

INSPECTION REPORT

ST GEORGE'S CE PRIMARY SCHOOL

Telford

LEA area: Telford and the Wrekin

Unique reference number: 123527

Headteacher: Mr Shaun Tyas

Reporting inspector: Mr John Earish
23216

Dates of inspection: 6th – 9th November 2000

Inspection number: 224473

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 3 – 11
Gender of pupils: Mixed

School address: London Road
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Appropriate authority: The governing body

Name of chair of governors: Rev Peter Lawley

Date of previous inspection: 1st –5th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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R Hart 9551	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
V Hobson 22545	Team inspector	The Foundation Stage Art Design and technology Religious education	
D Hughes 20444	Team inspector	Mathematics Geography Special educational needs	Assessment
J Stirrup 2200	Team inspector	English Music	How good are curricular and other opportunities offered to pupils?
M Wehrmeyer 15016	Team inspector	Science Physical education History	How well are pupils taught?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St George's CE Primary School has recently been through a period of turbulent change. The headteacher at the time of the last inspection was seconded to another school in the summer of 1999. Three people have lead the school on a temporary basis until a new headteacher took up his post at the beginning of the autumn term. At the start of the inspection, the new headteacher had been in post for nine weeks. The school is situated in the St George's area of Telford. There are 430 pupils on roll, with a further 57 children attending the nursery part time. Almost all pupils are of white ethnicity. Pupils come from a range of home backgrounds, mostly owner occupied or rented accommodation. Twenty one per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Twenty five per cent of pupils are identified as having special educational needs, and this too is broadly typical in national terms. Four pupils have statements of special educational needs. Children enter the nursery part time prior to the term in which they reach their fourth birthday. There are no pupils from homes in which English is not the first language. Attainment on entry to the school is average overall.

HOW GOOD THE SCHOOL IS

St George's is a rapidly developing school. There is strong purposeful leadership and a clear drive for school improvement. Teaching is good overall. By the age of seven, standards are good in speaking and listening, reading and writing, and satisfactory in mathematics and science. By the age of eleven, pupils achieve good standards in English, science and mathematics. Information and communication technology is unsatisfactory at Key Stage 2. The commitment of governors and staff creates a very positive atmosphere in which improvements can be sustained. The school provides good value for money.

What the school does well

- Standards in speaking and listening, reading and writing are above average by the age of seven.
- Standards achieved in English, mathematics and science are above average by the age of 11.
- Teaching is good or better in just over seven out of ten lessons.
- The school successfully encourages good attitudes, behaviour, and as a result there are very good relationships between pupils.
- The school is very well led by a hardworking and committed headteacher, and senior management team.

What could be improved

- The adequacy of learning resources in information and communication technology, and standards at Key Stage 2.
- Opportunities for independent learning across the school.
- Planned provision for the spiritual and cultural development across the curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in November 1996. At the time of the last inspection, standards at both key stages were described as 'average'. Improvements have been made to speaking and listening, reading and writing at Key Stage 1, which are now above average. Also, standards seen are above average in English, mathematics and science at Key Stage 2. Standards in information and communication technology have declined. All of the key issues from the last inspection have been successfully addressed. Leadership to ensure clear direction for the work and development of the school is now very good. The quality of teaching has also improved and is now good overall, and very good in the Foundation Stage. The school is on track to meet its new target for attainment in both English and mathematics in 2001.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	C	B
mathematics	D	B	C	B
science	D	C	C	B

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

This information shows that in 2000, standards in English, mathematics and science at the end of Key Stage 2 are above average when compared with those of similar schools, and in line with the national average. When averages of the scores achieved over the past four years are considered, the school is shown to be improving at roughly the same rate as the national trend.

The standards of work seen are above average in English, mathematics and science. In religious education, pupils' attainment matches the requirements of the locally agreed syllabus. The school's published targets for 2000 have been achieved. New realistic targets have been set for English and mathematics for 2001, which show a 15 per cent increase in pupils likely to achieve Level 4 or above in both subjects. Standards in information and communication technology are below national expectations at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy to come to school and are eager to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in classrooms and in the playground.
Personal development and relationships	Very good overall. Pupils work and play together very successfully, and have a mature respect for each other and for adults.
Attendance	Satisfactory.

Pupils enjoy coming to school, and work and play together happily. Their attitudes to learning are good, and these have a positive effect on both the quality of the education and the standards achieved. Pupils' good behaviour and very good relationships all contribute to an orderly and welcoming environment in which effective learning can take place.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 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.

Teaching quality is good across the school. This is an improvement since the previous inspection, when teaching was judged to be good at Key Stage 1, and satisfactory at Key Stage 2. Teaching in just over seven out of ten lessons was good or better, including three out of ten lessons which were very good or excellent. No unsatisfactory teaching was observed during the period of the inspection. Teaching quality in the Foundation Stage is very good, and all lessons were at least good with eight out of ten being very good. Teachers have good knowledge and understanding, plan well together, often share lesson objectives with pupils, and promote good pace to lessons. They have high expectations of behaviour and have good day to day knowledge of their pupils' attainment and progress. When teaching is very good or excellent there are good opportunities for pupils to learn independently. Basic skills in numeracy and literacy are well taught, and teachers give pupils good opportunities to practise these skills in other areas of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. However, the quality and range of learning opportunities for the Foundation Stage are good.
Provision for pupils with special educational needs	Good. Pupils with special educational needs have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral development is good, and social development is very good.
How well the school cares for its pupils	The school cares for its pupils well within a safe environment.

The school has an effective partnership with parents. The school is making tremendous efforts to involve the community in pupils' learning. There is a satisfactory curriculum in place that meets statutory requirements. The National Numeracy and Literacy Strategies have been securely established. However, the lack of sufficient computers limits the depth to which pupils can study in information and communication technology. Good procedures are in place for monitoring pupils' personal and academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff manage the school very well and provide clear educational direction.
How well the governors fulfil their responsibilities	The governing body is very supportive and successfully fulfils its role as critical friend to the school.
The school's evaluation of its performance	Staff and governors are good at critically appraising their work and in seeking ways to improve.
The strategic use of resources	The school makes good use of available finances and its very good links with the local community.

The new headteacher displays excellent leadership qualities, and with strong support from the senior management team, and from all staff, he has already created dynamic plans for the development of the school. Accommodation is satisfactory, and there is a good match between the numbers of teachers and the demands of the curriculum. Resources are barely satisfactory overall. The lack of provision in

information and communication technology limits the depth to which pupils can study, particularly at Key Stage 2. The school applies the principles of best value when buying in resources and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress. • Children become mature and responsible. • Children work hard and achieve their best. • Children like school. • Teaching and behaviour are good. • Behaviour in school is good. • Parents feel comfortable about approaching the school with questions or problems. • Teaching is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons. • The leadership and management of the school.

Inspectors' judgements endorse parents' positive views. Concerns regarding leadership and management related to lack of a permanent headteacher over the last year. However, replies also indicated that parents were now very pleased with the leadership of the new headteacher. This is supported by inspection evidence. Some parents do not feel the school provides a sufficiently wide range of activities outside lessons. However, inspectors consider provision in this area to be at least satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The school's results in the 2000 National Curriculum tests for 11 year olds showed that the proportion of pupils achieving the national target of Level 4 in English, mathematics and science was average. The proportion achieving the higher Level 5 was also average in English and science, but below average in mathematics. Overall, attainment in these subjects was average. When these results are compared with those of similar schools, with a similar proportion of pupils eligible for free school meals, standards in 2000 were above average in all three subjects.
- 2 At Key Stage 1, an analysis of the 2000 test results shows that standards in reading were well below the national average. In mathematics, standards were below average, and in writing they were average. In comparison with those of similar schools, standards were well above average in writing, below average in reading, and average in mathematics.
- 3 The school has recently increased the provision for children in the Foundation Stage by opening a nursery unit. This is now becoming well established, is well organised and making a significant impact on the attainment of the children as they enter the reception classes. All children, including those who have just started school, are secure in the learning environment and able to take a full part in the activities provided. The very good quality teaching observed in both classes has a very positive impact on the children's learning. Pupils now starting in Year 2 are the first to have experienced this new provision. Teachers agree that this is starting to have an impact on standards at Key Stage 1. This is supported by inspection evidence, which shows above average attainment in speaking and listening, reading, writing and numeracy.
- 4 Prior to the opening of the nursery class, the children's attainment on entry to the reception classes was below average overall as a result of the wide range of pre school provision, which the children experienced. They now enter reception with average skills in all areas of learning by having received a broad curriculum that has greatly increased their skills in all the areas of learning. By the time they ready to start in Year 1 the majority of children achieve appropriately and attain the early learning goals in communication, language and literacy; knowledge and understanding of the world; creative development; and physical development. They exceed the goals in mathematics, reading and personal development.
- 5 By the age of seven, pupils achieve standards above those expected nationally in speaking and listening, reading and writing. They are broadly in line with national expectations in information technology, science and mathematics. In religious education, pupils achieve the standards expected in the locally agreed syllabus. In all other subjects standards are in line with national expectations except in art and physical education, which are above national levels. It was not possible to make a secure judgement about standards in history, but in the lessons seen learning was good. At the time of the previous inspection standards were described as being in line with those found nationally for all subjects, except in information and communication technology, history, art and physical education, which were above national expectations. Standards at Key Stage 1 have, therefore, risen in speaking and listening, reading, writing in comparison with those reported at the time of the last inspection. Standards have been maintained in art and physical education, but have declined in information and communication technology.
- 6 Pupils' skills in speaking and listening develop well. They listen carefully, and speak clearly. By the time they are seven, they are confident and fluent speakers for their age. Teachers use good open ended questions to promote oral skills and provide regular opportunities for pupils to engage in group and classroom discussions about the work they are involved in. Pupils' oral skills are actively promoted across the curriculum.

