

INSPECTION REPORT

QUEENSWOOD PRIMARY AND NURSERY SCHOOL

Telford

LEA area: Telford and Wrekin

Unique reference number: 123415

Headteacher: Mrs. C. Hobbs

Reporting inspector: Mrs. J. Ikin
3349

Dates of inspection: 20 - 23 January 2003

Inspection number: 248452

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Yates Way
Ketley Bank
Telford
Shropshire

Postcode: TF2 0BA

Telephone number: 01952 612317

Fax number: 01952 612317

Appropriate authority: The Governing Body

Name of chair of governors: Mr. G. Morris

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3344	Mrs. J. Ikin	Registered inspector	Foundation Stage Science Music Physical Education Religious Education	The school's results and achievements How well are pupils taught? How well is the school led and managed?
9883	Mr. B. Silvester	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?
28320	Mr. R. Willey	Team inspector	Mathematics Information and communication Technology Design and technology Geography	How good are curricular and other opportunities for pupils?
8316	Mrs. J. O'Hare	Team inspector	Special Educational Needs English as an Additional Language English Art and design History	

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queenswood Primary and Nursery School is smaller than other primary schools, having 155 pupils, 71 boys and 84 girls, on roll in the main school and 22 pupils who attend for mornings only in the nursery. The majority of pupils are from the local community of Ketley Bank, where the school is held in high regard. Pupils are mainly of white United Kingdom heritage although 16 per cent are from mixed race, Indian, Pakistani, Caribbean or Chinese heritages. The number of pupils entitled to free school meals is above the national average. Most children have attended the school's nursery. Although a small number of children are reaching the standards expected when they start, many have poorly developed language and personal and social skills. Overall attainment is well below the level expected when they enter the nursery. The percentage of pupils with special educational needs and with a Statement of Special Educational Needs is above average. These needs include emotional and behavioural difficulties, moderate learning difficulties, hearing impairment and speech and communication difficulties. The school belongs to an Education Action Zone and is in a Sure Start area.

HOW GOOD THE SCHOOL IS

This is a good school where everyone is cared for and valued. The very good leadership and management of the headteacher have ensured good teaching and learning throughout the school and outstanding provision in the nursery. Standards have improved because all those who work in the school are dedicated to providing the best education they can for the pupils. The school gives good value for money.

What the school does well

- The quality of teaching is good. Teachers have high expectations of their pupils and plan very well for their individual needs and this ensures that they make good progress.
- Curricular provision and teaching in the nursery are outstanding and as a result children get the best possible start to their schooling.
- The headteacher's leadership and management skills are very good and as a result staff and governors work as a highly committed team for the benefit of the pupils.
- The school provides very high standards of care for its pupils and makes very good provision for their moral and social development. As a result most pupils enjoy school, develop positive attitudes to themselves and others and behave well.
- Provision for pupils with special educational needs is very good. Pupils receive all the help they need and consequently make good progress.
- The curriculum is thoroughly planned in all subjects and pupils' progress is regularly and accurately assessed; this ensures that pupils increase their knowledge and skills as they move through the school and teachers can plan precisely for their next steps in learning.

What could be improved

- Pupils' speaking skills are below average. Their limited vocabulary prevents them from expressing their ideas clearly in all areas of the curriculum.
- Pupils' rates of attendance are below the national average. A significant minority of pupils do not achieve the standards that they should because they miss important work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's improvement since the last inspection has been good. It was last inspected in 1998 and since then it has made good progress in addressing all the issues that were identified. Standards have improved in English, design and technology, information and communication technology and geography.

In addition, standards in mathematics and science are higher than they were. The school has succeeded in meeting or exceeding all its targets. It has set itself challenging targets for further improvements and is on course to meet them. However, attendance rates are similar to those found at the last inspection and remain an area of weakness, and pupils' skills in speaking and listening are not as high as they should be.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. The school's results are compared with other schools nationally and also with similar schools that have above average numbers of free school meals. The higher grades when compared to similar schools are a better reflection of pupils' achievements because they take into account social circumstances, which often effect pupils' starting points on entry to the school.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	D	C
mathematics	C	D	C	B
science	B	B	C	B

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

Pupils in the nursery and reception class make good progress from low starting points in all the areas of learning, although they do not reach the levels expected for children of a similar age by the end of the reception year. Pupils' results in the 2002 Year 2 National Curriculum tests were well below the national average for reading, writing and mathematics; when compared to similar schools the results were in line with the average for mathematics but well below average for reading and writing. The findings of the inspection are that pupils now in Year 2 make good progress from low starting points to achieve standards that are below average in speaking, writing and mathematics, and standards as expected in all other subjects except music, where there was too little evidence to judge.

Pupils continue to achieve well in Years 3 to 6 in most subjects and reach average overall standards in English, mathematics, science and all other subjects apart from music, where there was again insufficient evidence to make an overall judgement about standards; however, it can be said that standards of singing are good throughout the school. Pupils' speaking skills remain below the standard expected. Overall, all pupils, including those with special educational needs, the higher attainers and those who speak English as an additional language, make consistently good progress as they move up the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are proud of their school and most have good attitudes to their work.
Behaviour, in and out of classrooms	Good. The majority of pupils behave well as a result of the consistent and positive approach to managing behaviour throughout the school.
Personal development and relationships	Very good. Everyone in the school is valued and relationships of mutual trust and respect are evident throughout the school community. Pupils thrive in this atmosphere and grow in confidence.

Attendance	Unsatisfactory. It is below the national average.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Planning in the nursery and the reception class is very good; a rich environment for learning has been created and activities are well matched to children's needs. Excellent teaching, based on a very clear knowledge and understanding of young children's developing needs, was seen in the nursery. In Years 1 to 6 teaching is good overall and in some lessons it is very good. The teaching of English and mathematics is good; the basic skills of literacy and numeracy are taught well and this ensures that pupils make good progress in writing and reading. Planning is very good and there is very good use of assessment to match work to pupils' different abilities. This ensures that most pupils, including those with special educational needs, work at the level they need in order to make progress. Where teaching is satisfactory rather than good it is because there is less use of skilful questioning to help pupils develop their ideas and there is insufficient use of marking to help pupils know what they have to do to improve. A significant minority of pupils are preoccupied with personal and social problems and this inhibits the progress that they make because they find it difficult to concentrate. Teachers then have to work extremely hard in order to interest them in what they have to learn. Teaching assistants also give very good support to these pupils, especially those with emotional and behavioural difficulties. Many pupils do not have the skills they need to work independently. In the best lessons teachers encourage pupils to develop their vocabulary and speaking skills. This does not happen in all lessons, however, and pupils do not then make the progress that they should because they do not have the language that they need to express their ideas clearly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the nursery and reception classes is very good overall and in the nursery it is excellent. It provides the wide range of interesting and practical activities that young children need. In Years 1 to 6 the curriculum is good. A clear programme of work and very good planning ensure that pupils make progress in all subjects.
Provision for pupils with special educational needs	Very good. The school ensures that all pupils with special educational needs receive the help they need, either by using its own resources or by referring to outside agencies.
Provision for pupils with English as an additional language	Very good. The school makes full use of the resources provided by the local authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is very good; the school's consistent approach ensures that pupils have a clear understanding of right from wrong and of their social responsibilities. Provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school cares very well for its pupils and as a result pupils feel safe and secure from an early stage. Procedures for checking pupils' progress

	are very good.
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The school works well with parents, who have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are very good. The acting deputy gives very good support and curriculum co-ordinators lead their subjects well. The school's procedures for supporting staff development are excellent.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are highly committed to the school and give it very good support.
The school's evaluation of its performance	Very good. The school makes thorough and effective checks on teaching, learning and standards and uses the information effectively to inform its future work.
The strategic use of resources	Very good. The school makes very good use of all the resources available to it to support the education and care of the pupils. It applies the principles of best value well.

The school has sufficient staff and resources to meet the demands of the curriculum. The accommodation is used well. Although adequate for the needs of the curriculum, it does not ensure access to pupils and staff with physical disabilities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The approachability of the school and its openness towards them. • The school expects children to do their best. • The leadership and the management of the school. • The way it helps the children become mature and responsible. 	<ul style="list-style-type: none"> • The opportunities for learning outside lessons. • Homework.

The inspectors agree with parents' positive views of the school. With regard to their concern about opportunities for learning outside lessons, they judge that the school makes good provision given the number of staff available. Inspectors judge that the school sets the right amount of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide spread of attainment on entry to the school. Overall it is low; many children have limited language and communication skills, low levels of confidence and little experience of the wider world. They achieve well in relation to their starting points, and by the end of the reception year the majority acquire the broad framework of skills and knowledge that they need to support their later learning. However, standards remain well below those expected for their age by the end of their reception year in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.
2. The school places a particular emphasis on the teaching of the basic skills of literacy, tracks pupils' progress carefully in all aspects of English, and makes good use of the information to inform future planning. As a result there has been an improvement in standards since the last inspection. Pupils achieve well in reading to attain average standards by the end of Year 2 and Year 6. However, a minority of pupils in Years 3 and 4, particularly those who enter the school after the usual starting time, do not have a full grasp of phonic knowledge because it is not emphasised as much in these year groups, and then their progress in reading slows down. Pupils make good progress in writing and reach standards that are below average in Year 2, and average by the end of Year 6. However, few attain at the higher levels in writing, often because of grammatical and spelling errors which go uncorrected in Year 3 and 4, and also because they do not have a sufficiently wide and varied vocabulary to extend their ideas and make their writing more interesting in Years 5 and 6. Standards of speaking and listening are below average throughout the school and this has an impact on their writing because pupils do not have the language skills that they need to reach the higher levels.
3. Pupils make good progress in mathematics, and achieve well in reaching standards that are below average in Year 2 and average by the end of Year 6. Standards, as indicated by the results of national tests, have improved since the last inspection. The co-ordinator for the subject has ensured a very rigorous approach to the teaching of numeracy and this, combined with a thorough analysis of test results and very good tracking of pupils' progress, has been a significant factor in the improvements that have been made. Where pupils achieve at the lower levels, in Years 2, 3 and 4, it is often because of weaknesses in their literacy skills that prevent them from understanding written mathematical questions.
4. Pupils make good progress in science to reach standards that are average by the end of Year 2 and Year 6. This is an improvement since the last inspection and is a result of a clear scheme of work for the subject, which ensures that the whole of the science curriculum is fully covered. There is also good guidance for teachers to help them plan for progression in the skills of scientific enquiry.
5. Standards in information and communication technology are average by the end of Years 2 and 6. This represents good progress in relation to pupils' starting points on entry to the school and is an improvement since the last inspection, when standards were below average. Standards have improved because teachers have greater confidence in teaching the subject, there is a clear scheme of work and resources have been greatly improved with the provision of a computer suite. As pupils progress through the school they demonstrate increasing confidence with the functions of the computer and are beginning to apply their knowledge to help their learning in other subjects of the curriculum. By the time they leave school pupils are developing an understanding of the importance of technology in the modern world and how it affects their lives. The provision of six laptop computers for pupils in Year 6 has helped pupils who have difficulty in writing to make better progress in literacy.
6. Standards in design technology and geography have also improved since the last inspection. Pupils achieve well and attain the expected levels by the end of Years 2 and 6. These

