enjoy physical education and work with great enthusiasm. They make sure that no one is left out in partner and group work, without being reminded by adults. They remember their kit and they change quickly for lessons. The subject makes an important contribution to moral and social development as pupils learn to play games fairly and in a friendly manner.

173 The quality of teaching was at least good in each of the small sample of lessons observed. Teachers have a good knowledge of the subject and teach enthusiastically. They maintain very good discipline in lessons and have high expectations of what the pupils can achieve. Consequently, no time is wasted and pupils get on well. Teachers are good role models in their dress and manner. Lessons are well planned and have a good balance of activities in them. Pupils are encouraged to reflect on what they do and try to improve their performance. Resources are good and used well to support pupils' learning.

174 The subject is led and managed very well. Staff are encouraged to share their expertise with each other and they are supported well in developing their skills in all aspects of the subject. The resources for learning are kept under review and regularly updated and improved to extend the range of activities on offer. As a result resources are good. The physical education curriculum is enhanced by extra-curricular clubs, sporting activities with pupils from neighbouring schools and an annual sports day that involves the whole school community. Pupils also benefit from outdoor education during a residential educational visit. Constant development creates an enthusiasm for the subject.



## RELIGIOUS EDUCATION

175 Standards in religious education are judged against the requirements of the local Agreed Syllabus. By the end of Key Stage 1, the seven-year-old pupils exceed these expectations. This is an improvement since the last inspection. By the top of the school, pupils' achieve standards in line with expectations for their age. Pupils are learning well and making good progress in Key Stage 1 and making satisfactory progress in their learning in Key Stage 2. This reflects the quality of teaching observed in each key stage.

176 Seven-year-olds, at the beginning of Year 3, have good knowledge and understanding of familiar Bible stories. This is helped by their good reading skills and very good listening. For example, they understand that the stories of Jonah and Noah's ark are both about God's will and they explore the theme of trust. The pupils quickly identified the cause and effect of evil in the story of Noah's ark. Pupils at the beginning of Year 2 are already learning, from Bible stories, about Christian beliefs about the nature of God and how we are all special to Him. Pupils' good rate of progress and their capacity to learn from religious stories is the result of good teaching. Teachers ask penetrating questions such as, "what was God trying to teach?". Such questions get pupils to think deeply, to relate Bible teachings to their own lives and to grow in self-knowledge. For instance pupils respond by suggesting how they might make a newcomer feel welcome.

177 By the end of Year 5, pupils have a good knowledge of world religions. Their understanding of the effects of different beliefs on people's lives is satisfactory. They explore many facets of Christianity and express their own wishes and awareness of others in the prayers they write. Their understanding of why followers of non-Christian faiths have beliefs and values that are both the same as and different to those of Christians is not as well developed as their knowledge of world faiths. Nevertheless, by Year 4, they know that different religions have their own sacred books. Pupils in Years 3 and 4 are able to understand that Bible stories have similar messages whether taken from the Old Testament or the New. They learn about sacred books and can recall facts from previous lessons.

178 Pupils learn from religion as well as about religion. They examine moral issues and learn about special people in the community to help them understand why Jesus and his disciples were special. They learn the story of the lost sheep and come to recognise the importance of forgiveness and reconciliation. They relate the celebrations to their own experiences of making someone feel special. Younger pupils were able to explain why we should say sorry and forget unpleasant behaviour when we make up after a quarrel. These pupils are acquiring good self-knowledge through their work in religious education.

179 The quality of teaching, taken overall, is satisfactory. Teachers have sound knowledge of the Agreed Syllabus and they work hard to enrich pupils' knowledge and understanding of major world faiths. They plan thoroughly and, in most of the lessons observed, they led interesting and productive discussions. These discussions moved pupils' learning on and raised their awareness of their own attitudes and how to value other people. In Key Stage 2, teachers place emphasis on extending pupils' knowledge and are only just beginning to explore religious concepts with pupils. Until this year, pupils' recording of work in religious education has been inconsistent. Now every pupil has a separate book for this work for the first time. This enables them to consolidate previous learning more effectively.

180 The subject is led and managed very well. The subject leader has provided good guidance for teachers to support them teaching the Agreed Syllabus. This is resulting in a greater emphasis on understanding religion. The subject leader has good oversight of work in the subject throughout the school and a clear view of how it should develop. Resources for learning have been improved considerably since the last inspection and are now good. The school is very well placed to raise standards further.