- 7 Pupils achieve good standards in writing. Pupils in Year 2 write letters to their friends and teachers, and write some sensitive and personal poetry on such themes as 'What is a Mum?' Teachers provide pupils with good opportunities to write about the events in their daily lives and to retell in a written format the stories read to them in class. Basic English skills, including spelling, punctuation and grammar appropriate to their age are well taught. Their punctuation is generally sound. Higher attaining pupils can produce good extended writing relative to their age.
- 8 Pupils achieve satisfactory standards in mathematics overall, but achieve above average standards at manipulating numbers. For example, younger pupils develop skills in remembering and recalling number facts accurately. They then move on to more complex work with the introduction of two digit numbers and most pupils in Year 2 are competent in basic addition and subtraction. Many can recognise multiples of ten and have a good understanding of place value in hundreds tens and units.
- 9 Standards in science are satisfactory by the age of seven. At this key stage, pupils make satisfactory progress in conducting and recording experiments. Pupils have many opportunities to participate in and observe experiments which enable them to develop a satisfactory understanding of scientific ideas.
- 10 By the end of Key Stage 2, the standard of work seen is above average in English, mathematics and science. In most other subjects, standards are in line with what would be expected for pupils aged eleven years, with the exception of art and physical education, which are above expectations. Attainment in information and communication technology is below national expectations. Attainment in religious education is in line with the expectations of the locally agreed syllabus. It was not possible to make a secure judgement about standards in history, but in the lesson observed learning was good. Standards have improved in English, mathematics, and science in comparison with those reported at the time of the previous inspection. Standards have improved in design and technology, and been maintained in art and physical education. However, standards have declined in information and communication technology.
- 11 Most pupils at Key Stage 2 make good progress in all aspects of literacy. They speak very clearly and explain their reasoning or justification using complex sentences in ways appropriate to the occasion. Many read accurately and fluently, and by the end of the key stage, talk knowledgeably about what they are reading by reference to aspects of style or structure of text to support their view. The good range of reading activities provided by teachers is often used as a stimulus for pupils' writing activities. Pupils are able to write for a range of purposes in different styles and with a particular audience in mind. Pupils write a good range of instructional, descriptive and creative writing. The challenging range of writing activities provided by teachers has a significant effect on pupils' ability to work with real interest and enthusiasm.
- 12 Pupils' skill in using and manipulating numbers improves at a good rate as they progress through Key Stage 2. Pupils are able to manipulate money and give change as well as being able to give clear explanations of how mentally they calculate the correct answer. In Years 4 and 5 there continues to be clear and well managed work tasks where pupils undertake work well suited to their abilities. Pupils continue to extend their mathematical concepts and language both with regard to number and shape, for example in the calculation of perimeter and the recognition of regular shapes such as rectangles and parallelograms. Most Year 6 pupils have good levels of skill across most elements of the mathematics curriculum, ranging from working with fractions, percentages, multiplication and division, to the accurate measurement of angles to construct geometrical shapes. The "setting" of pupils in Years 5 and 6 has been particularly successful and enabled the work to be well matched to pupils who work at different rates.
- 13 Pupils make good progress in science throughout Key Stage 2. Pupils of all ages and abilities are able to conduct a fair test, offer hypotheses and draw simple conclusions from their work. There is now a much stronger focus on investigation and experiment. Teachers enable pupils to develop links between the data they collect and its interpretation using graphs and tables. Girls and boys generally achieve equally well and both make consistently good progress.

- 14 The good quality of teaching is a significant factor in sustaining progress and standards across the school, as is the system for setting targets and tracking personal and academic achievement. Pupils' good attitudes also play an important part, as pupils are interested in their work and are keen to do well. The school has recently started to identify more able pupils and to make additional provision for them within lessons. There are good examples of this, for example, in English and mathematics where work is well designed for their particular needs. This is also contributing to the good progress that most pupils are making.
- 15 Improvement in information and communication technology is one of the school's priorities, and a new range of skills is been successfully introduced. However, many of these improvements await the opening of the new technology suite. Pupils are making satisfactory progress at Key Stage 1. At Key Stage 2 it is unsatisfactory. For example, pupils in Year 1 use a mouse to draw pictures of themselves, and add simple sentences using a suitable font. In Year 2, they continue to develop their word processing skills and produce illustrated visitors guides to the 'Year 2 Art Gallery'. In mathematics, they enter figures into a data handling programme, interrogated the database, and print graphs and charts. At Key Stage 2, Year 6 pupils prepare a PowerPoint presentation on the topic of 'Caribbean Tourism'. They were able to access the Internet to search for information when visiting the local college to use their computer suite. However, teachers are currently unable to build on these successes back at school because of the lack of suitable hardware and access to the Internet.
- 16 Pupils are making satisfactory progress in religious education at both key stages and standards are in line with the expectations of the locally agreed syllabus. Throughout the school, teachers discuss openly very sensitive issues such as death, the effects of bullying, and the uniqueness of individuals. The careful handling of the subjects and the importance which teachers give to every contribution enables pupils to describe their feelings, some of which are deep and very moving, in a secure environment. Pupils learn the importance of Christian ceremonies such as Christmas and what makes them important. Teachers then build on these experiences and explore other faiths such as Diwali for Hindus, but do not always make the similarities between faiths explicit.
- 17 Pupils with special educational needs make good progress against their prior attainment across the school. This is largely due to the good level of support they receive from **Senco** class teachers and learning support staff. The good behaviour management of pupils, and the very good use of praise and encouragement by teachers, ensures pupils make good progress in personal and social development. Good individual education plans are in place for pupils who need them, and they are regularly reviewed.
- 18 The school has set realistic targets for attainment in 2001. The percentage of pupils expected to achieve Level 4 or above in both English and mathematics is 75 per cent. This represents a 15 per cent increase on the targets from the previous year. Teaching is good, and the school has implemented a number of strategies to raise attainment, which are proving effective.

Pupils' attitudes, values and personal development

- 19 Pupils' attitudes and behaviour are good. Their personal development and relationships are very good. This is similar to the findings of the previous inspection. These all have a positive effect on both the quality of education provided and the standards of work that pupils achieve. Almost all of the parents who responded to the questionnaire felt that behaviour was good.
- 20 Pupils are polite and courteous towards each other and towards adults. They respond very well to the high expectations of behaviour, which are consistent amongst all staff. Pupils show good respect for property, which is evident in the good condition of displays, and in the care of equipment and materials. The great majority of pupils sit quietly and listen well, and show respect for each other's views and opinions. Behaviour around the school and in the playground is very good. Pupils move around the school in an orderly way, and no incidents of any aggressive or inappropriate behaviour were observed during the inspection. There have been three fixed term exclusions over the past two years.

- 21 Pupils settle well at the beginning of lessons and listen very well to the teachers' instructions. They like school and show genuine interest and enthusiasm for their activities, both inside and outside the classroom. Pupils are keen to tackle new work, and show high levels of perseverance when completing challenging tasks. For example, Year 6 pupils working out strategies for solving magic number squares, sustained high levels of concentration and perseverance until they had successfully completed the task to their own satisfaction.
- 22 Children in the Foundation Stage quickly settle into the caring school environment. They are able to sustain interest and concentration, learn to share appropriately, and listen carefully to their teacher's guidance. Even the youngest children concentrate well and join in activities. Their behaviour is good. Children willingly talk to adults and each other about their work with growing confidence and independence.
- 23 Relationships within the school are very good. The teaching and support staff working as a team sets a very good example for pupils, and makes a strong contribution to the positive relationships within the school. Pupils work and play cooperatively, even when not directly supervised by their teacher.
- 24 For the last reporting year, attendance at the school was broadly in line with the national average, but the rate of unauthorised absence was above the national average. However, a scrutiny of registers shows that attendance this term is good. The school registers are marked in accordance with statutory regulations. Parental notes and records of telephone calls are accurately collated.

HOW WELL ARE PUPILS TAUGHT?

- 25 Teaching quality is good across the school. Teaching in just over seven out of ten lessons was good or better, including three out of ten lessons, which were very good or excellent. The best teaching was observed in the Early Years and in Year 6. No unsatisfactory teaching was observed during the period of the inspection. Teaching quality in the Foundation Stage is very good, and all lessons were at least good with eight out of ten being very good. This is an improvement on the findings of the previous inspection, when teaching was judged to be good at Key Stage 1, and satisfactory at Key Stage 2. Five per cent of lessons were unsatisfactory.
- 26 The major strengths of the teaching throughout the school are the very effective management of pupils, the demanding expectations of pupils to work rigorously, the assessment of how well pupils learn and the matching of work to pupils who are of differing abilities. The teachers also use questioning well to probe pupils' understanding in order to set new challenges. Strong but friendly management strategies create a calm learning environment where pupils can listen and concentrate well. The quality of teaching at Key Stage 2 has significantly improved since the previous inspection. This is due to the strong impact of inservice training provided by the school, which has helped raise the teachers' expertise and confidence in a number of areas. Teachers have also enthusiastically adopted the recommendations of recent national strategies in literacy and numeracy, which have significantly improved the quality of planning overall.
- 27 Previous criticism about lack of consistency when planning for pupils who learn at different rates is being tackled well by the school. Pupils who are able to achieve at higher levels have been clearly identified and their progress is regularly checked. As a result, teachers are now referring to them much more regularly in their planning. Work planned for these pupils is often different from work set for those who are considered to be average or who have special educational needs. As a result, progress made by all three groups is now much better, and this has a positive effect on pupils' enjoyment of their work as well as their attitudes. The school is regularly reviewing this strategy to ensure consistency across all subjects. However, apart from science topics, teachers do not provide sufficient opportunities for pupils to develop their own independent lines of enquiry during lessons.
- 28 The quality of teaching in the Foundation Stage is very good. Four out of five lessons were very good or excellent. Teachers plan practical lessons with clear learning objectives that make firm

links between all the areas of learning enabling the children to use their knowledge and understanding in a range of activities and subjects. They make very good use of their assessments to ensure the children work at an appropriate level, particularly in mathematics and literacy, and work is almost always prepared for several ability groups so that they all make appropriate progress. This not only provides a very good basis for learning, but also encourages children, who respond readily and gain skills, knowledge and understanding quickly. The teachers, classroom assistants and other adults also promote personal and social development through a very consistent and encouraging approach to learning.

- 29 Year 6 teachers have particularly high expectations of their pupils. They place a strong emphasis on teaching of basic skills, which extends to science, art and physical education as well as English and mathematics. They make good use of the structure of the literacy hour to achieve a good balance between training in extended reading skills, and variety in styles of writing. Although on occasion they concentrate too much on one aspect of reading comprehension. Numeracy teaching provides a good base for developing pupils' mathematical skills and their awareness of using a variety of strategies to solve problems, but at times there is an over emphasis on number work. Teachers take care and trouble to use resources effectively, for instance in the use of overhead projectors for the introductions to lessons.
- 30 Throughout the school the teachers' planning is thorough. They set clear objectives for lessons. In the best lessons they share them with the pupils, enabling all to get a wider picture of the context of their learning. In most lessons, teachers give clear and concise instructions so that pupils can get started on their work quickly. However, on a very small number of occasions lesson introductions go on too long and pupils become restless. It is common to see teachers give pupils time signals so they know how much time they have left to finish their work, and this imparts a sense of urgency. When teaching was excellent, the pace was demanding; and the teachers constantly checked pupils' understanding before moving on to the next stage. They were aware that pupils learn by small steps and were careful to ensure that new learning was built securely on previous knowledge and understanding. Teachers are particularly good at matching the activities in the English and science lessons to pupils who learn at different rates. This means that pupils who have special educational needs understand their tasks, and work confidently to make good progress. In a Year 4 history lesson, for example, the task of sorting a number of sentences about Queen Boudicca into the right order, helped the pupils to remember the key ideas while challenging their thinking powers.
- 31 Throughout the school, staff know when and how to assess pupils' knowledge and understanding through timely observations, conversations and questioning. Often these insights help the teacher to remedy misunderstandings or extend what has been learnt. Many teachers were seen to change their plans at the end of each day as a direct result of what they had seen during lessons. Plans for the following day reflected knowledge gained through ongoing assessment of pupils' work during lessons, and this makes it more likely that pupils maintain good progress.
- 32 Overall, teachers have a good knowledge and understanding of nearly all aspects of the National Curriculum. This is evident in the good quality planning both for the individual lessons and for longer periods of time, especially in literacy, numeracy and science. In a Year 5 literacy lesson when pupils were writing the text of a play about bullying, the excellent teaching of analytical skills enabled them to decide if the dialogue successfully conveyed the emotions inherent within the situation. In a numeracy lesson at the end of Key Stage 1, the teacher showed good command of subject knowledge and used this to ask clear and challenging questions, leading pupils forward by building upon their previous understanding of simple fractions. Although teachers have sound skills in various aspects of information and communication technology, there is currently a need to support this through training to use new software, and providing sufficient computers of good quality. This apart, there is no significant weakness in subject knowledge. As a result, the teaching of basic skills, required for most subjects, is good. In a Year 5 science lesson, accurate explanations and clearly focused discussions helped pupils to consolidate their previous learning about light, and to move forward to understand the nature of simple phenomena such as shadow formation.