improvements are a result of the development of schemes of work and better planning for the subjects. Good training and curricular guidance in design and technology have been effective in helping teachers to improve their knowledge of the subject and this has benefited pupils. It was not possible to make an overall judgement about standards in music because too few lessons were seen. However, it can be said that pupils achieve well in singing and sing with enthusiasm, enjoyment and commitment. They benefit from participating in concerts at the school and in an annual music festival in Wembley. The school has recently improved its resources for music with the help of funding from the Education Action Zone and this has given pupils more opportunities to use percussion instruments. Standards in history and art and design have been maintained since the last inspection. Pupils make good progress from their low starting points at the beginning of Year 1 and attain standards that are in line with those expected by the end of Year 2 and Year 6. Pupils make satisfactory progress and reach average standards in religious education and physical education. Funding from the New Opportunities Fund has supported additional coaching for football and an after-school dance club, and this makes a significant contribution to the standards that are reached in these aspects of physical education.

7. Pupils with special educational needs make good progress. They have full access to lessons as a result of the well-targeted support that they receive and achieve well in relation to their starting points, with some attaining standards that are in line with those expected for their age. Gifted and talented pupils are identified and given work that is well suited to their capabilities in the subjects of English, mathematics and science. Courses provided through the Education Action Zone also make a significant contribution to the standards that they achieve. As a result, they reach standards that are above average. Pupils who speak English as an additional language achieve well and are given special programmes of support when they need it. The achievement of boys has been lower than that of girls in the past. The school is aware of this and has worked hard to remedy the situation. As a result the gap between boys and girls is now closing and the difference between the attainment of boys and girls is not significantly different from the national trend.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school are good; this is an improvement since the last inspection. They are proud of their school, enjoy lessons and play a full part in the life of the school, including extra-curricular activities. The majority of pupils have good attitudes to their work, listen well to their teacher and are keen to do well. This is most evident in lessons where teaching is very good, when there is a buzz of enthusiastic involvement. Pupils respond positively to questions from the teacher and contribute well to class discussions. In the few instances where pupils are less keen to settle to their work it is often because they are occupied with personal worries. The school deals with this well and ensures that they get the help they need. However, when problems are overwhelming they are still unable to concentrate well in lessons and this then inhibits learning and the progress that these pupils make.
9. The behaviour of the pupils, in class and around the school, is good as a result of the clear and consistent approach to managing behaviour and the very good relationships that teachers have with their pupils, which are strengths of the school. There is generally a calm working atmosphere in the school. When pupils with emotional and behavioural difficulties display challenging behaviour it is dealt with firmly but fairly so that the education of the other pupils in the class is not unduly disrupted. Exclusions are carried out as a last resort and procedures ensure that both parents and pupils understand the reasons for them. As a result fixed-term exclusions generally have a beneficial effect on the behaviour of the pupils concerned. The school has a small number of ethnic minority pupils but incidents of a racial nature are extremely rare.
10. Relationships between pupils and between pupils and adults are very good and have improved since the last inspection. Everyone in the school is valued and the staff spend a great deal of time helping pupils and parents with their problems and concerns. This very caring and thoughtful approach assists pupils' learning. Pupils show a mature understanding and concern for each other because of the good role models set by the teachers and by older pupils who act as play leaders. They try to ensure that everyone is included when they work in groups and this ensures that those pupils who find behaviour and concentration difficult have good role models to follow. For example,

in a Year 2 science lesson where pupils had to work together to make an electric circuit, one higher attaining pupil chose to work with a pupil who had difficulties with his behaviour. They worked well together throughout, successfully completed the task, and took great pride in the finished circuit.

11. Pupils develop very good social skills as a result of a very good programme of personal and social education and the good opportunities that the school gives for them to take responsibility. They are very polite, thoughtful and helpful to visitors. For example, one young pupil offered an inspector a seat so that he could sit down to watch the lunchtime football in the playground. Pupils who act as lunchtime helpers ensure that visitors have everything they need, sit by them, engage them in conversation and make them feel at home. Pupils respect each other's views when others are speaking in class. Pupils in Year 5 and 6 have developed their understanding of their responsibilities in the wider world as a result of their work in assemblies and lessons, and have organised a harvest festival for the local homeless and a bring-and-buy sale to support the 'Childline' charity.
12. The personal development of the pupils is very good. They respond well to the opportunities given to use their initiative. All the older pupils have jobs to do in the school. For example, they help in assemblies and at lunchtime. Pupils in Years 5 and 6 can volunteer to train to be play leaders and help to resolve disputes and organise the play of the younger pupils at lunchtime. Younger pupils have duties in their class, like taking the register to the office. The school does not have formal procedures, such as a school council, for taking pupils' views into account; however, they are frequently asked for their views. For example, they were fully consulted and involved in the provision of playground equipment. The atmosphere of mutual trust that the school promotes ensures that pupils are not afraid to approach the headteacher or their teachers if they have an idea or a suggestion. Their ideas are always taken seriously and encouraged. For example, pupils in Year 5 and 6 have initiated a school magazine and charity events.
13. The level of attendance is unsatisfactory. When pupils do not attend the nursery or their classes regularly they do not make as much progress as their classmates because they miss important work. The educational welfare officer works closely with the school to improve attendance and the initiatives that have been introduced, such as home visits and prizes for those who gain a 100 per cent attendance record, have had a beneficial effect in the short term. However, these improvements have not been sustained and more needs to be done.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is very good for pupils in the nursery and the reception classes; in Years 1 to 6 teaching is good. Some excellent teaching was seen in the nursery. The quality of teaching has improved since the last inspection and this is a significant factor in the good progress that pupils now make. The teaching of English, mathematics, science, geography, history, information and communication technology, and art and design is good. In physical education it is satisfactory. There was not enough evidence to form a judgement about teaching in music, religious education or design and technology.
15. There planning in the nursery and reception classes is very good. The nursery teacher has an exceptional understanding of the curriculum and of how young children learn best and as a result children get the best possible start to their schooling. She takes every opportunity to develop children's basic skills and to provide practical and enjoyable experiences, which encourage the children to explore the world around them and to develop their physical and creative skills. The reception teacher builds well on this work, gradually introducing the children to the more formal structures they will meet in Year 1 whilst at the same time providing well-planned opportunities for the children to take part in activities that they have chosen themselves. As a result children are well prepared for their work on the National Curriculum. The well-trained assistants in the nursery and reception classes give invaluable support to the children who need it.
16. Teachers in Year 1 to 6 show a good level of subject knowledge in the teaching of the basic skills of literacy, numeracy, and in science, art and design, information and communication technology,

geography and history. They are supported well in this by clear curricular guidance and supportive and helpful subject co-ordinators who monitor planning and offer practical and constructive advice when it is needed. This enables teachers to plan well-structured lessons, prepare appropriate resources and give lively explanations and instructions. As a result lessons are made interesting and informative for pupils and most pupils are motivated to learn. A good example was seen in a Year 5/6 lesson when the teacher gave a very good explanation of conditional sentences to enable pupils to understand this aspect of grammar. In most classes, however, there is a minority of pupils who have personal and social problems that pre-occupy their minds, and they then find it very difficult to concentrate on their work in spite of the good teaching and the very good support they receive from teaching assistants.