- 33 In most lessons, teachers employ a good range of methods to meet the purpose of the lesson identified in the learning objectives. Lessons begin promptly and crisply. For example, in a Year 4 design and technology lesson, pupils had time to experiment with materials and components when designing a torch. At the end of the session pupils shared their learning, and were eager to design and make their own working models. Pupils were thoroughly engaged their work and highly motivated; they developed their observational skills and made good progress. Teachers make effective use of questioning. For example, they start most numeracy lessons with 'quick fire' questions to speed up the recall of number facts. On other occasions, they skilfully use questions to prompt pupils to think, rethink and talk, while at the same time drawing others into the discussion by rephrasing questions at an easier level.
- 34 Throughout the school the teaching of literacy and numeracy is good. Literacy lessons are purposeful, have a good balance between word, sentence and text level work, and involve all pupils. The same is true of numeracy lessons, where enjoyable introductions and shared objectives set the tone and pace for the lesson. Pupils are encouraged to join in and many do so with great enthusiasm. The well planned lessons in both of these subjects and the good and sometimes very good teaching of basic skills, ensures that the eager pupils receive the best opportunities to make good progress.
- 35 Teachers ensure that teaching assistants, parents and other helpers are aware of the aims of the lesson. The consistent and hardworking approach of the support staff effectively supports learning throughout the school.
- 36 Day to day assessment is well developed throughout the school with teachers marking work well and teachers' comments acted upon to improve individual learning. Short term assessment within lessons is also good. Lessons are quickly adapted where teachers realise that work set is inappropriate and very good assessment skills were often demonstrated as teachers enabled pupils to gain new insights through careful questioning.
- 37 Teaching of pupils with special education needs is good. Tasks and learning support are well planned and appropriate. Teaching assistants are effectively deployed to meet pupils' individual needs throughout the school. Lessons are well planned and Individual Education Plans are well constructed and used to both monitor and prescribe for future individual need.
- 38 Teachers use homework effectively to support mathematics and English, by strengthening the pupils' knowledge of tables and spellings, but the amounts vary across the school. Inspection evidence shows that when homework is used effectively, it has a positive effect on the progress pupils make.

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

- 39 The school provides a broad, balanced and relevant curriculum, which meets all statutory requirements and reflects the aims and objectives of the school. The exception to this is information and communication technology, where current resources inhibit the schools' ability to explore the information and communication technology curriculum in sufficient depth. There is an appropriate agreed syllabus in place for the teaching of religious education. A programme of Early Learning Goals, prepares pupils well for the programmes of study at Key Stage 1. The development of schemes of work and long term planning was a key issue at the time of the last inspection. These are now in place for all subjects. At both key stages, an effective curriculum is built around the recent recommendations from the Qualification and Curriculum Authority. These schemes of work offer clear guidance for the development of pupils' knowledge, skills and understanding. Teachers' long, medium and weekly plans ensure that pupils are able to make progress across terms, years and key stages.
- 40 The curriculum provided for pupils in the Foundation Stage is good. However, although the outdoor space is large it includes a grassed area that is often too wet to use. This leaves a small hard

surfaced area that restricts the children's activities as they are unable to use small apparatus such as balls and hoops at the same time as wheeled toys. The planned changes to the area of including seating and painted tracks and games will make it more interesting but may limit the space even further.

- 41 Literacy and numeracy have benefited from the effective implementation of the national literacy and numeracy strategies. This is having a positive impact on pupils' attainment in both subjects. Appropriate time is provided for all core and non-core subjects.
- 42 The provision for pupils with special educational needs is good throughout the school. The withdrawal system is carefully planned so that full access to the curriculum is not compromised. Advice from the Local Education Authority and the school special needs coordinator [SENCO] is used effectively. Throughout the school there is equality of access for all pupils. However, there are occasions when pupils are presented with insufficient opportunities to develop their own independent lines of enquiry enabling them to acquire skills at a higher level.
- 43 Links with partner institutions are good. The school has good links with its feeder nursery schools, play groups, and the local high schools. Pupils also have an opportunity to visit the high school of their choice, and say they feel confident about their move to another school.
- 44 The school's provision for personal, social and health education [PSHE] is very good. Pupils have a very good understanding of health issues, including how to keep themselves healthy and fit, which they study in science and physical education. Personal social and health education is regularly promoted throughout the school, with pupils at both key stages having PSHE lessons each week. The governors have put into place effective policies for sex education and drugs awareness, and both the local police and the school nurse support this part of the curriculum.
- 45 The school provides a satisfactory range of extra curricular activities, including both sporting and musical activities. An extensive range of visits to museums, field trips, including a residential holiday, and trips to places of educational interest enrich pupils' educational interests. Regular visits by members of the local community, as well as visits by educational theatre groups and musicians all contribute to the varied and extended curriculum provided by the school.
- 46 Planned provision for pupils' spiritual development is satisfactory. The school fulfils all requirements for a daily act of collective worship. Opportunities are provided for pupils to contribute to assemblies, usually by responding to teachers' questions. Spiritual development in the main is provided through assemblies and religious education, where pupils are able to reflect on a number of issues presented to them. Whilst a spiritual dimension and a sense of awe and wonder was observed in certain aspects of the curriculum, science, art, and music, this usually occurred spontaneously, rather than being planned for.
- 47 Provision for moral development is good. A strong sense of morality underpins the aims and ethos of the school. Pupils have a clear sense of right and wrong, and demonstrate an understanding of the impact of their actions on others. This is actively explored in regular PSHE lessons, and contributes to pupils' good attitude and behaviour in class and around the school. It is also underpinned by the house system used in school and the award of personal 'Dragon' points. The school uses a positive disciplinary scheme in an effective manner and has a structured scheme of sanctions. The emphasis throughout the school is very much on promoting good behaviour rather than penalising bad. Pupils are provided with the opportunity to explore moral issues in specific subjects within the curriculum, such as English, where pupils explore bullying, and geography where pupils consider third world issues and concern for the environment.
- 48 Provision for pupils' social development is very good. Pupils develop very good social skills as they progress through the school. Teachers and other adults provide good role models for pupils. Pupils recognise the high demands made on them in terms of their behaviour and respond accordingly. This makes a positive impact on learning. Pupils move around in the school in an orderly manner, treat their environment with respect, and are courteous to visitors. Citizenship is taught within PSHE, with pupils putting this concept into practice through their regular fund raising

for both local and national charities. Pupils contribute to the organisation of the school, through the recently reconstituted school council. Pupils relate well to each other, with many opportunities for pupils to work together and support each other, both in subjects such as physical education and the residential visits provided for all pupils in Year 6. Pupils with special educational needs are well integrated into a caring and supportive environment.

- 49 The quality of provision for pupils' cultural development is satisfactory. Most pupils share a common cultural background, and are given opportunities to appreciate the environment in which they live. Geography provides pupils with the opportunity to consider and appreciate a range of different lifestyles in different countries and cultures around the world. In history pupils develop an understanding of how British society has changed over centuries, as well exploring cultures from other times. English lessons provide opportunity to explore their literary heritage, whilst religious education allows pupils to explore the nature of different religions, cultures and traditions. While pupils acquire an understanding of a range of countries and cultures there is less planned provision for pupils to develop an understanding of the multicultural society they now live in.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 50 The school is a caring community where pupils feel valued, safe and secure. The procedures for child protection and ensuring pupils' welfare are good. There is a designated person responsible for child protection and there are good procedures in place to ensure the safety and well being of pupils in the event of concern. Both staff and governors monitor health and safety matters carefully, and regular site inspections are carried out. The school is clean, tidy and in good repair. This provides an attractive and stimulating environment for all pupils.
- 51 The procedures for monitoring and promoting good attendance are satisfactory. The recording and reporting of attendance meet requirements. Relevant and appropriate measures are taken when any pupil is absent for a long period of time, or unable to attend school on a regular basis. Lateness is not a problem at this school.
- 52 The procedures for monitoring and promoting good behaviour are good. Pupils know and understand the school rules, which are prominently displayed. The School Council is currently working with staff to revise the anti-bullying policy. Pupils and parents indicate that any incidents of bullying or inappropriate behaviour are dealt with quickly and effectively.
- 53 Monitoring of pupils' personal performance and personal development is good overall. Each pupil has a progress profile report book, which is kept by the class teacher. This is regularly updated and monitored by both the coordinators and the deputy headteacher. Teachers are able use this information to match work closely to the needs of individual pupils. These good, systematic procedures for monitoring personal development will eventually track all pupils from entry to the school through to transfer to high school. All groups of pupils have targets for improvement, and this is having a positive effect on the progress they make.
- 54 The school has developed good systems for both the monitoring of pupils' academic progress and the setting of group targets in the core curriculum. This is an improvement on the findings of the previous inspection report, when assessment procedures for assessing pupils' progress were a key issue. Detailed and effective systems for monitoring and assessing attainments are very well developed in the core subjects of English, mathematics and science, and these are well used to inform lesson planning to ensure that pupils' knowledge and understanding are developed in a logical sequence. In most other subjects assessment is less prescriptive, and monitoring and recording procedures are less well developed. Also, schemes of work are being revised in light of Curriculum 2000, and each has regular assessment opportunities identified within the planning.
- 55 The assessment procedures for the children in the Foundation Stage are rigorous and continuous. Records show the development of each child in all areas of learning. The baseline assessment completed in the reception classes has been analysed and predictions for each child's attainment at the end of Key Stage 1 have been made. Analysis has also been carried out on the attainment

of the children in relation to the early learning goals prior to and since the opening of the school's nursery. These assessments have been used to develop areas of the curriculum such the use of information technology, and in developing children's writing skills. Parents are invited to contribute to the records in the nursery and in the reception classes, and they have regular opportunities to discuss their child's achievements.