17. In the best lessons teachers make very good use of subject-specific language, emphasising the meaning and asking questions that encourage pupils to use this vocabulary for themselves. For example, in Year 2 numeracy lesson the teacher asked questions to check that pupils understood the meaning of the words 'addition' and 'subtraction', and encouraged them to use these words when explaining how they had reached their answers. This helped them to incorporate an appropriate vocabulary into their mathematical thinking. In the same class the teacher demonstrated the high expectations that she had of her pupils by using the word 'synopsis', instead of 'blurb'. High expectations were also evident in the Year 5/6 class where pupils used slang in the course of replying to the teacher. The teacher corrected their use of English and gave a clear explanation of when and when not to use slang. However, these very good strategies for improving pupils' speaking skills are not used consistently and pupils' speaking skills remain below average. This then inhibits their learning because they are unable to express their ideas clearly.
18. Most teachers use questioning well and this is effective in encouraging pupils to think for themselves and develop their own ideas. It is used very well in mathematics to help pupils explain their mathematical thinking. In the best literacy lessons teachers ask pupils challenging questions, which are effective in helping them to extend their ideas. For example, in a Year 5/6 lesson the teacher asked the pupils, 'what would be the most effective way to conclude your debate', which encouraged pupils to think about how they could draw their arguments together. When teaching is satisfactory rather than good there is an over-use of closed questioning and pupils have less opportunity to develop their thinking. There are also insufficient opportunities in some lessons for pupils to think for themselves and develop their own ideas. As a result pupils do not have the skills they need to work independently.
19. Teachers make good use of a range of teaching methods to help pupils who learn in different ways have access to learning. For example, in a Year 5/6 science lesson on classification pupils took part in a question and answer game, which involved them moving between 'teams' in order to identify species of animals. This practical way of learning was effective in helping the pupils understand how classification systems work: 'that's the first time I've understood that!' said one pupil. In the same class visual strategies are used effectively to help the pupils learn spelling patterns and whiteboards are used well to ensure that all pupils are involved in whole-class sessions. In Years 1 and 2 there are good opportunities for pupils to talk through their solutions to mathematical problems before they give the answers to the teachers. Group work was used well in a Year 4/5 literacy lesson, when pupils were encouraged to work together to plan and perform the choral speaking of a poem. This ensured that all the pupils were fully involved, and they learned from each other as they shared and discussed ideas about meaning and expression.
20. Assessment is used very well to inform planning for the different needs of pupils. This ensures that the work is well matched to the needs of pupils in lessons. There is also very good use of assessment in the course of lessons. The teachers check what pupils already know before they start the main part of the lesson. They then build on this effectively to develop their understanding. In one mathematics lesson there was very good use of the teaching assistant's time during a whole-class session at the end of the lesson, when she made a note of the pupils' answers to questions. The teacher then amended her planning for the next day based on this information. Some very good marking is evident in one of the Year 1/2 classes and for pupils in Years 5 and 6. Longstanding weaknesses are evident in the marking of work for pupils in Years 3 and 4, where

there is very little use of written comments to help pupils know what they have to do in order to improve their work.

21. Teachers make very good use of all the time that is available in lessons and there is good preparation and use of resources to support pupils' learning. Teaching assistants are very well deployed to support the pupils who most need help and this makes a significant contribution to the progress that they make. There is very good communication between the teachers and their assistants and this flow of information ensures that pupils' work and progress are monitored carefully. Homework is used well to support work in school.
22. Pupils with special educational needs are well supported. However, teachers' planning does not sufficiently reflect the targets in their individual education plans. Very effective liaison between the co-ordinator for special educational needs, class teachers and support staff ensures appropriate support and challenge for these pupils to make progress. The teaching of pupils with special educational needs is good throughout the school. Teachers target their questioning well to ensure that pupils with special educational needs are fully included in whole-class sessions and support staff work alongside these pupils effectively, encouraging them to participate fully and to stay on task. The pupils are frequently praised and show good levels of self-esteem. The teachers plan programmes of work with the support staff, to ensure that these pupils gain the maximum benefit from the work planned. Staff maintain careful assessments of pupils' progress, which are used very well to inform the next step of pupils' learning. Local authority expertise is used very well to identify the needs of pupils who speak English as an additional language and this results in clear programmes of work being planned for them.

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

23. The curriculum that the school offers is good. This is an improvement since the last inspection. It is broad and balanced and fully meets the legal requirements of the National Curriculum. All the criticisms of the last report have been successfully addressed; a full curriculum plan is now in place.
24. A very clear programme of work is in place to show how the curriculum is covered. This ensures that teachers have the guidance that they need to plan for each year group and ensures the development of pupils' knowledge, understanding and skills as they move through the school. Policy documents and subject guidelines are reviewed regularly as part of the school's plans to ensure ongoing improvements in its work. Planning is checked regularly by the headteacher and subject co-ordinators and this ensures that the school's plans are put into practice and, when problems occur, something can be done about them. Links that are being developed between the subjects of the curriculum make good use of curricular time and strengthen learning. However, more needs to be done to systematically promote pupils' speaking skills across the curriculum.
25. All pupils have full access to the school's curriculum and this reflects the school's main aims to ensure that all pupils have an opportunity to succeed. The school has effectively implemented the National Literacy and Numeracy Strategies. It makes very good use of nationally and locally-available funding to support learning for many pupils. There are a range of additional classes to raise the attainment for those pupils who need additional support in English, mathematics and science. The number of pupils who do not have a computer at home is below the national average. The school endeavours to compensate for this by ensuring that the computer suite is used throughout the school day, including lunchtime. In addition, pupils in Year 6 who find writing difficult are given laptops to use to support their work in literacy.
26. The curriculum that is provided for pupils in the nursery and the reception class is very good overall and in the nursery it is excellent. A supportive learning environment has been established which ensures that children feel safe and secure from an early stage. A wide range of varying and interesting practical activities, some of which are directed by the teachers and others initiated by the children, build on and effectively extend children's knowledge, experiences, interests and skills. As a result children develop their self-esteem and their confidence and ability to learn.

27. Curricular provision for pupils with special educational needs is very good throughout the school. Planning ensures that pupils are set appropriate challenges and, as a result, they enjoy learning and make good progress. Teaching assistants and support staff are very effective in helping pupils with learning difficulties to access the curriculum. They also support those with emotional and behavioural difficulties very well, giving sensitive encouragement to raise their self-esteem whilst at the same time setting clear expectations about behaviour. On a very few occasions they work with them outside the classroom to avoid disruption to other pupils and this ensures that they complete the work that has been set and that they make good progress.
28. The school's provision for gifted and talented pupils is good. Their gifts and talents are clearly identified and fostered at every opportunity. For example, very good use is made of available funding from the Education Action Zone to send pupils to specialised courses, and five pupils are due to attend a course of those who are particularly talented in dance; others are to attend a course on media arts.
29. Provision for health education, sex education and drugs awareness is very good. Throughout the school, there is dedicated time for personal, health and social education. Outside agencies are used appropriately to help to deliver this. For example, the police, and in particular the policeman on the school's governing body, contribute well to safety awareness, 'Crucial Crew' and the drugs awareness programme, and the school nurse helps to deliver aspects of the sex education given to pupils in Year 6.
30. A good range of extra-curricular activities is provided for all pupils in Years 3 to 6. Good use is made of New Opportunities Funding to provide specialist input that would not be available otherwise: for example, for football and dance. As well as a range of sports activities, there are clubs for computers, music and crafts, including cookery. These vary throughout the year to allow pupils to sample a variety of activities. They make a very good contribution to the development of personal and social skills and make a positive contribution to learning.
31. The curriculum is enriched by visits to places of interest, although funding restricts the number that can be made. A residential visit to Matlock for pupils in Year 5 has been funded by the Education Action Zone and is being undertaken for the first time this year. Subject dedicated days, such as 'Art Day', 'Football Skills Day' and a geography day on France make exciting contributions to the curriculum.
32. The school has good links with the community, including the local police and health services. There are a few links with local industries: a local supermarket, for example, provides fruit for a unit of work in geography and a recycling firm supports the school by giving materials for art. The school has established very good links with other schools through a consortium that provides cross-phase liaison and links are also being established with a local Beacon school. A good primary-secondary transfer/induction programme is in operation for pupils in Year 6. Links with the 'Sure Start' scheme in the area are beginning to develop.
33. Provision for pupils' spiritual, moral social and cultural development is good overall. Findings are similar to those of the last inspection.
34. Provision for pupils' spiritual development is satisfactory. The school's main strength is that it has successfully developed a climate within which all pupils can grow and flourish, respect others and be respected. The statutory requirement to have a daily act of collective worship is met and this provides opportunities for pupils to think about a range of issues that affect themselves and others. Religious education lessons help children to develop an understanding of the beliefs of others and the way that they affect their lives. There are opportunities to reflect on their own feelings and emotions in the course of personal and social education. Other subjects of the curriculum provide opportunities for pupils to reflect on the range of conditions that affect people's lives; for example, in the course of their work in history they have written about the thoughts and feelings of evacuees. Whilst these opportunities are used well to develop pupils' self-knowledge, provision for spiritual development is satisfactory rather than good because it is not systematically built into the

curriculum and opportunities are missed for pupils to develop deeper insights and an appreciation of the world about them.

35. Provision for the pupils' moral development is very good. The school provides a clear moral code as a basis for behaviour, which is promoted consistently through all aspects of the school. Parents report that the school gives a good grounding to pupils' understanding of right and wrong. The school actively encourages pupils to think about the less fortunate and to raise money for charities. The equal opportunities of all pupils are actively promoted. All adults within the school community are very caring and pupils learn from their good example. Moral themes are discussed in the pupils' personal, social and health education (PSHE).
36. The provision for social development is very good. Pupils are actively helped to develop the qualities of thoughtfulness, honesty and respect for difference that are valued in society, as part of the well-planned PSHE programme. These values are also promoted extremely well through the whole ethos of the school and the very good role models that are set by all the adults who work there. Pupils are actively encouraged to work together collaboratively. For example, they are encouraged to share equipment, to discuss their ideas in pairs and in Years 5 and 6 they often work as a group. For example, the teacher encouraged pupils to develop their interpersonal skills and language in the context of developing an argument as part of a debate about whether Queenswood School should have a tuck-shop. This contributed to pupils' social development very well and resulted in pupils working well together, listening with respect to each other's ideas and presenting their ideas constructively.
37. Experiences such as competitive sports in physical education also help pupils to learn the skills of teamwork. The school gives the pupils ample opportunities to take responsibility and show initiative. For example, older pupils act as play leaders and this involves them in teaching other pupils how to play games and also in helping to resolve disputes.
38. The provision for cultural development is satisfactory. Care is taken to develop an understanding of the pupils' own cultural heritage through literature, drama, music, art, craft, dance and visits to places of educational interest. Christmas productions are regular events. Pupils' understanding of wider cultural imagery is extended satisfactorily through work on different religions in religious education. There is a good range of artefacts from other cultures and parents and pupils from different ethnic backgrounds are encouraged to talk to the pupils about their cultural traditions. This satisfactorily helps pupils to develop openness to new ideas and to appreciate the diversity of cultures. However, opportunities are missed to widen pupils' first-hand experiences of different cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The last inspection report stated that the care and welfare of pupils was very good and this is still the case.
40. The school's procedures to ensure the pupils' welfare, health and safety are very good. The teachers know their pupils well, recognise their needs and give them very good support and guidance. The school has an appropriate child protection policy and it is implemented very well by the headteacher, as the person responsible. She has received all the necessary training, as have all staff. The school has very good contacts with other professional agencies, such as social services. Multi-agency working is a strong part of the school's caring provision and these very good links make a significant contribution to the provision that the school makes for pupils who require specialist support.
41. The school's policy and procedures for health and safety are very good. The health and safety committee of the governing body meet regularly, make comprehensive checks of the buildings and grounds and inform the local authority of their findings. Appropriate action is taken on any concerns identified. The school is rightly concerned about the noise from the adjacent motorway and is trying to get some soundproof fencing installed. There is very little vandalism at the school and this eliminates many safety hazards that pupils might otherwise meet. This is assisted by

having a resident caretaker who knows the local community well but is also an indication of the respect that the local community has for the school. There are appropriate safety procedures in the event of emergencies such as fire or accidents to pupils or staff.