- 56 The school provides effective assessment for pupils with special needs. Individual education plans for these pupils are good, and include clear targets for improvement, which are reviewed regularly to ensure that new targets are set and good progress is maintained.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 57 The school has made a great effort to maintain its partnership with parents during the time when there was no permanent headteacher. Partnership is very good, and is similar to the findings of the previous inspection report. Parents are very supportive of the school, and all parents who returned their questionnaires now indicate that the school is well led and managed. However, there had been concerns about leadership during the period when the school was without a permanent headteacher. Since the arrival of the new headteacher they have been kept very well informed of the changes that are taking place in the school through new parents' liaison meetings.
- 58 The parents have excellent opportunities to participate in their children's learning at the Foundation Stage. Induction to the nursery and reception classes is carefully planned, and parents and children are able to join in with well organised sessions where they can play and work with the staff and the children. Parents' views are highly valued and they have opportunities to contribute to their children's records and comment on their achievement. They are welcomed into the classes both informally, before and after school, and formally at parents meetings. Home/school diaries are sent home regularly and through these parents receive excellent information about topics to be covered that term, and events that are happening at the school, as well as reading records. Parents find staff approachable and feel comfortable about expressing any concerns they may have, and believe that teaching is of good quality. They strongly feel that the school expects their children to work hard and achieve their best, and that the school is helping their children to become mature and responsible. However, 22 per cent of parents felt that the school did not provide an interesting range of activities outside lessons. However, inspectors disagreed with this view and felt the school provided a satisfactory range of interesting activities outside lessons
- 59 Overall, parents receive very good quality information from the school. Weekly, informative newsletters provide good detail about all areas of school life. There is an informative governors' annual report, and a clear and helpful school prospectus. Parents are invited into school each term, and they also receive good quality information about their child's progress through an annual report.
- 60 Parents' involvement in school makes a positive contribution to pupils' learning and the standards they achieve. Parents make a good contribution to their children's learning at school and at home. The school receives regular help from parents in the classroom, on school trips and with after school activities. Parents are involved in their children's learning at home, mostly through reading, but with some spelling and mathematics. However, this is not consistently applied across the school. The parent teacher association makes a significant contribution to the life and work of the school through its successful social and fund raising activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 The quality of leadership and management is very good overall. The new headteacher, in post for just nine weeks, was appointed after the school had been through a lengthy period of turbulent change. The personal leadership he has displayed in this short time is excellent. Parents were unanimous at the parents' evening that the new headteacher is like a breath of fresh air, and applauded his efforts at giving new direction to the school. Working closely with the chair of

governors, he has quickly been able to create a strong sense of loyalty and motivation in staff, and enable all to make a contribution to school development. With the support of all governors and parents, he has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. The effects of this leadership and management are significant in the good progress the school has made recently in many areas of its work. While all members of staff recognise that progress has been made, they are united in their determination to pursue higher standards throughout the school. All policies and documents seen during the inspection met statutory requirements.

62 One of the significant strengths of the leadership of the headteacher and deputy is the degree to which they have created a shared unity of purpose within the school, focused on developing positive attitudes to learning and improving standards of attainment. The structure of management responsibilities is now very effective in promoting communication and consultation, and in monitoring progress and implementing change.

63 The school is very well led and managed day to day. Good communication systems ensure that all staff are kept informed, and well established routines contribute to the smooth running of the school. Staff are highly committed to their work.

64 The governing body is very supportive, successfully fulfils its role as critical friend to the school. It is now well organised and fulfils its legal responsibilities through its new committee structure. Governors take a keen interest in the work of the school and have a good understanding of their roles and responsibilities. The headteacher provides informative and detailed reports, which enables the governing body to have a good oversight of the progress and implementation of the school development plan. All the principal statutory requirements that were examined during the inspection were well met.

65 Following the last inspection in July 1996, an action plan was prepared in response to the key issues identified for future improvement. Most of the points contained in these key issues have been successfully addressed. They are as follows:

66 *Key Issue 1: Raise standards in design and technology with particular emphasis on Key Stage 2*

Progress has been good. The school has received support and advice from the Local Education Authority adviser for design and technology and put in place a new scheme of work. The LEA has supported the school with funding for a ten day course for the curriculum coordinator. Health and safety issues have been advised upon and action taken. Planning now incorporates guidance contained in the Qualification and Curriculum Authority [QCA] guidelines.

67 *Key Issue 2: Introduce a coherent approach to whole school curriculum planning by:*

- Developing schemes of work within a defined time scale
- Identifying appropriate systems for the assessment of pupils' progress

Progress has been very good. A coherent planning policy has been developed at both Key Stages 1 and 2. This is now developing into a manageable structure through which to deliver the curriculum. The introduction of 'Day Books' enables staff to be reactive with their planning and allow assessments to guide their future planning. Assessment books are now in place to provide ongoing assessment of children's achievements. These have been monitored and a consistent format is being developed. A systematic testing schedule is now in place, and the results are used for analysis and the tracking of pupils. Currently, these procedures are being reviewed, modified and implemented across all key stages.

68 *Key Issue 3: The governing body and headteacher should recognise the need for a review and redefinition of the management structure and decision making processes within the school. They should develop a long term focused strategy for the future development of the school, together with a frame work for the monitoring and evaluation of its performance*

Progress has been good. The governing body has a committee structure. Governors have been given areas of responsibilities. The school is now developing a management timetable, to ensure a systematic timetable to enable governors to carry out their responsibilities. New improved decision making procedures are in place, which are being refined by the new headteacher.

- 69 *Key issue 4: The governing body should formally adopt the Local Education Authority child protection guidelines*

Progress has been satisfactory. The governing body have accepted the Local Authority child protection guidelines, however, some staff training is needed in this area.

- 70 *Key issue 5: Address the health and safety problems mentioned in the body of the report.*

Progress has been good. Health and safety issues have been addressed.

- 71 Arrangements for monitoring and evaluating the curriculum have been improved since the previous inspection and are now good. The headteacher and the deputy monitor the quality of teaching and learning in all subject areas. This has led to improvement in the quality of teaching and learning. Subject coordinators monitor the quality of planning and pupils' work, and are starting to monitor the quality of teaching across the school, so they can be fully aware of the standards of provision within their subjects.

- 72 Planning for school improvement is very good, and reflects the aims of the school. There is a clear framework for development planning linked to the budget cycle. An effective system for monitoring progress towards development priorities culminates in an annual review and update of the plan. All departmental targets are linked to at least one whole-school priority. Governors have a clear understanding of the quality of teaching, and the standards attained by pupils of differing abilities and ages.

- 73 The school plans its expenditure effectively. The governors are well informed about finance, and principles of 'best value' are always pursued. They make good use of the detailed analysis of assessment results, including comparisons with other schools, to target their spending strategically. This is well matched to the long term strategic financial plan to secure improvements in standards. The balance carried forward to the next financial year is above the recommended level. However, this includes money which has been earmarked as the schools contribution towards the new building work which has been undertaken in joint partnership with the Parish Council.

- 74 Day to day financial control is very good. Information and communication technology is satisfactorily used for administrative purposes. Information given to governors contains good detail and enables them to fulfil their monitoring role and have an oversight of the school's financial position.

- 75 The SENCO provides sound leadership. The leadership identifies individual need and monitors individual progress as well as enabling specialist intervention, overseeing statutory responsibilities and maintaining good relationships with other agencies. She provides resources and expertise both to identify and meet individual special needs. The coordinator has oversight of "gifted" pupils and has recently undertaken training in this area.

- 76 There are sufficient qualified and experienced teachers to meet the school's needs. They are well deployed, and the match between teaching qualifications and subjects taught is satisfactory. Job descriptions clearly identify both general and specific responsibilities. The non-teaching staff make a valuable contribution to the smooth running of the school, and support teachers' work effectively.

- 77 Policies, coordination and support for staff development are good and have improved significantly since the last inspection. This is organised and delivered by the deputy headteacher. Good quality arrangements for professional review have begun to be implemented and will form part of the

schools performance management strategy. The quality of the provision for staff development contributes significantly to school development and staff morale.

- 78 Resources are barely satisfactory overall since the lack of provision in information and communication technology is having a direct impact on the standards that pupils are able to achieve. In all other subjects they are at least satisfactory, and in science, history, art and music they are good. Resources to support the Foundation Stage are very good. Overall, the standard of accommodation is satisfactory. The school has entered into an imaginative partnership with the Parish Council to provide an information technology suite for the pupils during the day and the community at other times. However, this initiative has yet to be completed, and the networking of the suite and the school classrooms has yet to be started. The school is also realistically assessing the quality of class based computers and peripherals to ensure skills learned in the computer suite can be practised back in the classroom.
- 79 A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership, and the good standards achieved, show that the school is effective. Unit costs are average, and therefore the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 80 In order to improve further, the headteacher, staff and governors should:
- Raise standards in information and communication technology by ensuring the school's plan for developing information and communication technology capability is rigorously implemented and evaluated, and the information gained is acted upon.
(paragraph numbers 5, 15, 78, 108, 122, 132, 136, 144, 145, 147, 152)
 - Provide sufficient computers and peripherals of good quality to enable the information and communication technology curriculum to be effectively delivered to all pupils.
(paragraph numbers 15, 78, 145)
 - Provide more opportunities within the curriculum for pupils to become independent learners.
(paragraph numbers 27, 42, 108, 111, 120, 140)
 - Increase the planned provision for the development of spiritual and cultural development across the curriculum.
(paragraph numbers 46, 49).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.4	25.3	43.7	27.6	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

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28.5	430
Number of full-time pupils eligible for free school meals		96

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	129

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	37	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	24
	Girls	30	33	32
	Total	52	54	56
Percentage of pupils at NC level 2 or above	School	79 (84)	82 (87)	85 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	26	26
	Girls	34	30	33
	Total	56	56	59
Percentage of pupils at NC level 2 or above	School	85 (86)	85 (86)	89 (93)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	26	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	22
	Girls	23	19	24
	Total	39	39	46
Percentage of pupils at NC level 4 or above	School	77 (75)	75 (70)	90 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	22
	Girls	18	19	24
	Total	39	38	46

Percentage of pupils at NC level 4 or above	School	76 (63)	74 (65)	90 (73)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	369
Any other minority ethnic group	17

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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: R– Y6

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	24.8 : 1
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	1:28.5

Total number of education support staff	2
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Financial information

Financial year	1999-00
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	£
Total income	759,900
Total expenditure	735305
Expenditure per pupil	1575
Balance brought forward from previous year	25285
Balance carried forward to next year	49880

Total aggregate hours worked per week	65
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Number of pupils per FTE adult	19 : 1
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	430
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	3	2	0
My child is making good progress in school.	52	43	5	0	0
Behaviour in the school is good.	42	50	2	0	6
My child gets the right amount of work to do at home.	42	50	6	0	2
The teaching is good.	55	45	1	0	0
I am kept well informed about how my child is getting on.	44	44	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	61	34	4	0	2
The school expects my child to work hard and achieve his or her best.	61	37	0	0	3
The school works closely with parents.	39	51	3	0	6
The school is well led and managed.	35	48	3	0	14
The school is helping my child become mature and responsible.	46	48	3	0	3
The school provides an interesting range of activities outside lessons.	20	44	19	3	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 81 The areas of learning for children under five were not inspected as part of the last inspection. The school has recently increased the provision for children in the Foundation Stage by opening a nursery class. This is now well established, well organised and making a significant impact on the attainment of the children as they enter the reception classes. There is a calm and purposeful working atmosphere in both the nursery and reception classes. All children, including those who have just started school, are secure in the learning environment and able to take a full part in the activities provided. The very good quality teaching observed in both nursery and reception classes has a very positive impact on the children's learning. Pupils now starting in Year 2 are the first to have experienced this new provision. Teachers agree that this is already having an impact on standards at Key Stage 1. This is supported by inspection evidence, which shows above average attainment in speaking and listening, reading, writing and numeracy.
- 82 Prior to the opening of the nursery class, the children's attainment on entry to the reception classes was below average overall, as a result of the wide range of pre school provision they experienced. They now enter the reception classes with average skills in all areas of learning, having received a broad curriculum that has greatly increased their skills in all areas of learning. By the time they are ready to start in Year 1, the majority of children achieve appropriately and attain the early learning goals in communication, language and literacy; knowledge and understanding of the world; creative development; and physical development. They exceed the goals in mathematics and personal development. Progress is very good for all children including those with special educational needs, as they are able to apply their learning to a wide range of activities.
- 83 The children enter the nursery and reception classes in small groups at the start of each term. Most children in the reception classes attend the school's nursery class.
- 84 The curriculum for the children in the Foundation Stage is good. Overall there is effective planning for all areas of learning, but there are insufficient opportunities planned for the children to improve their gross motor skills in outdoor play and 'hall time'. There are good links between all the areas of learning. This ensures that free choice activities are purposeful, and build securely on the children's skills and knowledge.

Personal, social and emotional development

- 85 Children settle quickly into the nursery class and quickly become independent. By the time they leave the reception classes they exceed the nationally expected levels in this area of learning. This represents good progress, and is the result of skilful teaching. Children are encouraged to feel confident about what they can do. The activities provided are very well planned, with good opportunities for children to make choices for themselves while playing. Some of the children were new to the classes at the time of the inspection, but had already settled quickly to new routines. They leave their carers confidently at the start of the sessions, and talk quietly and enthusiastically with the staff. Behaviour is good. Children work and play together well, sharing and learning to take turns in games. Even the youngest children concentrate well and join in activities. When given a free choice, they are able to persevere at their chosen activity. Many nursery children are introduced to their class through "Family morning" activities. Here, new parents and children take part in a range of activities and meet with the teachers and nursery assistants
- 86 Personal and social development is well planned and promoted in all areas of learning. The well established routines and nurturing environment enables all of the children to feel secure and confident. The adults provide very good role models, listening to each other and treating each other with respect. There are good opportunities for children to develop independence. Some nursery children are asked to plan their own activities for the session, and are encouraged to record these

through writing and pictures. All the children in the nursery are asked to put their name card in a pocket which shows the activity they have chosen. In the reception classes, children leave their name card at the chosen activity so the teachers can check on their achievement. This develops the children's independent learning skills, and enables them to make the most of their time in class. They do not have to wait for adult attention before starting work and are always fully involved in what they do.

Communication, Language and literacy

- 87 Children make good progress as they learn about a wide range of subjects. By the time they are ready to start in Year 1 their attainment is average overall. They have average speaking and listening, and writing skills. Reading skills are good. They make good progress throughout the nursery and reception classes as they develop confidence in their own abilities. The teachers, in both the nursery and reception classes, place emphasis on the children's ability to express their ideas and understanding. They talk to them using carefully structured questions to help them focus on an appropriate answers. Children learn a number of rhymes and songs that support both their language development and their counting skills. The children in the nursery and reception know how to handle books, and take them home to share with their parents, brothers and sisters. They hold them carefully and correctly. The youngest children quickly learn the difference between text and pictures, and know that text tells the story. The reception children build on these skills, and recognise individual words and initial letter sounds. The shared reading programme makes a valuable contribution to learning. Children's writing is valued and displayed in both the nursery and reception classes, and most children are confident writers. As they progress through the Foundation Stage, they begin to use recognisable letters and use phonics to write simple words. The children produce long pieces of work which they read back to the staff.
- 88 Nursery staff share a story with the children each day, which is sometimes illustrated with puppets. In the reception classes, teachers use elements of the National Literacy Strategy well to develop the children's understanding of text, to recognise key elements such as punctuation, and to develop their phonic skills. Children are provided with a good range of writing activities. This includes signs and lists in the nursery shop, and descriptive writing about fireworks in reception. However, children left on their own to practice letters sometimes form them incorrectly, and this reinforces poor letter formation.

Mathematical development

- 89 This area of learning is taught well in a wide range of activities and staff in the nursery and the reception classes take every opportunity to develop the children's understanding of number. Children thread beads and play dice games, and use mathematical language to describe their tall models or long snakes. At registration times, the children take part in problem solving involving simple numbers. For example, they count how many children are present including the numbers of boys or girls. There are very good opportunities for children to find out about the days of the week, the months of the year and to use specific language such as 'before', 'after' and 'next.' Most children in the nursery count confidently to ten, and in the reception classes develop an understanding of symbols and other ways of representing their mathematical knowledge. Children also learn about shape and measuring. In the reception classes, they time themselves doing different activities using one and three minute timers. They confidently describe the difference in their results, and enthusiastically time a range of activities not planned by teachers. Creative work about jungle creatures introduces the language of size and length when describing the longest snake, and the tallest animal. One child confidently made a plasticene snake, and decided it should be *longer* than the one on display.

Knowledge and understanding of the world

- 90 Children enter the nursery with a basic knowledge of the world. Throughout the nursery and reception classes, they are helped to understand more about their own locality through role play in shops, and their study of autumn leaves. This is developed in the reception classes when children think about different environments such as the jungle, and other habitats inhabited by their toy

animals. They visit Weston Park to look at the house and gardens, and then contrast it with their own. There are good opportunities for children to develop their scientific knowledge when discussing different building materials. Children use a wide range of construction materials to explore and make models of their environment. In the nursery, children begin to understand about the recent past as they talk about changes to themselves since they were born.

- 91 As a result of the carefully planned programme in the nursery, and the emphasis on expressing ideas, children are more willing to discuss and give their opinions by the time they are in the reception classes. They are able to talk about a wide range of subjects, and are more confident at trying out new activities. The reception class teachers continue to provide a wide range of activities that broaden the children's view of the world. As a result, the children make good progress in understanding a wide range of topics. They talk knowledgeably about the habitats of different animals, and how they are different during the daytime and at night. Well planned themes make firm links between all the areas of learning.

Physical development

- 92 By the end of the reception year, most children have achieved the Early Learning Goals. The outdoor space for the nursery class is large, and consists mainly of grass with a small hard surface. However, the grass is often too wet to use in autumn and winter, and children are restricted to the small hard area. This restricts the children's activities, since they are unable to use small apparatus such as balls and hoops at the same time as wheeled toys. The planned changes to the area to include seating and painted tracks and games will make it more interesting but may limit the space even further. In the reception classes, their time in the hall is limited to one session per week. As a result, they have less time to develop their skills with bats, balls and hoops as well as their gymnastic abilities.
- 93 The teachers plan effectively for physical activities and provide a good range of activities. In the reception classes, movement lessons were clearly linked to the current theme of day and night. The teacher encouraged the children to hop, skip and jump like the nighttime animals they had studied. The lesson was made more atmospheric by closing the hall curtains to provide an element of darkness. The children enjoyed the opportunities to run and jump, and showed a developing awareness of space around themselves and others. Few children bumped into one another during this session. Many children had difficulty jumping with two feet together but could hop well and move very quietly. Children in the nursery were very careful to avoid each other when playing with ropes and hoops. They also demonstrate good listening skills and respond quickly to their teachers.
- 94 In the classroom the children use a range of small equipment with increasing control. Teachers in the nursery, and in the reception classes plan activities that involve the use of scissors, art materials, and modelling materials such as clay. The children are encouraged to mould these materials and create textures using different shaped tools. They practise making marks on paper using pencils, pens, and a variety of crayons. Their writing shows increasing control as they begin to hold their pencils firmly and correctly.

Creative Development

- 95 This is also an area where most of the children will achieve the Early Learning Goals by the end of the reception year. The quality of teaching is very good and provides them with a wide range of opportunities to develop their skills and understanding of a range of art materials. Nursery children are able to carefully mix colours to match those found in autumn leaves. In the reception classes, children make model owls from clay, and use tools to create the textures of wings and feathers. This is a good foundation for their creative work as they enter Year 1, and makes a good contribution to the results achieved by the pupils throughout the school.
- 96 The teachers plan well for role-play in the nursery and the reception classes. Children are able to act as adults in shopping activities and show courtesy and helpful attitudes. Reception children use puppets well to retell a story. They play cooperatively, and reception teachers develop these skills

in music lessons when children are asked to work in groups. The children find it more difficult to negotiate in groups. However, the teacher moves from group to group and enables all the children to achieve their individual and group composition of firework music. The classrooms have attractive displays of children work supported by their writing, as well as published materials to support their learning.

Teaching

- 97 The quality of teaching for the Foundation Stage is consistently very good. The teachers have a very good knowledge of the needs of young children and how they learn. Practical lessons are well planned with objectives linked to the early learning goals. This provides children with good opportunities to use their knowledge and understanding in a good range of activities and subjects. Teachers make very good use of their assessments to ensure that work is at an appropriate level, particularly in mathematics and literacy. They use elements of the literacy and numeracy strategy to develop the children's knowledge very effectively, while providing meaningful and practical activities to enthuse children and encourage them to persevere and concentrate on tasks. The children have very positive attitudes to work and play, and this includes the youngest children in the nursery.
- 98 The management of the children appears effortless in the nursery and reception classes, as the systems and routines are firmly established. Children work within a structured environment with many opportunities to make choices and learn independently. Children are helped to have a good understanding of what they have learned as they review their activities with the staff.

ENGLISH

- 99 In the National Curriculum tests in 2000, pupils at the end of Key Stage 1 achieved standards that were well below the national average in reading and average in writing. When compared to schools with similar intakes, pupils achieved standards that were below average in reading and well above average in writing. Current inspection evidence shows standards are now above average in speaking and listening, reading and writing.
- 100 At the end of Key Stage 2 in 2000, the standards achieved in English were in line with those for all schools nationally and above the average for similar schools. The proportion of pupils achieving the higher levels was close to the national figures and well above the average for similar schools. This is similar to the recent trend in results. Current inspection evidence indicates that by the time pupils are 11 they achieve standards that are above average. This is an improvement on the findings of the previous inspection report.
- 101 The school has taken effective action to improve standards. These include:
- staffing changes;
 - improving teachers' confidence through the effective implementation of the National Literacy Strategy;
 - a better match of work to pupils' prior attainment;
 - improving the quality of teaching;
 - effective nursery and reception provision for all pupils.
- 102 Pupils in the current Year 2 are the first cohort to have experienced the new provision in both the nursery and reception classes. Teachers agree that this is already having an impact on standards at Key Stage 1, and inspection evidence supports this view.
- 103 Many children display satisfactory speaking and listening skills when they arrive in the nursery and go on to make good progress as they move through Key Stage 1. Pupils are good listeners and are keen to respond to teachers' questions. Teachers use good open ended questions to promote oral skills and provide regular opportunities for pupils to engage in group and classroom discussions about the work they are involved in. By the time they are seven pupils' speaking and listening are good. Pupils' speaking and listening skills are actively promoted across the curriculum.