42. Curricular arrangements ensure that pupils have a very good grounding in how to keep themselves safe and healthy. The school has three healthy school awards and healthy snacks are encouraged. The Year 3/4 class participates in 'Whizzkids' sessions, which teach them about health issues and eating the right food. Younger pupils receive fruit at break time and milk is available twice per week for all pupils. The school cook takes great care to see that the dietary needs of the pupils are met.
43. The school's procedures for monitoring and supporting pupils' personal development are very good. The personal development of the pupils is monitored by their class teachers and by other adults in the school. Pupils' personal development is referred to in annual reports and each pupil has a personal target as well as academic ones. Communication between all the staff who work with the pupils is very good and this ensures that they take account of and attend to any personal issues that may affect pupils' behaviour or learning. Personal development records are mainly informal, except for pupils with special educational needs (SEN), for whom formal records are kept. The staff are very caring and give willingly of their time to sort out pupils' problems. Pupils receive enormous benefit from this and knowing that the school cares about them.
44. The school has worked extremely hard to improve attendance rates and this has had some effect, although more needs to be done in order to bring attendance rates up to a satisfactory level. Its procedures for checking attendance are good. Attendance is monitored by the administrator, the educational welfare officer (EWO), class teachers and the headteacher. Registers are marked correctly and regularly and attendance is analysed to look for patterns or trends.
45. The school has good procedures for checking the behaviour of its pupils and promoting good behaviour, which are also very effective in eliminating oppressive behaviour. The school behaviour policy is put into place consistently throughout the school. There is a suitable range of rewards and sanctions; they are known and understood by the pupils and they are used very well to encourage good behaviour. Consultations are taking place with parents and pupils about a new behaviour policy in order to raise standards of behaviour even further through their greater involvement. Incidents of bullying are rare but, when they do occur, they are dealt with speedily and in accordance with the school's policy.
46. Assessment procedures are very good throughout the school and very good use is made of them to inform planning for pupils' differing needs. This is an improvement since the last inspection. Very precise information is kept about pupils' progress in English and mathematics and this is used to identify their next steps in learning. Assessments in other subjects of the curriculum are made against the learning objectives of each unit of work. The school's procedures for the early identification of pupils with special educational needs start in the nursery, occasionally prior to children being admitted into the Foundation Stage. Analyses from baseline assessment are used to inform provision for special educational needs. Individual education plans are appropriately reviewed each term and Statements of Special Educational Needs are reviewed annually.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views of the school are very positive and have improved since the last inspection. The warm and friendly welcome, which all visitors to the school receive from the school's reception and administrative staff, creates a very good first impression and makes an important contribution to parents' positive views of the school and their willingness to approach it when they need to. There are very good arrangements for introducing parents and their children to the school, which include visits to their homes by nursery staff, opportunities for the children and parents to visit the school, and 'welcome' booklets. There are also daily opportunities for parents to exchange information with nursery staff at the beginning and end of sessions. These positive early experiences build up parents' confidence in the school and contribute to the continuing very good relationships that they have with the school staff as their children move through the school. Parents feel that they can

approach them with any concerns and feel that the school works very closely with them, giving both personal and practical support. This all-round care and concern, not only for pupils, but also for the family, makes a very positive contribution to pupils' learning because they know that both school and home are working in the same direction. The one area in which the school has not yet made sufficient impact is in helping all parents to understand that regular attendance, in the nursery as well as the main school, is important if their children are to make progress.

48. The quality of the information provided is satisfactory. Regular newsletters and termly curriculum newsletters are sent out which keep parents well informed about day-to-day matters as well as about what their children will be learning. Comments in the pupils' achievement booklets, by most parents, show their active involvement in their child's education. There are appropriate formal opportunities for parents to discuss their child's progress with the class teacher and parental attendance at these meetings is high. Pupils' termly targets and profiles are shared with parents. Annual reports tell parents what their child knows, understands and can do in English, mathematics and science, but reporting in the other subjects is very similar for different pupils and is mainly about what they have studied, rather than what progress they have made.
49. Parents of pupils with special educational needs are regularly informed of their children's progress. The head, who is presently acting as the co-ordinator for this area, makes every effort to encourage them to become involved in their children's progress.
50. The contribution of parents to children's learning, at home and at school, is satisfactory, although a minority of parents do not support their children with their homework by ensuring that it is done and sent back to school. There is a small but dedicated group of Friends of the school. They raise money by holding events, like discos, car boot sales and a sponsored 'bad hair' day. The money raised has been used for furnishings, the library and for football kit, all of which contribute to the quality of pupils' learning. Several parents help in the school on a regular basis, including hearing pupils read and helping to support practical activities. For some parents this practical involvement is helping them to acquire their own qualifications. The school has held useful courses for parents, which have included courses on computers and on 'how to help your child at home'.
51. The school recognises that it needs to develop its procedures for more formally taking parents' views into account, and has already begun work on this; for example, it has conducted a questionnaire to gain parents' views on school uniform and is currently consulting them on its behaviour policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are very good and have improved since the last inspection. A clear vision for the school is now in place, the overall aims are reflected in all its work, and, as a result, the school has a clear educational direction. The headteacher is highly committed to the school. She leads by example, with energy and drive, is held in high regard by the governors and staff and is greatly respected by parents and the community. Everyone in the school is cared about and valued; there is strong sense teamwork and a determination to provide the very best education and care for pupils. The headteacher manages changing circumstances very well, planning ahead for all contingencies to ensure the continuity of education for pupils. The acting deputy headteacher gives very good support in her varying roles as staff mentor and mathematics co-ordinator, and also through the very good example that she sets as a class teacher.
53. The excellent delegation of roles and responsibilities ensures that leadership is evident at every level in the school community. All staff, teaching and non-teaching, are involved in the running of the school. They are given the time and training that they need to carry out their work and encouraged to develop their own ideas. Regular contact ensures that they understand what is expected of them and the importance of their role. As a result, there is a cohesive staff team, who work well together, and who have a very good understanding of their role in the day-to-day work of the school and its longer-term improvement. They know that their work is valued and are highly dedicated to the school and its pupils. This has been a major factor in bringing about substantial

improvements since the last inspection. Pupils are also encouraged to take on roles and responsibilities through, for example, the play leader scheme and, as a result, they feel a strong sense of pride in their school.

54. Governors fulfil their statutory responsibilities very well and make a substantial contribution to the effectiveness of the school. They share a wide range of experience and expertise and use these combined strengths well for the benefit of the school. Committees and meetings are very well organised and attended and issues are rigorously debated prior to decisions being made. Governors have responded well to the last inspection and are involved well in monitoring and shaping the direction of the school. They have a clear view of its strengths and weaknesses and of the challenges that it faces. For example, they are aware of the particular needs of the pupils and the local community. They are also aware of the additional workload being carried by the headteacher as a result of the school not having a permanent deputy head.
55. The school's procedures for performance management and the promotion of the professional and personal development of all staff are excellent. This has made a significant contribution to the quality of teaching and the improvements that have been made since the last inspection. There are very thorough induction procedures for new members of staff and newly qualified teachers, and extremely good support, not only from the headteacher and acting deputy head, but also from other members of staff. As a teacher very new to the school commented, "you can go to anyone for help, and you will get it". All staff feel that they are given good encouragement and support in the development of their roles and in gaining the experience that they need to further their career aspirations. As a result, they have the expertise and confidence to promote improvements in their subject areas.
56. The co-ordinator for special educational needs is presently on secondment to the local education authority. The headteacher maintains a very good overview of the provision and manages this area as an added responsibility, very well. The head, the senior management team and the governors have a clear vision for inclusion that has been communicated to the whole school community. The impact is seen in the good progress and achievements of the pupils. The governors are involved well in checking the implementation of the policy for special educational needs.
57. There are very thorough and effective checks on teaching, learning and achievement in most subjects of the curriculum. A clear and well-organised programme includes lesson observation, looking at pupils' work, checking teachers' planning and reports from teachers about units of work. This ensures that the headteacher, senior management team and co-ordinators have a good overview of the effectiveness of their school improvement efforts, and of the areas for future development. Thorough feedback to individual teachers gives useful pointers on how they can improve. These arrangements are not yet fully in place for information and communication technology, religious education and geography, in part due to changes in staff.
58. The headteacher collates the assessment data, which gives a comprehensive picture of the progress and achievement of every child in the school over the longer term. The results of these checks are carefully analysed and used well to inform future developments. Governors ensure that they are well informed about the school, not only through the headteacher's reports and presentations by co-ordinators but also by visiting the school regularly and talking with staff. The school makes very good use of specialist staff employed by the local authority and of others who are funded through the Education Action Zone, to help improve its work. For example, the behavioural support teacher has made a significant contribution to the way that behaviour is managed in the school and the behaviour of pupils has improved as a result.
59. Procedures for development planning are very good and ensure that everyone understands the main priorities for improvement, the time schedule and their part within school development. Clear foci for improvement are identified as a result of consultations with staff and governors. Parents and pupils are also consulted on some issues. Actions are carefully planned so that they are manageable and properly funded. There are very good links with the budget and success criteria and arrangements for checking the progress of actions are clearly identified.

60. The budget is very well managed and administered and the principles of best value are applied well so that the highest value is obtained for the lowest cost and all the monies that are available to the school are directed towards obtaining the best possible provision for the education of the pupils. The school makes very good use of all its allocated funds for their designated purposes and links them closely to its priorities for improvement. The school augments its income effectively by using funding from a range of sources; for example, funding for the New Opportunities Funding is being used to develop its provision for football and dance and monies from the Education Action Zone are being used to improve the curriculum for music. The school had a deficit budget in the last financial year as a result of local authority changes to funding for special educational needs and the removal of a specialist unit from the school. This deficit has now been eliminated.
61. The school has sufficient staff and resources to cover the needs of the curriculum. The accommodation is adequate for the needs of the curriculum and the very best use is made of it to support learning. However, it does not ensure access to pupils or staff with physical disabilities, the noise from the nearby motorway intrudes when windows are open, the roof frequently leaks and toilet and kitchen facilities for the youngest pupils are inadequate. Given the good progress that the pupils make from their very low starting points on entry, the standards that the school achieves and the high levels of care and welfare that pupils receive, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to build on its strengths and raise standards even further the headteacher and governors should:
- (i) improve pupils' skills in speaking and listening by :
 - ensuring that there is clear guidance to support planning for the development of speaking skills throughout the curriculum;
 - actively promoting pupils' use of subject-specific vocabulary, complex words and grammatically-correct speech in lessons;
 - ensuring that pupils have opportunities to talk through and explain their ideas;
 - actively correcting incorrect speech when it occurs.(see paragraphs 2, 17, 24, 99, 100, 103)

 - (ii) improve rates of attendance so that they are in line with the national average by:
 - making more frequent use of the systems already introduced, including rewarding good attendance;
 - following up absences when they occur in the nursery;
 - ensuring that there are first day follow-ups for all cases of absence.(see paragraphs 13, 44, 69)

The governors should also consider the inclusion of the following less immediate issues in their action plan for improvement:

- ensure that the high standards of marking that are evident in some classes are developed consistently throughout the school.
(see paragraph 20, 106, 112,)

- improve reports so that they give accurate information about what pupils know, understand and can do in each subject of the National Curriculum.
(see paragraph 48)

- develop more opportunities for pupils to have first-hand experiences to learn about the wide range of different cultures that are represented in society.
(see paragraph 38, 158)

- ensure that opportunities for pupils' spiritual development are systematically built into the curriculum.
(see paragraph 34)

* already recognised by the school in its school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	16	8	0	0	0
Percentage	8	31	41	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	11	155
Number of full-time pupils known to be eligible for free school meals		59

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		42

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	7.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	18	18	20
	School	82 (86)	82 (95)	91 (100)
Percentage of pupils at NC level 2 or above	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	20	20	20
	School	91 (86)	91 (90)	91 (86)
Percentage of pupils at NC level 2 or above	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Separate figures for boys and girls are not given because there are less than eleven girls in the year group and only twelve boys.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	13
	Girls	10	11	12
	Total	17	21	25
Percentage of pupils at NC level 4 or above	School	63 (67)	78 (86)	93 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	9	11	11
	Total	15	19	19
Percentage of pupils at NC level 4 or above	School	56 (62)	70 (71)	70 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	125	5	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	9	1	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	20.6:1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	17.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	.5
Number of pupils per qualified teacher	22
Total number of education support staff	2
Total aggregate hours worked per week	16.25

Financial information

Financial year	2001/2
	£
Total income	405 376
Total expenditure	412 389
Expenditure per pupil	2159
Balance brought forward from previous year	35861
Balance carried forward to next year	- 7189

Number of pupils per FTE adult	7.3
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	166
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	5	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	59	36	2	0	2
My child gets the right amount of work to do at home.	46	41	10	2	0
The teaching is good.	66	32	2	0	0
I am kept well informed about how my child is getting on.	61	32	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	77	20	0	0	2
The school works closely with parents.	66	32	0	0	2
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	70	27	2	0	0
The school provides an interesting range of activities outside lessons.	40	38	2	5	14

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

63. Provision for three, four and five-year old children is very good and has improved since the last inspection. Teaching and the curriculum offered in the nursery are excellent and strengths of the school.
64. Children are admitted to the nursery in either the September or February of the year in which they become four. They then move into the reception class a year later. There are very good arrangements to introduce children and their parents to the school. These include well-planned visits to children's own homes and well-organised opportunities for parents and children to visit the nursery. The children attend the nursery on a part-time basis. For many this is their first experience of spending time away from their parents and this gradual introduction to school life helps them to feel safe and secure from an early stage. There are similarly sensitive arrangements when children transfer to the reception class where they are gradually introduced to full-time schooling.
65. The links that the nursery and reception class have with parents are very good and have improved since the last inspection, and funding from the Education Action Zone has contributed to this. The nursery teacher is held in very high regard by parents and they know that they can approach her or the school at any time if they have any concerns. There is a 'Sure Start' scheme in the area. There have been few links with it to date, although the school is keen to remedy this situation for the benefit of the children and their families.
66. The nursery and reception classes are of adequate size. The nursery benefits from its own enclosed outdoor area, which is used in all weathers for a range of activities. The reception class also has access to this area and makes regular use of it. Where there are weaknesses in the accommodation it is because it lacks its own kitchen and designated washing and changing area, and the toilet areas are intimidating for very young children.
67. Although a few children enter the nursery at the level expected for three and four-year-old children, the majority have poor communication, language, and mathematical skills. Many lack confidence and imagination, have very little experience of the world around them and their physical skills are underdeveloped. The teaching that the children receive is very good overall and in the nursery it is excellent. Teachers have to work extremely hard to raise children's attainment from the low levels on entry. Although many children do not reach the expected standards by the end of the reception year, they all make good progress because of the very good provision that is made for them.
68. The curriculum for children in the nursery and reception classes is very good. It is thoroughly planned and ensures that children make progress in all the areas of learning. Activities in the nursery are rich and stimulating and skilfully structured to meet the wide range of children's needs. All children are able to take part in a wide range of experiences at the level they need for their all-round growth and development. The reception class teacher builds effectively on these early experiences, introducing the more formal elements of the curriculum, such as the early skills of reading, writing, and number work, in interesting and practical ways. She also ensures that the children still have the opportunities that they need to learn through play and talk. Children are well prepared for their work in Year 1. The nursery nurse and teaching assistants give very good support to the children they work with, particularly those with special educational needs.
69. There are excellent procedures for keeping track of children's progress and assessing what children know, understand and can do as a result of taking part in activities. This information is used effectively to inform planning for future work. Attendance at the nursery and reception class is poor. This can be partly explained by the fact that some children are particularly prone to illness. However, this is not always the case and not all the parents recognise the importance of children's regular attendance, particularly in the nursery. As a result some children do not get into the habit

of coming to school regularly. They then miss valuable opportunities for learning and because of this do not make the progress that they should.

Personal, social and emotional development

70. On entry to the nursery, children are often very unsure of themselves and have few social skills. They gradually gain in confidence because of the supportive and caring atmosphere that is provided in both the nursery and the reception classes, and the very good and sometimes excellent teaching they receive. This involves helping children to acquire the most basic of skills in every aspect of their personal, social and emotional development.
71. Many children have to learn to trust the adults they work with before they can be persuaded to participate in activities. They gradually learn to do this because of the consistent responses they receive from all the adults who work with them. Children's ideas are valued, particularly when adults take part in their play and accept their ideas. With gradual encouragement the children begin to take responsibility for planning their work; for example, when deciding the materials and the colours they would use for making a huge picture of a giant.
72. Children gradually gain a sense of their own identity, and learn to respect themselves and others. This is as a result of the atmosphere of mutual respect and understanding that is evident in both the nursery and the reception class, and the very good relationships that all the adults have with the children. Children learn how to get along with their classmates in the nursery because they are carefully shown what to do and told what to say in different situations; for example, when they want to play with something that another child has. These skills are reinforced in the reception class, where children are also encouraged to consider the importance of friendship. A wide range of activities is provided to help the children learn how to work and play together in both the nursery and reception class. By the end of the reception year most children successfully take part in activities that require them to share equipment and materials, and they understand the importance of turn-taking and sharing.
73. Children develop positive attitudes to their learning and gain confidence in their own ability to do things for themselves because of the excellent range of experiences which make learning enjoyable for the children and which they can control. For example, resources in the nursery role-play area are organised in such a way that the children can access them for themselves as they need them to develop their own imaginative ideas, and in the reception class, the children have been involved in designing and making their own resources for the role-play area. All the children are involved in planning the activities they will take part in and as a result begin to learn some the skills of independent learning, such as decision-making.
74. The high expectations of behaviour that the teachers have of the children are consistently reinforced and, as a result, good habits of behaving are established from an early stage. By the end of the reception year most children are keen to do their best, respond well to their teachers' instructions and enjoy taking part in all the activities provided for them.
75. There is very good support for children with special educational needs and for those who speak English as an additional language. This helps these children to develop the confidence that they need to take part in lessons and ensures they make progress.