- 104 Pupils make satisfactory progress in their speaking and listening skills as they move through Key Stage 2, with many pupils becoming good speakers by the time they are 11. Teachers' good discipline in lessons ensures that pupils listen politely to what they are saying. Pupils listen to and respect the opinions of others. Most oral activities observed during the period of the inspection came about as a result to pupils' responses to teachers' questions at the beginning and end of lessons. Increased opportunities need to be found to explore speaking and listening as a discrete attainment target within the English curriculum.
- 105 Reading is currently taught well at Key Stage 1. Teachers promote satisfactory phonic skills and use the structured colour coded reading scheme in an effective manner. Those pupils with identified reading problems receive good support from teachers and teaching assistants and make good progress. The school was aware of the below average reading levels last year, and has taken effective action to improve standards. These include staffing changes, and the introduction of extra reading periods, which focus on reading for understanding. All these strategies are having an impact on attainment in reading with a result that pupils' attainment by the time they are seven is likely to be above average when compared to national standards. Also, this is the first cohort of pupils who have been able to take advantage of the very good curriculum in both the nursery and the reception classes. The school also operates a good home/school reading scheme, with many parents making a significant contribution to developing their children's' reading skills.
- 106 The large majority of pupils make good progress as they move through Key Stage 2 and become good readers by the time they are 11. This is much influenced by the good range of reading activities provided by teachers. Pupils are provided with the opportunity to read a good range of fiction books including pre-twentieth century literature, stories from other cultures and traditions and the works of Shakespeare. While pupils are provided with the opportunity to respond to factual and media materials, these aspects of English remain areas for development. Regular opportunities for silent reading activities make a very positive addition to the development of pupils' reading skills. Many pupils display good reading habits, are members of local lending libraries and regularly read at home.
- 107 Standards in writing for pupils aged seven are good. Teachers provide pupils with good opportunity to write about the events in their daily lives and to retell the stories read to them in class. They also write letters to people, including their friends and teachers, and write some sensitive and personal poetry on such themes as 'What is a Mum?' Basic English skills, including spelling, punctuation and grammar appropriate to their age are well taught. Pupils wish to please their teachers, with the result that whilst it is variable, handwriting and presentation is usually at least satisfactory, and often good. Some more able pupils can produce good extended writing relative to their age.
- 108 Standards in writing are good for pupils aged 11. The good range of reading activities provided by teachers is often used as a stimulus for pupils' writing activities. Pupils are able to write for a range of purposes in different styles and with a particular audience in mind. Pupils write instructional, descriptive and creative essays. They produce book reviews, character studies and diary entries. They also write their own poetry and produce play scripts. The challenging range of writing activities provided by teachers stimulates pupils' interest and encourages them to work with real interest and enthusiasm. While pupils regularly plan their work, there are limited opportunities for pupils to draft and redraft their work, with the result that opportunities are lost to use this all important strategy to support less able pupils and to really stretch the more able. While the significant number of comprehension activities carried out by pupils at Key Stage 2 provides pupils with those necessary skills for assessment tasks they often inhibit potentially more able pupils in writing in an extended manner. Although pupils are provided with the opportunity to develop necessary basic English skills they are often explored in isolation, with limited opportunities to use them in a practical manner in a more challenging and imaginative situation. There are good cross curricular links, particularly with history. Information and communication technology does not make a significant contribution to pupils' writing skills at this point in time.

- 109 Pupils with special educational needs make good progress throughout the school, because teachers and special needs assistants work well together and plan work that takes good account of what these pupils already know, and meets their further needs well. In addition, the quality of the support they receive motivates them to make the best progress they can.
- 110 The quality of teaching is good at both key stages. Just over three in ten lessons at Key Stage 1 and two out of ten lessons at Key Stage 2 were very good or excellent. This is an improvement on the findings of the previous inspection report. Teachers have responded well to the demands of the National Literacy Strategy and use the literacy hour in an effective manner. Lessons are always well planned and organised, with pupils being told of the lesson objectives for the activities they will be involved. This helps to give lessons a clear focus and sense of direction. There is a good balance between shared reading and writing activities and individual and group tasks. All pupils are provided with activities appropriate to their needs and abilities. The plenary session at the end of lesson is used to good effect to share and celebrate pupils' achievement and to assess their knowledge and understanding. Good working relationships exist between teachers and teacher assistants, and between adults and pupils. Pupils with special educational needs have equality of access to the English curriculum and make progress in line with the rest of the class.
- 111 Where teaching is very good or excellent, teachers display a personal enthusiasm for the work in hand and create a motivating environment in which good learning can take place. They demonstrate high expectations of pupils and provide them with a challenging range of activities, which evolve naturally from the shared reading or writing activity. All this produces an active and rigorous lesson where pupils work willingly and hard to please their teachers. Another important feature of very good or excellent lessons was the opportunities for pupils to take control of their own learning and to develop independent learning skills. For example, in an excellent Year 5 lesson, pupils were writing a play about bullying. Pupils discussed the work together, shared ideas and helped and supported each other. The teacher moved from group to group encouraging them to "Try out the dialogue to see if it worked". Excellent use of questioning enabled pupils think carefully about their own feelings and the creative use of language to express them.
- 112 There is a policy for the subject, with the school considering the National Literacy Strategy to be its scheme of work. The monitoring of pupils' performance is good overall. The school uses a very good range of assessment and target setting procedures in order to monitor pupils' progress. A growing body of assessment data is used well to set targets for improvement for individuals and groups, to influence curriculum planning for teachers, and to enable the management of the school to begin to judge the effectiveness of provision. The school has set a realistic target for attainment for 2001, with 75 per cent of pupils expected to achieve Level 4 or above in English. This is a 15 per cent increase on the target set for 2000. Improvements since the last inspection have been good.

MATHEMATICS

- 113 Results of the National Curriculum tests in 2000 showed pupils' standards at the end of Key Stage 1 were below the national averages, but in line with those with pupils from similar backgrounds. The percentage of pupils obtaining the expected Level 2 was well below the national average, while the percentage gaining the higher Level 3 was in line with the national average.
- 114 Results of the National Curriculum assessments in 2000 showed that the standards achieved at the end of Key Stage 2 were in line with the national average for all schools and above average for similar schools. The percentage of pupils achieving the expected Level 4 was in line with the national average. The number of pupils reaching the higher Level 5 was below the national average. Over the recent past, year on year improvements have been made in achievements in mathematics, in line with the improving trend nationally.
- 115 The evidence gathered during the inspection suggests that improvements are being made, with standards achieved in Year 6 being above expectations. The vast majority of pupils are working at or beyond the expected Level 4. A significant group of pupils are working now at the higher Level 5.

Standards at Key Stage 1 are average overall, but pupils' ability to manipulate numbers is above average. At the previous inspection standards were judged to be average at the end of both key stages. Overall the trend in standards over the past five years has been one of improvement, although there was some decline in standards last year. The school has taken effective action to improve standards. These include:

- staffing changes;
- improving teachers confidence through the effective implementation of the National Numeracy Strategy;
- the provision, by teachers, of work more applicable to the wide range of ability within their classes;
- improving the quality of teaching;
- effective nursery and reception provision for all pupils;
- the introduction of setting in Years 5 and 6.

116 Pupils in the current Year 2 are the first cohort to have experienced the new provision in both the nursery and reception classes. Teachers agree that this is already having an impact on standards at Key Stage 1, and inspection evidence supports this view.

117 The introduction of the National Numeracy Strategy has greatly increased pupils' ability to calculate mentally. The quality of teaching has improved due to good and thorough staff training. The work of the joint coordinators has helped raise the standard of teaching in this respect. Pupils' attainment has been further improved by the careful use of very accurate assessment information to set realistic individual targets for improvement. This is an improvement on the findings of the previous inspection report. The school has set realistic targets for attainment in 2001, with 75 per cent of pupils expected to reach Level 4 or above. This is a 15 per cent increase on the target set for 2000.

118 Improvements since the last inspection ensure that all pupils are able to access the full curriculum offered by the school and that both the less able and those with above average mathematical talent are well supported with work geared to their particular needs. The school now has a specific scheme of work that ensures consistency in planning throughout the age range. This was clearly seen throughout the school. Pupils in Year 1 completed various counting and ordination activities that extended to all ability levels with tasks varying in complexity. In Year 2 classes, pupils manipulate numbers and work with simple fractions, with high attaining pupils being able to perform calculations of much greater complexity. This aspect is above national standards.

119 In Year 3 pupils are able to manipulate money and give change as well as being able to give clear explanations of how mentally they calculate the correct answer. In Years 4 and 5 there continues to be clear and well managed work tasks where pupils undertake work well suited to their abilities. Pupils continue to extend their mathematical concepts and language both with regard to numbers and shape, for example in the calculation of perimeter and the recognition of regular shapes such as rectangles and parallelograms. They are able to break up number patterns and understand and explain varied methods of calculation, for example, in Year 4 they understand that $6 \times 4 \times 3 = 6 \times 3 \times 4$. The "setting" of pupils in Years 5 and 6 has been particularly successful and enabled pupils to be confronted with work more precisely geared to individual abilities. For example, pupils in Year 6 have a good understanding of area, and can develop strategies to calculate the area of different shapes representing this as a simple formula. They also understand the difference between the square root of a number and its square, and the relationship between them.

120 Overall the quality of teaching is good at both key stages. It is never less than satisfactory and very good or better in almost a fifth of lessons at Key Stage 1, and in about a quarter of lessons at Key Stage 2. This is an improvement on the findings of the previous inspection report. Pupils, including those with special educational needs, make consistent gains in their learning. Classroom assistants provide very high quality support for the teachers especially in helping those pupils who learn at a slower pace than most of the others. Teachers plan their lessons well and utilise a wide range of teaching strategies within their lessons. They spend a high proportion of their time purposefully teaching and carefully assess pupils' work in order to maintain high quality planning of lessons. This is a considerable improvement since the last inspection as not only does

assessment now inform planning but also teachers plan and assess to a monitored common format. Teachers do not wholly rely on published materials and work sheets, but produce graded worksheets and task to fit groups of pupils. Pupils enjoy the work and attitudes and behaviour are good in all lessons. This promotes both good progress and enthusiasm for mathematics. Lessons are well matched to pupils who learn at different rates, but fewer opportunities are given for all pupils to extend their investigations and take individual responsibility for their own learning. Pupils with special educational needs are well supported and make satisfactory progress at Key stage 1 and good progress at Key Stage 2.

- 121 The school has a comprehensive development plan for the subject, which is having a very positive effect on pupils' progress and the ultimate standards they reach. The assessment of pupils' work in mathematics has been significantly improved and teachers are now able to use their assessments in order to set simple targets for individual pupils. This serves well to involve pupils more in their learning and is once again having a positive effect on the progress they make. The school sets targets for pupils studying for national tests and planning and evaluation of the whole curriculum are carefully monitored. The introduction of the National Numeracy Strategy has enhanced pupils' learning and provided for a common structure to lesson planning and evaluation. A major factor in the successful implementation of this strategy has been the whole school commitment to improvement. The coordinators are very conscious of the need to maintain a breadth of experience in the subject to enable pupils to make good progress. The "setting" of pupils in Years 5 and 6 has been particularly successful and enabled the work to be well matched to pupils who work at different rates.
- 122 Resources for the subject are satisfactory. The use of information and communication technology in mathematics is under developed due to the lack of sufficient computers of good quality. With the team approach to the subject and the very good leadership of the coordinators the school is well placed to improve standards even further.

SCIENCE

- 123 Standards by the age of 11 are above average. The proportion of pupils observed during the inspection likely to achieve the national target for Level 4 by this age is above average, considerably improved on the previous inspection. The number of pupils on course to achieve the higher Level 5 is about average. For several years pupils' results have been below average, particularly when compared to similar schools. The results in this year's standard tests improved on 1999 to reach the average level for all schools, and were above the average for school with a similar intake. The reason for last year's improvement is the adoption of a much more structured scheme of work by which pupils' progress could be more closely regulated. The reason for the current year's improvement is the higher expectation for what Year 5 can achieve and a teaching programme, which set about ensuring this accelerated progress. Another factor is the way the coordinator looks at the pupils' answers in the standard tests to find particular areas of weakness, enabling him to adjusted the planning to strengthen these areas. For instance, here is now a much stronger focus on investigation and experiment, on showing the pupils how this links with the data they collect and the interpretation of graphs and tables. Girls and boys generally achieve equally well and both make consistently good progress. Pupils with special educational needs are well supported and make good progress at Key Stage 2.
- 124 Standards by the age of seven are in line with national expectations. This is an improvement on the results from previous years, where pupils' performance in the teacher assessed levels has been below average. The strongest area of learning is about physical processes, where an average number of pupils achieved Level 2 and 3. The current Year 2 pupils are likely to reach average standards by the end of the school year. This general trend for improvement since the previous inspection is also due to the stronger curriculum, which has promoted sound progress over recent years. However, pupils are only satisfactory at conducting and recording experiments since the handling the data connected with these tasks is insufficiently rigorous. Pupils with special educational needs are well supported and make satisfactory progress at Key Stage 1.

- 125 The quality of teaching is good at Key Stage 2. This is an improvement on the finding of the previous inspection report. The quality of teaching is never less than satisfactory, and 43 per cent was very good or excellent. It promotes consistently good progress. A strong feature is the way that teachers set work to match the needs of lower attaining pupils. Pupils of all ages and abilities are able to conduct a fair test, offer hypotheses and draw simple conclusions from their work. Consequently, the pupils who have special educational needs make good progress. The teachers set challenging tasks for all pupils. They expect pupils to reflect on their answers, but even wrong answers are well used as a source for learning. The teachers' subject knowledge is detailed, so they prepare pupils well in Years 5 and 6 to understand data, how it can be interpreted and how to recognise it in test papers. The teachers' planning is thorough, and the activities undertaken are practical and interesting, thereby encouraging a strong positive attitude in lessons. Although pupils' listen well to the teachers, they get ample opportunities to think things through in discussions in small groups. In one lesson the teacher appointed leaders for each group, calling them 'teachers'. This strategy worked well because the young teachers handled their job responsibly, checked their friends' work carefully and showed them where they were going wrong in constructing their temperature graphs. The teachers also check pupils' work thoroughly, and make notes for guiding next week's lessons. In this way pupils' weakest areas are being constantly worked on.
- 126 A further strength is the way teachers build up the pupils' ability to set up and run experiments independently. This starts in Year 3, where pupils write 'display bubbles' which show the particular topics they would like to explore. In the following years teachers train the pupils in the skills they need to structure increasingly complex experiments for themselves. This includes training in amicable group work if necessary, although mostly pupils work with very good cooperation, and are able to concentrate on their work for long periods when required.
- 127 Satisfactory teaching at Key Stage 1 promotes sound progress. Here pupils get many opportunities to observe science demonstrations, helping them to see, for instance, what the difference is between direct sources of light and reflected sources. Throughout the school the teachers prepare and use resources well to make the work more real to pupils, and this is a positive boost to the progress they make in understanding.
- 128 The coordinator has strengthened the arrangements for recording of pupils' achievements since the previous inspection. The short tests at the end of units of work give teachers a sound picture of what the pupils have remembered. The inservice training has already had a strong impact on teachers' confidence, and more is planned to support the introduction of the new Curriculum 2000. Teachers do not make enough use of information and communication technology in science, as the computer suite is not yet functioning. However, teachers develop numeracy effectively, using every opportunity to enable pupils to make and record measurements. Sometimes these are very accurate, like the temperature in degrees, sometimes more broad like the size of shadows and the distances from the light source, but all help pupils to see where data comes from. Literacy skills are well applied in the writing up of investigations, with good handwriting and punctuation. The good practice in most lessons of sharing the learning outcomes with pupils and teaching them new technical vocabulary could be expanded further to ensure that more pupils use the new terminology naturally in their speech.

ART

- 129 The standards achieved by pupils at the age of seven years old and eleven years are above those expected for their age. This is an improvement on the judgement of the previous inspection and is the result of good teaching and a broad curriculum. Pupils with special educational needs are well supported and make good progress at both key stages.
- 130 Pupils develop their work in two and three dimensions, and use a range of media to make observational drawings of still life and living things. Throughout the school pupils are given opportunities to choose different media to achieve different effects. This is evident in the displays of pupils' work. In Year 1, pupils have the opportunity to use crayons, pastels and pencils to draw

faces and discover the difficulties of blending colours to achieve the correct skin colours and shades, and in Year 6, pupils choose watercolour for a still life.

- 131 The quality of teaching is good throughout the school. Although there were few art lessons observed during the inspection the quality of the pupils' work displayed in classrooms and corridors are a good indication. Teachers generally have good knowledge and understanding of the subject and are able to develop the pupils understanding of texture, and colour in their work. The sketches become more detailed and finely drawn and pupils are able to use the qualities of the materials to improve their work. They understand how to mix colours using pastels and watercolours to produce a good colour match. Teachers plan effectively and have very high expectations of their pupils. The quality of the displays echoes the high expectations of the pupils, as work is carefully mounted and displayed. In some areas of the school, the blend of the older and younger pupils' work is very effective and shows the good progress they make. Pupils are encouraged to choose from a wide range of media. This enables them to develop independence, and well as providing them with opportunities to evaluate their choices. Pupils working in small groups often make constructive comments about their own and each other's work.
- 132 The school has maintained the breadth of the curriculum, and has planned well for the development of skills within the scheme of work. Often the subject is linked to other subjects in the curriculum, such as mathematics. In Year 5, pupils make symmetrical designs for lino printing using two axis of symmetry, while in Year 1, pupils make collages of faces with different emotions making a contribution to their social education. The subject makes a satisfactory contribution to the pupils' cultural development. Many of the artists used are European and although there are some resources related to other cultures such as the Brazilian and African facemasks, these are infrequently used in the displays around the school. The use of computers in design work is limited but is used by older children to experiment with pattern making and paintbrush patterns. Teachers keep informal assessments and these contribute to the end of year reports. Leadership of the subject is good and the coordinator gives valuable support to teachers who have less confidence with the subject enabling them to teach art to a good standard. The very high quality of the displays indicates the commitment to the subject and to the pupils' efforts.

DESIGN AND TECHNOLOGY

- 133 The standards achieved by pupils at the age of seven years and eleven years are in line with national expectations overall. Pupils at both key stages make satisfactory progress, including those with special educational needs. This is an improvement on the findings of the previous inspection in 1996 when a key issue was to raise standards at Key Stage 2. The school has successfully addressed key issues relating to insufficient work particularly at Key Stage 2, health and safety standards in relation to the use of tools and materials, and a scheme of work that gives insufficient support to teachers who are lacking in confidence.
- 134 The quality of teaching throughout the school is good overall. Pupils in Year 6 design and make hats using a wide range of skills. They plan, make patterns, and adjust and fit their hats for wear. The quality of the finished product is very good, as hats are lined and sometimes have additional decorations. This is a result of the good teaching strategies employed by teachers who are well supported by the adapted QCA scheme of work. The younger pupils at Key Stage 1 learn how to make hinges, join materials for fastenings and reinforcing.
- 135 The curriculum has been improved since the previous inspection but the time constraints on the subject need to be reviewed. At present there is sometimes too much time elapsing between projects for pupils to build effectively on previous experiences and skills learned. The coordinators have analysed the curriculum and the tools and materials required and have carried out a detailed risk assessment. All teachers have the necessary information and the health and safety issues arising in the previous report have been addressed. The subject makes a good contribution to the development of mathematical skills as pupils making detailed drawings and plans to scale when designing a shelter.

136 Leadership in the subject is good and both coordinators are aware of the needs of the subject. Resources have been reviewed and are sufficient to meet the planned curriculum, but control technology is under developed for the older pupils. The coordinators have identified this area and made appropriate plans to remedy the situation. Effective use has been made of industry to support the subject. Pupils attended a session at Bairdware and were able to look at computer designs for fabrics. From this they were able to make their own designs but unfortunately without the use of new technology. Further workshops are planned with Warburtons sandwich unit to support food technology.

GEOGRAPHY

137 Geography was not being taught in all classes during the week of the inspection because of the arrangement of the timetable. Evidence from the small number of lessons observed suggest that standards are in line with national expectations, and are similar to the findings of the last inspection. Pupils at both key stages, including those with special educational needs, make satisfactory progress.

138 The seven year olds are developing a sound understanding of the meaning and purpose of maps and can appreciate that symbols represent geographical features. The more able pupils understand that maps are a "birds eye" view of the world. Pupils understand that geography is about places and can describe places they have visited and the difference between geographical environments, for example, their hometown and the seaside. By the time they are 11, pupils understand more complex concepts such as the need for man to alter the geographical environment and transport water in order to irrigate the land.

139 The quality of teaching geography is satisfactory at both key stages. Teachers plan their work with care but the length of lessons is often too long to sustain a good pace to teaching or learning. Teacher knowledge and understanding is satisfactory, and pupils are managed well at both key stages. Overall planning of the subject is linked to that of history and it is often taught as part of a joint project. However, the monitoring and recording of what pupils have learnt and understood is not as well developed as in the core subjects.

140 The role of the joint coordinators and the subject policy are both under review and the coordinators are developing plans for enhancement of the subject. Taking into account the recent changes in the National Curriculum the school is now poised to move forward to the implementation of Curriculum 2000 and clearer integration of geography into the school curriculum. There was little evidence of pupils using independent enquiry skills to research their topics.

HISTORY

141 History was not being taught in all classes during the week of the inspection because of the arrangement of the timetable. Evidence for the small number of lessons observed show learning to be good. However, there was insufficient evidence to make a firm judgement on standards overall.

142 Teaching in the lessons observed was good at both key stages. This is similar to the finding of the previous inspection report. There is thorough planning and good use of well prepared resources. Pupils are well motivated which has a positive impact on learning. However, there are fewer opportunities for individual enquiry. Assessment opportunities are satisfactorily used to guide for future planning. The teachers introduce the Year 1 pupils well to gathering evidence from first hand sources. The young 'historical detectives' enjoy piecing together the clues from the items the teachers had prepared about a visit to the Dome or a sleepover, among others. It engages all the pupils in thinking and cooperating to reach a conclusion. A plenary end to the lesson, which summarises the facts and allows the pupils to explain their reasoning, enhances the good learning opportunities. Standards are at the expected level for pupils of this age.

143 Similarly, Year 4 pupils were introduced to a range of sources of information, including video, books and class discussion about Queen Boudicca. Pupils are encouraged to memorise their learning by setting it down as quiz questions, which are then set for their friends. The focus of the lesson is 'why did the various parties act as they did?' and the learning objective is explained to the pupils so that they can understand the historical skill involved. Pupils made good progress in the lessons seen, but it is satisfactory over time. Year 6 pupils have a satisfactory idea of chronology, and can use numeracy effectively to work out answers when the dates are given to them.