Communication, language and literacy

76. Teaching in the nursery and reception classes gives very good emphasis to the development of children's communication, language and literacy skills. Children have a wide range of opportunities to speak and listen to adults and other children and represent their ideas through drama, and making pictures and models. Many children do not have the language skills and the words that they need to talk about their experiences and to express their needs, ideas and feelings when they enter the nursery. Although these children are initially quite reticent they gradually develop the confidence to answer questions and pass comments because of the very good support they receive from the teaching assistants and the encouragement of the teachers. By the end of the

reception year most children are beginning to use the correct words to name objects and can retell their experiences in simple terms when asked to do so. However, they do not yet have a wide vocabulary and many still have difficulty in pronouncing words correctly and speaking in grammatically correct sentences.

77. Teachers work extremely hard to help children to develop their skills in using language for thinking. The children do not readily commentate on their own actions, and make little use of language to describe what they see, to create roles, develop stories and interact imaginatively with others when they enter the nursery. The excellent range of opportunities provided in the nursery helps children to develop these skills in all areas of the curriculum. For example, adults played alongside children to help them develop their ideas through talk, in the re-enactment of the story of the 'Three Little Pigs', in which the children were encouraged to act through the story using a model of a farm. In the course of using whisks to make bubbles the adult working with the children commentated on what she was doing and described what she saw happening, and this encouraged the children to do the same.
78. Most children have little experience of books before they start nursery. There are regular opportunities for children to look at books and to share them with each other and with adults. By the end of the reception year children enjoy looking at books, are aware of how they work and some older, higher attaining children are able to tell their versions of the stories using their emerging knowledge of words and clues from the illustrations. Most children listen with enjoyment to stories, show a good understanding of the sequence of a story, and can follow the events as the plot unfolds. In the reception class they begin to sustain attentive listening during whole-class literacy sessions, when they respond with relevant comments to their teachers' questions.
79. Every opportunity is taken to draw children's attention to the written word and the letters that are within words. For example, children have to find the card with their name on it and put it on a board to show that they have arrived when they enter the nursery. They are encouraged to look for the word that says the day of the week as part of their early morning routines. In the reception class they are encouraged more formally to learn the initial sounds of words and to associate them with letters of the alphabet.
80. The children are actively encouraged to make their own attempts at writing from an early stage. All their early attempts at making marks are valued and as a result children develop the confidence they need to begin to write. Opportunities to help children to see a real purpose for writing are created whenever possible. For example, the children took great delight in receiving a letter from the 'Three Little Pigs' and were very keen to help make them new houses as they had requested. As a result of activities such as this children gain an early understanding that print carries meaning and that writing can be used to record their personal ideas. Children are formally taught how to form their letters correctly through interesting and practical activities such as tracing letters in sand, and painting and decorating the letters in their name. As a result most children write their own name neatly by the end of the reception year. There is a very good range of opportunities for children to use their writing skills independently in the course of play activities and both the reception and the nursery class have writing tables which have a good range of resources to help children to develop their writing skills and their knowledge of letters.

Mathematical development

81. Very good teaching ensures that children in the nursery and reception classes have the range of experiences that they need to establish a basic foundation of mathematical understanding.
82. Children in the nursery gain an early understanding of mathematical ideas as a result of a very wide range of activities within the carefully-planned environment. For example, in the course of their role play they use bowls of different sizes for the three bears and carefully share out the 'porridge' between the three bowls. They compare the lengths of their shadows in the work on the theme of 'Inside Outside'. They have looked carefully at two-dimensional shapes in the course of their art work, and thought about how they can recognise them. When working with mathematical blocks they develop their early ideas about the relationships between numbers and explore some

of the properties of three-dimensional shapes. The provision of tricycles in the outdoor play area helps to develop the children's early understanding of space, direction and speed. Children have looked carefully at their own size when drawing large-scale pictures of themselves. More formal opportunities for children to develop their understanding of numbers are given at the beginning of the day when the children take it in turns to take their own 'register' alongside the teacher. The children then count up how many marks they have made to work out how many children are present and how many are away. Opportunities to record these figures help the children to develop an early recognition of number.

83. Children extend their learning in the reception class through both practical and more formal activities. Activities such as singing and counting rhymes also help the children to develop their counting skills. As a result most can count accurately from zero to ten by the end of the reception year. Some can count beyond fifty when supported by the teacher; for example, when seeing how far they can get before the children return from taking the register to the office. Opportunities for children to count real objects in a range of different ways help most children to develop an understanding that the last one in the count is the same as the number in the set.
84. They begin to gain an early understanding of addition and subtraction when they work out how many objects they have when one more is added to a set or one is taken away. Higher attaining children begin to make towers of cubes in different ways, count the number in each tower and then calculate how many they have altogether. Children are taught how to write numbers correctly and are gradually developing the skills that they need to record their own early calculations.
85. Most children can identify simple two-dimensional shapes such as squares, circles, and triangles, and, depending on their level of language acquisition, describe these shapes in simple terms when asked. Opportunities to make models from used card, cartons and construction equipment contribute to children's understanding of three-dimensional shapes. Play activities that involve the use of sand and water are used very well to help develop children's learning about shape, space and measure. Few make use of mathematical terms for themselves although they do begin to understand the meaning of terms such as 'add' and 'equals', 'more' and 'less' because of the emphasis put on language in the course of teaching.

Knowledge and understanding of the world

86. Excellent teaching in the nursery ensures that children have an extremely good range of opportunities to develop the confidence that they need to explore their surroundings and to develop their understanding of the world around them. They have, for example, created a map of the local area, by looking carefully at photographs and an enlarged map of the area. In the course of this work they talked about their home and community, started to describe simple journeys and talked about what they had noticed about features of the local environment. In the course of writing a letter to their grandparents they visited the local post office to buy stamps and then posted it in the letterbox. Children in the reception class have had a very good range of opportunities to think about where they live and the people who help them. The local policeman has visited the school, for example, and the children have had a chance to talk to him about his uniform, equipment and work.
87. Very good provision in both the nursery and the reception class ensures that children develop an early understanding of the passing of time. For example, they have looked at photographs of babies, talked about what the babies were doing and linked this to what they might have done as a baby. This promoted replies such as, 'I could crawl, I slepted in a cot, I had mashed up apple'. Skilful development of children's thinking by teachers helped the children to think about the differences between themselves as babies and as children aged three and four. Finally the teachers encouraged the children to talk about what they would like to do when they get bigger. This enabled some children to gain an early understanding of the future.
88. Very good opportunities for children to explore the natural world have helped children to notice the different patterns and colours in living things. For example, they have used all their senses to examine flowers and bedding plants and then made their own paintings or drawings of them.

Opportunities to plant seeds and care for them have helped to develop children's awareness of how things change and grow. For example, they checked what had happened to the seeds each day and talked about what they saw, expressing their delight when the first shoots came through!

89. A feature of the very good teaching in the nursery and the reception class is the way that activities are carefully designed to encourage children to explore and to develop their understanding progressively. For example, children's curiosity was captured and developed very effectively as part of their work on 'Inside/Outside' when children looked at shadows and the way they were made - some children working out that shadows only visited them on sunny days. Opportunities to use torches in the class den motivated the children to explore the different shadows that they could make. The provision of an overhead projector was effective in helping them to develop their ideas further as they placed different objects on an overhead projector and drew round the shadows cast. Reception-aged children extended their understanding by looking at reflectors and finding out how they helped keep them safe in the dark.
90. Children in both the nursery and reception classes have ample opportunities to investigate how a range of construction materials work and learn how they can be fitted together to make objects of their own choosing. Well-focused construction activities, such as building houses for the three little pigs, help children to begin to develop their ideas with a purpose in mind. Teaching also ensures that children develop the skills that they need to use simple tools such as scissors and glue sticks properly and that they learn techniques such as folding and joining materials.
91. A range of good opportunities helps children to develop an understanding of cultural differences. For example, they have looked at clothes worn by people who dress in different ways, and have tasted foods from different parts of the world. Two mothers of children at the school have come in to the school and talked to the children about their different traditions.
92. Children are beginning to become familiar with computers and to use cameras to take pictures. They have also been introduced to the use of the photocopier, expressing amazement when they photocopied their 'letters' to their grandparents, saying it was like "magic".

Physical development

93. The very good teaching that children receive ensures the regular and frequent opportunities that young children need for their physical development, both indoors and outside. As a result they make good progress in improving their co-ordination, control, manipulation and movement.
94. There are opportunities for children to develop their manipulative skills when using construction toys and when drawing and cutting, for example. They are also taught how to hold pencils and scissors correctly and this supports their work in other areas of learning. Opportunities for pouring sand and water from one container to another help them to improve their hand and eye co-ordination. Children are given ample opportunities and plenty of time to explore and refine their movements and actions as they play outdoors on tricycles and other equipment. They develop increasing control over the way they move, for example, in bursts of fast pedalling and then changing directions to avoid an obstacle. Large-scale movements such as climbing through and over objects provide opportunities for children to learn words that describe different positions and movements. Children also learn and improve skills such as jumping, skipping and running as they play alongside their classmates. Well-planned opportunities to re-enact the stories that they hear enable the children to express their feelings and to practise different emotional responses.
95. Children in the reception class develop their skills further by taking part in more formal lessons in the hall. They change into appropriate clothing and are taught how to dress and undress themselves independently and to fold their clothes carefully so that they will be ready to put on again. There are very good arrangements for when children do not have their own suitable clothing. Clean clothes from the school's own collection are allocated with the minimum of fuss and children are then able to take a full part in activities. Whilst working in the hall children learn to move safely and develop a satisfactory awareness of their own space and that of others.

Creative development

96. Many children find it hard to use their imagination when they enter the nursery. All adults who work with the children work skilfully to help them make up their own imaginative stories when using the role-play area and this, combined with the well-planned provision of resources, helps the children to begin to develop their own ideas. For example, a small case containing a number of containers was left in the role-play area. The children enjoyed looking inside the case and were inspired to think of their own ideas about what might be inside the containers. The provision of small toys representing the real world enhances the development of children's ability to visualise and think through their imaginative ideas and to practise their use of language in different situations. The teachers make very good use of stories in books to extend children's imaginative ideas. For example, as a result of reading about the giant in 'Shhh', the children enjoyed painting the cooking pot, and took great delight in painting all the disgusting things in it such as 'eye balls' and 'worms'.
97. Children enjoy painting and drawing in both the reception and the nursery class, and respond well to the many opportunities that they have to paint what they see, feel and imagine. They explore colours and textures and are taught how to mix colours. In the reception class they also develop their early understanding of how to vary the tones of colours to create different effects.
98. The children readily join in with nursery rhymes and action songs and enjoy opportunities to play instruments and to move in response to the sounds that they hear. Older reception-aged children join assemblies and are already trying to join in with repeating phrases in school hymns.

ENGLISH

99. Standards attained by the pupils at the end of Year 2 are below average, but by the time the pupils leave the school at the end of Year 6, attainment is average in both reading and writing, although more pupils attain at the higher levels in reading than they do in writing. Throughout the school, all pupils, including those with special educational needs and those who learn through English as an additional language, make good progress because of the good, and often very good, teaching they receive, a well-planned curriculum and good use of assessment to inform planning for pupils' differing needs. Raising standards in English was identified as an area for improvement in the previous inspection. Since then, the school has addressed the issue well and standards have been raised as a result. However, standards in speaking are below average throughout the school and this prevents standards in English from rising even further because pupils do not have the language that they need to express their ideas.
100. Pupils join the school with very limited speaking and listening skills and a few are in the early stages of learning how to communicate with others and to express themselves clearly. In the best lessons the teachers have very high expectations of pupils and provide very good opportunities to extend their vocabulary. A very good example was observed in a literacy lesson, in the mixed Year 1 and 2 class, where the teacher replaced the word 'synopsis' with the word 'blurb' on the back of reading books. In a Year 5 and 6 classes, the teacher planned and delivered a series of lessons on putting forward an argument for and against setting up a tuck shop in the school. The pupils worked in groups, jotting down their points of view, and offering alternate observations, which were subsequently read out by a representative. Pupils were encouraged to be adventurous in their choice of vocabulary, in order to emphasise their points of view. The higher attaining pupils offered phrases such as, 'Perhaps we should consider'...or 'It can be argued'. The lower attaining pupils and those who have special educational needs fully participated, through the effective help they received from the teaching assistants. They practised reading their paragraphs, in order to improve diction. Organisation, such as pairing of pupils where each has to offer views to the partner, is well developed in the school. However, other opportunities for speaking, such as describing events and experiences, reporting and discussions, are not yet sufficiently developed in all classes, in English and across other subjects, to enable the pupils to extend their vocabulary and speak with fluency, clarity and coherence.

101. The pupils read at an appropriate level for their age by both Years 2 and 6. Measures such as rigorous teaching of phonics in Years 1 and 2 are helping to raise standards. Pupils have reading targets that are regularly checked and their progress is monitored. The pupils enjoy reading. Higher attaining Year 2 pupils read stories with expression and retell the plot. The lower attaining pupils use their well-developing phonics skills well to sound out words such as 'factory' or 'treated'. Average and lower attaining pupils in Years 3 and 4 do not have all of the basic skills, such as phonics, to enable them to read fluently, and as result there is some slowing down in progress for this age group. The school recognises this and is beginning to address the issue. The higher attaining pupils in Year 4, for example, read books in the Harry Potter series with confidence and fluency. They talk about what may happen in the story and about the characters in the book. These pupils have good reference skills and they know about fiction and non-fiction books. The lower attaining pupils read hesitantly and recall plot and character, but their research skills are weak. In Year 6, the pupils read at the appropriate levels for their age. They read with enthusiasm and many do so for pleasure. The higher attaining pupils use skills of skimming and scanning to locate information. They are beginning to read a wider range of books and to appreciate poetry. The lower attaining pupils predict how the stories will develop. In discussion with the pupils, it is clear that the teaching of reading is effectively co-ordinated with work in subjects other than English, so that vital opportunities for practice and reinforcement of reading are not missed.
102. Standards in writing are improving throughout the school. There has been a strong focus on the development of writing skills, which is helping to raise standards. Overall, the pupils in Year 2 do not reach the appropriate levels for their age. The higher attainers begin to write independently and their writing is beginning to be lively, holding the reader's interest. They use a good range of punctuation marks correctly and a few are beginning to use joined script. Spelling is generally accurate. The lower attaining pupils also make good progress through the consistently good teaching that takes place. However, their spelling is weak, including that of words that are commonly used.
103. Pupils in Year 6 write for numerous purposes. The few higher attaining pupils use complex sentences, which are correctly grammatically constructed. In this group, spelling is generally accurate and pupils use words to good effect, such as, 'Her heart was pounding and thoughts were whizzing through her mind'. They organise their writing into linking paragraphs. In the Evacuee Story, for example, the pupils captured the history, times and the format of diary writing well. The average and lower attaining pupils also make good progress. However, they do not have a sufficiently wide and varied vocabulary, their spelling is weak and they often use punctuation marks incorrectly. Scrutiny of work in Years 3 and 4 indicates that there are weaknesses in pupils' use of Standard English, with some grammatical mistakes, such as a singular verb for a plural noun and tenses that are often confused. Spelling of commonly used words is particularly weak in these age groups and pupils use only a limited vocabulary. These mistakes are not always picked up in marking. The co-ordinator for English is well aware of the need to improve this aspect of the subject and has already put forward a well-focused action plan for improvement.
104. Pupils make satisfactory use of computers to support their work in literacy; for example, in using the Internet to search for information and in using word processing programs to present their work. There is particularly effective use of laptop computers to support the progress of pupils with special educational needs in English and this is helping them to reach higher standards. Although pupils make satisfactory use of their writing skills in the course of their work in other subjects of the curriculum, there is a need to plan these links more systematically to support pupils' progress in writing.
105. Pupils with special educational needs make good progress as a result of the very good provision that is made for them. Teachers, together with classroom assistants, plan programmes of work, which are appropriately modified to suit the particular needs of each pupil. The assistants maintain a running record of pupils' responses, which they share with the class teachers, to inform future planning. Key words are emphasised and explained well, to enable the pupils to understand new concepts in lessons. The support provided for these pupils is in class and this ensures that are fully included in all lessons.

106. The overall quality of teaching is good; some very good lessons were also observed. This is an improvement since the last inspection, when teaching was judged to be satisfactory. The lessons that are very good are characterised by a lively and animated approach that motivates the class to listen attentively. The pupils are given clear explanations and the teacher checks their understanding with skilful questions. Constructive feedback is given to the pupils that gives them confidence and shows them what they have learned. Throughout the school, teachers assess pupils' work very well and use the information to plan the next steps in their learning and to set targets for improvements. These strategies are helping to raise standards. However, marking is variable. Where it is particularly good, the teachers acknowledge pupils' effort, but provide them with pointers on how to improve it, such as 'Try to vary how you refer to the character, to give the story more interest.' There are occasions, however, where the teacher does not draw pupils' attentions to basic mistakes, such as grammar, non-standard English and the spelling of commonly used words. As a result, the pupils adopt a habit that is then difficult to break.
107. The co-ordinator for English has only recently taken over the management of the subject. Nevertheless, she has made a good start in analysing strengths and areas for development. She rightly recognises the need to find and make explicit links between speaking and listening and writing, and to systematically build them into the planning of lessons through all areas of the curriculum.

MATHEMATICS

108. Pupils' mathematical skills, including their number recognition and their mathematical vocabulary, are well below the level expected for children of a similar age when they enter Year 1. Although pupils make good progress in Year 1 and 2 their standards are still below average by the end of Year 2. Pupils continue to achieve well in Year 3 to 6 as a result of good teaching, and reach average standards by the end of Year 6. Results in national tests have improved significantly since the last inspection. This is a result of the successful introduction of the National Numeracy Strategy under the very good leadership of the subject co-ordinator.
109. By the end of Year 2, pupils are developing a secure grasp of number facts and their skill at manipulating numbers mentally is developing well. Pupils recognise odd and even numbers, and can count in twos, fives and tens. They are beginning to develop a good understanding of the mathematical ideas of multiplication and division as, respectively, repeated addition and subtraction. They identify many two and some three-dimensional shapes and explain some of their properties. Pupils understand some basic measures; for example, they tell the time on digital and analogue clocks and are developing a more secure understanding of simple fractions such as halves and quarters. Mathematical vocabulary is developing well; pupils understand and correctly use words such as '*subtract*', '*minus*', '*half*' and '*double*'. Pupils have learned to collect data, often in tally form, which they then use to produce simple bar graphs. Lower attaining pupils order numbers to 100 and have a basic understanding of hundreds, tens and units. They add coins to a value of ten pence and understand the concept of halves. However, limited literacy reading skills inhibit the progress of some lower attaining pupils; although they are able to understand signs and processes verbally they cannot always read them.
110. By the end of Year 6 most pupils have developed sound strategies for manipulating numbers mentally. They have a secure understanding of the four mathematical operations and the relationship between them. They know all the multiplication tables to 10, multiply four-digit numbers by two-digit numbers, add and subtract decimals up to two decimal places and understand the processes of long division and multiplication. Pupils' knowledge of shape and space is sound. They understand lines of symmetry, rotational and reflective symmetry, area and volume, and have a simple grasp of ratio and proportion. Pupils collect and use data to produce bar and line graphs and pie charts. They have a sound knowledge of metric units of measurement. Lower attaining pupils round to two decimal places, use coordinates appropriately and multiply three-digit numbers by two-digit numbers but again many lower attaining pupils are restricted by weaknesses in their literacy skills, particularly in Year 3 and 4.