INFORMATION AND COMMUNICATION TECHNOLOGY

144 Attainment in information and communication technology is in line with national expectations by the age of seven, but below expectations by the age of eleven. This represents a decline in standards reported at the time of the previous inspection. This occurs because there are insufficient computers and peripherals of good quality for pupils to study information and communication technology to sufficient depth at Key Stage 2. Currently the ratio of computers to pupils is 19.5:1. The school has recently acquired some new computers of good quality but these are yet to be installed in the new computer suite. Also, there is no direct access to the World Wide Web within the school and only pupils in Year 6 have been introduced to the skills for accessing the Internet and for sending and receiving electronic mail. This is having a direct effect on the standards that pupils are able to achieve overall.

145 The headteacher and governors are very aware of the deficiencies in information and communication technology and have devised a good detailed development plan which is a key feature of the current school development strategy. All of these unsatisfactory elements are being well addressed including staff and curriculum development. The school has entered into an imaginative partnership with the Parish Council to provide an information technology suite for the pupils during the day, and the community at other times. However, this initiative has yet to be completed, and the networking of the suite and the school classrooms has yet to be started. The school is also realistically reassessing the quality of class based computers to ensure skills learned in the computer suite will be able to be practised back in the classroom.

146 At Key Stage 1, pupils make satisfactory progress. They manage the mouse pointer with ease, know how to retrieve and save work successfully, and use information and communication technology for a range of purposes. In English, pupils achieve sound standards in communication and in handling information, through effective application of word processing techniques. For example, pupils in Year 1 use a mouse to draw pictures of themselves, and add simple sentences using a suitable font. In Year 2, they continue to develop their word processing skills by changing the size of font and the quality of text, to produce an illustrated visitors guide to the 'Year 2 Art Gallery'. In mathematics, they collect data about favourite holiday destinations and construct simple block graphs. By Year 2, most pupils are able to explore information held on information technology systems, such as the multimedia computers, to support their classroom work. All pupils have opportunities to develop their control skills. Pupils successfully enter data to control a floor robot along a simple track.

147 At Key Stage 2, progress over time is unsatisfactory. This is due to the lack of computers of good quality, which narrows the range of study and inhibits progress. Pupils have not been given sufficient opportunities to control events, to use spreadsheets and to monitor and collect data, or use sensors. Progress in the use of information and communication technology to capture, store and retrieve, analyse and present information is further inhibited because previously it was not securely integrated within the planning of other subjects particularly in English, mathematics and science. Teachers are now integrating opportunities within their planning, but this is currently limited by of the lack of sufficient resources of good quality. An imaginative project planned in partnership with the Telford College of Arts and Technology recently enabled some Year 6 pupils to prepare a PowerPoint presentation on the topic of 'Caribbean Tourism'. They were able to access the Internet to search for information when visiting the college to use their computer suite. However, teachers were unable to build on these successes back at school because of the lack of suitable hardware and no access to the Information Superhighway.

- 148 The school is working hard to develop the use of word processing skills, and pupils across the school enter text into word processing packages, successfully select appropriate fonts, and change the properties of text, including size, style and spacing.
- 149 Whenever pupils are seen working on the computers, their response is always good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable classroom assistants, but many have gained their knowledge from working at home on personal computers. Pupils with special educational needs work alongside other pupils, are well supported and make satisfactory progress in relation to their previous attainment.
- 150 There were limited opportunities to see the direct teaching of information and communication technology during the inspection, but in the four lessons seen the quality of teaching was judged to be satisfactory. Additional evidence was gathered through some observations of pupils using information and communication technology equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils. Teachers have a satisfactory understanding of the software and are able to intervene effectively to reinforce subject skills. Technical language is used well to support the development of pupils' understanding. Teachers use questions well to quickly establish what pupils know and understand, and use these responses to target their teaching effectively. This enables all pupils to make satisfactory progress during lessons. Pupils are well managed, and their own enthusiasm is an important factor contributing to the satisfactory progress seen in the lessons.
- 151 Assessment is satisfactory overall. Teachers use ongoing assessment to support pupils' learning and plan subsequent work for them. However, there is no whole school system for tracking progress and for analysing the performance of particular individuals, groups or cohorts. New procedures have recently been introduced but are yet to make a significant contribution to curriculum development. The school is also completing a portfolio in information and communication technology to ensure the accuracy and consistency of teachers' assessments.
- 152 The coordinators are very enthusiastic about the subject, and are working hard to set up the new computers and provide help and advice to teachers to overcome current hardware difficulties. They have wisely introduced the Qualification and Curriculum Authority guidelines, and are acutely aware of the lack of software, peripherals and training to support developments within the subject. They are currently identifying links with other subjects as part of the Curriculum 2000, and are being given the time and the support to develop their roles in a coherent way. This includes monitoring the implementation of the development plans, and developing whole school assessment procedures.

MUSIC

- 153 Pupils make satisfactory progress in music at both key stages and achieve standards in line with national expectations. Pupils with special educational needs make satisfactory progress at both key stages.
- 154 Pupils in Year 1 know a number of songs by heart and accompany them with appropriate gestures and hand movements. Pupils make up their own lyrics for previously learned songs, and have a clear sense of rhythm and beat when they sing. By the age of seven, pupils can identify short and long notes when listening to pieces of music and give examples of short and long sounds in sounds their everyday lives and around school. Pupils sing in a tuneful manner and select untuned percussion instruments to accompany themselves in their singing.
- 155 At Key Stage 2, pupils in Year 5 sing in two part harmony with underlining ostinato, identify complex beats and rhythmic patterns when listening to and appreciating jazz music, and sing in an enthusiastic and tuneful manner when singing a range of songs. By the age of 11, pupils in Year 6 are able to identify long and short notes in the songs they sing, and can use appropriate musical

vocabulary. They are able to identify rhythmic patterns through the use of formal musical notations, and create a sound 'musical menu' by interpreting musical notation. The satisfactory and sometimes good progress made in these lessons was much influenced by the teacher's good provision of a range of imaginative musical activities, which retained pupils' interest throughout the lesson, and the sheer pleasure and commitment displayed by pupils in their musical activities.

156 Regular opportunities are provided for pupils to listen to and appreciate a range of music. Pupils display good composing and performing skills. This was observed during a music workshop led by a member of the local music service, when pupils from Years 2 and 6 produced a two very imaginative musical 'pictures' based on paintings by Van Gogh.

157 The quality of teaching is satisfactory overall. The quality of teaching is never less than satisfactory and in half of the lessons seen at both key stages it was good. Whilst the teachers do not consider themselves musical experts at either key stages, lessons are always well planned, paced, organised and resourced. Teachers manage learning well and relationships are generally good; as a consequence, nearly all pupils participate well and are confident learners. Even when pupils do not initially participate adequately, the teacher's perseverance and determination to ensure that the lesson proceeds as planned are effective. As a result, all pupils make satisfactory progress overall and many make progress that is better than that. Teachers' planning indicates that pupils are provided with the opportunity to repeat and improve upon the skills learned in previous lessons.

158 There is a very popular school choir and two well attended recorder groups. The school choir regularly sings at local arts festivals as well as senior citizens' homes. Though the school is currently only able to offer a limited amount of musical tuition, through the Local Education Authority music service, the headteacher is planning to increase this provision significantly.

159 The subject is led by two well informed and enthusiastic coordinators. There is a well written policy, and the school has recently adopted the QCA scheme of work for music.

PHYSICAL EDUCATION

160 The school has maintained the high standard noted in the previous inspection. The school has prepared well for Curriculum 2000 by developing long term plans which are beginning to integrate the new requirements. The planning indicates that the full range of activities is catered for. Photographs on display show that pupils relish the adventurous challenges in their residential trip. The school continues to emphasise the importance of swimming. Most pupils in Year 6 reach the 25 metre target, and the coordinator is looking at ways to raise this to 100 per cent.

161 Good teaching throughout the school encourages pupils to develop their agility in controlled ways. At Key Stage 1, all of the teaching was good or better. At Key Stage 2, seven out of ten lessons were good to excellent. Teachers wisely focused on routines to ensure safe movement and discipline at this early stage of the year. Safety aspects are well thought out and at the beginning of many lessons the pupils assess any risks in the hall. Teachers introduce pupils to links between health and physical exercise. Staff and pupils wear suitable clothing. Occasionally the number of pupils who have forgotten their kit rises to unacceptable levels, and the school's strategy for dealing with them is not sufficiently positive. In lessons the teachers give clear instructions and expect a quick response from pupils. Some teachers usefully get younger pupils to practise language skills by stating what they are doing in words. Teachers of the older pupils encourage them to say what they notice about the activities of their partners, thereby developing the ability to judge quality and standards. Pupils clearly love physical education and do their best in it. Pupils with special educational needs are well supported and make good progress at both key stages.

162 In well controlled lessons the infants engage in long periods of sustained energetic activity. The teachers ask "How do I know this is doing you good?" and the pupils answer, "You can hear us breathless." Throughout the school the teachers' very well planned lessons move at a steady, often rapid pace. The focus of the lesson is shared with pupils, so that they can understand the

careful structure of steps by which their skills will grow. By the end of the lessons the pupils know more than they did at the beginning and their skills have extended. This teaching promotes good progress and over time their skills in movement, dance and games have risen to above average, as has their ability to evaluate their activities.

- 163 The subject is well supported by a good range of out of school games and practices. They are valuable not least because they involve the wider community and bring in quality coaching. The school teams achieve well in local competitions. The coordinator has reported her plans for the development of the subject to the governors. They include the introduction of a suitable skills based system for efficiently tracking pupils' progress. The inservice training has had a significant positive impact on the teachers' expertise and confidence, which translates into quality teaching.

RELIGIOUS EDUCATION

- 164 Standards achieved for pupils at the age of seven years old and eleven years old are in line with the expectations of the locally agreed syllabus. This is similar to the findings of the previous inspection report.

- 165 The quality of teaching is good overall. Teaching is never less than satisfactory, and it is very good at Key Stage 2. Throughout the school, teachers discuss very sensitive subjects such as the death of a loved one, the effects of bullying, and the uniqueness of every individual person. The careful handling of the subjects and the importance which teachers give to every contribution enables pupils to describe their feelings, some of which are deep and very moving, in a secure environment. This aspect of the teaching illustrates the very good relationships that exist in the school between staff and pupils. Pupils in Year 1 and 2 learn the importance of celebrations such as Christmas and birthdays and what makes them important. Teachers build on their experiences to talk about celebrations of other faiths such as Diwali for Hindus, but do not always make the similarities between faiths explicit. This is apparent in the pupils' work at Key Stage 2, where the older pupils learn about different faiths in isolation, and the common links such as social laws, birthdays, weddings, and naming ceremonies are not sufficiently clear. Pupils have positive attitudes to the subject, listen carefully to their teachers and to each other. Carefully planned lessons ensure the time is used well and pupils concentrate on the activities prepared for them. There are limited opportunities for pupils to carry out independent research in the subject and the use of new technology is limited. Some pupils use word processing skills to write prayers for use in class and school worship. Pupils with special educational needs are well supported and make satisfactory progress at both key stages.

- 166 The coordinators provide good leadership in the subject and are aware of coming changes in the agreed syllabus, while considering the use of the QCA document to supplement the curriculum. The subject has continued to maintain a secure place on the timetable since the previous inspection. Resources for the subject are satisfactory and include artefacts and photographs and posters. However, these should not be limited purely to the study of different religions as the multicultural aspect is an issue for which crosses all subjects in the curriculum.