111. At the time of the last inspection, the overall quality of teaching at was judged to be good although planning was criticised for not being sufficiently detailed. Both teaching and planning are now good and sometimes teaching is very good. This represents an improvement since the last inspection. An example of a very good lesson was with a group of high attaining pupils in Years 1 and 2. The teacher's high expectations of both work and behaviour motivated the pupils well and the pace of her delivery and the questions she posed resulted in very good learning taking place. She focused well on vocabulary, asking such questions as 'If I'm counting on am I adding or subtracting?' and constantly asking pupils to explain how they had reached their answers. Teachers set clear learning objectives for every lesson and adapt or provide different work for pupils according to their needs. Learning objectives are often shared with pupils, which helps them understand the purpose of the work and reflect afterwards on how well they have progressed. Good questioning and use of ongoing assessment are also strong features of the most effective lessons. For example, teachers often give pupils opportunities to explain the strategies they use and, from this, assess how well they have understood new ideas or acquired new skills. They then modify their questions to individuals so as to provide relevant challenge and opportunities for all to achieve success. Other features of the good teaching seen include teachers' good subject knowledge, the maintenance of a brisk pace to lessons and good use of the review session at the end of the lesson. As a result pupils enjoy lessons and progress well.
112. Assessment, which was criticised as a weakness at the time of the last inspection, is now a strength of the subject. An example was seen in a lesson with pupils in Years 3 and 4 where planning had been amended as a result of the work done by the class in the previous session. In Year 2 marking is exemplary and it is also good in Years 5 and 6. These high standards are not so evident in other classes, however. Regular homework supports work done in class.
113. Throughout the school, teachers work hard to use and promote mathematical vocabulary. For instance, in a lesson about fractions with pupils in Years 3 and 4, pupils were asked to suggest ways of saying that one was bigger than another as an introduction to the symbols for more and less than. Good links with information and communication technology were made in a lesson with pupils from Years 5 and 6. Otherwise there was little evidence of computer use in the subject. The teacher had both good mathematical knowledge and computer skills and was able to enthuse her pupils to use spreadsheets to recognise the equivalence of decimals and fractions through a challenging task. Good use was made of the classroom assistant to help lower attaining pupils to complete their task. Pupils with special educational needs are well supported in lessons by well-briefed classroom assistants or by the teacher directly.
114. Resources are generally good with the exception of the number of scales currently available for pupils in Years 3 to 6. The co-ordinator does all the long and medium-term planning for the school. This is a strategy to ensure that pupils in mixed-age classes are being taught appropriately and has been successful in raising standards. She monitors the weekly planning and sees other staff teaching at least once a year. She monitors pupils' work by examining a representative selection of books twice a year. This is allowing more informed evaluation of teaching and learning, which is supporting planning for improvement very well.

SCIENCE

115. An analysis of pupils' work and observations of lessons show that pupils attain standards that are average by the end of Year 2 and Year 6. This represent good progress and pupils achieve well in relation to their starting points at the beginning of Year 1. This is due to good teaching in the subject and thorough planning which ensures that all aspects of the subject are covered progressively as pupils move through the school. This is an improvement since the last inspection. The school's results in national tests are better than they were at the time of the last inspection and this is attributable to improvements in teaching and in the curriculum that is provided.
116. Throughout the school there is a wide range of opportunities for pupils to observe, explore and answer questions about living things, materials and physical phenomena. There is a particular emphasis on encouraging pupils to undertake experiments systematically. As a result pupils acquire a clear understanding of the investigative process. They think carefully about the scientific

questions that they are asked and take care to ensure that their tests are fair. They predict what they think the answers might be, work together to collect evidence and record their results systematically. They evaluate their evidence and draw plausible and well-reasoned conclusions from it. For example, pupils in Year 2 have experimented with a car travelling down a ramp set at different angles, taking care to use the same car and to release it from the same point on the ramp each time. They have measured how far it travelled each time, recorded their results in tabulated and graphical form and concluded that when the ramp is steeper the car travels further.

117. Pupils' understanding of forces is developed further in Year 6. For example, they have carried out experiments to answer the question, 'What surface helps a brick to move more easily?' The provision of a clear planning guide for the investigation ensures that pupils consider all the elements necessary for a fair test, and realise that they have got to ensure that they keep everything except the surface the same. They record their results accurately in Newtons, measuring how many units of force are needed to pull a brick on different materials. They present their results carefully, again in graphical form, and decide on how closely their predictions matched their conclusions. Whilst these examples illustrate pupils' progress in their scientific understanding, they also show that there is not the same degree of progression in their use of their mathematical skills for recording their scientific result and this is an area for development.
118. Opportunities for pupils to apply their knowledge and understanding to everyday and scientific situations are developed well in Years 3 to 6. For example, they apply their knowledge of how their bodies work and of the properties of different types of foods that they eat when considering their personal health. In a Year 6 lesson on classification pupils were able to draw on their knowledge of different kinds of living creatures to answer questions that helped them find their correct category. Pupils are beginning to make use of information and communication technology in the course of their work in science, although this is an area that is being developed. Few pupils reach above average levels because they do not always have the range of scientific vocabulary that they need to communicate their scientific ideas, and their skills in asking their own scientific questions and designing their own experiments are not sufficiently developed.
119. The quality of teaching is good, with a number of strengths that account for pupils' good progress. Planning is good with clear learning objectives that are shared with the pupils. This ensures a clear focus for lessons that pupils understand. Teachers have good subject knowledge and this enables them to give clear explanations and demonstrations and to ask questions that help pupils to think for themselves. Teachers use a wide range of resources, and use practical methods that capture and hold the pupils' interest. For example, in a Year 1/2 lesson the children were fascinated by how a torch worked. They then made a circuit for themselves, connecting the wires in the correct places in order to light up a bulb, and finding out what happened when they changed the connections. All pupils enjoy investigative work and the good arrangements for pupils with special educational needs to work with other pupils in the class or to receive support from teaching assistants ensure that they make progress.
120. The quality of marking in science is variable. Where it is best there are helpful written comments that acknowledge the pupils' efforts and also help them to improve their work. There are weaknesses in Years 3 and 4, however, where marking is often scant and is not used sufficiently to help pupils make progress. Assessment arrangements are good and used well to inform planning for pupils' differing needs. The subject is well led. The co-ordinator has ensured that a thorough scheme of work to support teachers' planning is in place. She makes regular checks on planning and on the standards reached, and is developing her role by observing lessons.

ART AND DESIGN

121. Standards are in line with national expectations by the end of Year 2 and Year 6. All pupils, including those who have special educational needs, make good progress in developing their skills, knowledge and understanding as they move through the school. The school has maintained its standards since the last inspection.
122. Pupils in Year 1 and 2 demonstrate a sound understanding of lines, patterns, shapes and colour and of how they can be used to represent both their imaginative ideas and their observations of the

world about them. They develop their skills in using pencils, paints and crayons satisfactorily. For example, they 'took a line for a walk' and shaded in the shapes they created, using a variety of pencils in different ways to good effect. In a very good lesson observed during the inspection, the pupils used the whiteboards to explore ideas and to develop skills, before attempting patterns on sheets of paper. They worked with enthusiasm, concentration and care.

123. As the pupils move through the school, they build successfully on their knowledge, skills and understanding, and begin to combine different elements of art, such as colour, shape and texture, to make their work more interesting. They also develop a satisfactory knowledge of the work of different artists and craftsmen and begin to use this information to embellish their own work. Scrutiny of pupils' work indicates that the pupils have a wide range of art experiences, including three-dimensional and textile work. In one lesson observed in the mixed Year 5 and 6 class, the pupils carefully evaluated the work of a variety of classical and modern painters, considering colour, line and the artists' intentions. The pupils then used a viewfinder to recreate a selected area of the artist's painting, to good effect.
124. Good links are made with other subjects and they make a positive contribution to pupils' achievement in art. For example, in Year 2 pupils capture the style of Mondrian using computers. Similarly, in Years 3 and 4, the pupils use an art program to recreate their own stained glass window patterns successfully. Pupils' use of different techniques of appliqué, to produce an 'African' story quilt, has supported their work in geography, literacy and also their understanding of other cultures.
125. The overall quality of teaching is good. Teachers help the pupils to focus well on detail, and give help to the pupils to extend their ideas to improve their work. Lessons are well planned and structured and pupils respond well because work is presented in interesting and enjoyable ways. Teachers take their own professional development seriously and their knowledge and understanding of the subject are consequently good. As a result they are confident in teaching pupils the correct skills.
126. The co-ordinator leads the subject well and has a good overview of what is being taught and the standards that the pupils reach. Art and design is enriched through carefully planned educational visits to galleries and to museums such as the Walsall Gallery, and this contributes well to pupils' cultural development. The school makes appropriate use of national guidance to support the teaching of art but has plans to update its scheme of work so that skills progression is improved even further.

DESIGN AND TECHNOLOGY

127. No lessons were seen in design and technology during the inspection. However, a scrutiny of pupils' work and discussions with staff and pupils show that standards in design and technology have improved since the last inspection. Pupils throughout the school now make good progress and attain standards that are in line with the levels expected by the end of Year 2 and Year 6. As no lessons were seen it is not possible to form a judgement about the quality of teaching; however, it can be said that there is thorough planning and teachers have a sound knowledge and understanding of the subject because of the good guidance and training given by the subject co-ordinator.
128. By the end of Year 2 pupils are beginning to develop their ability to use simple tools to cut and shape materials such as fabric, paper and card. They assemble, combine and join materials and consider weight-bearing attributes. Pupils make decisions about the materials and tools they use. For example, pupils in Year 1 have made moving vehicles from cardboard boxes whilst those in Year 2 have designed and made oven gloves and masks. Discussion with pupils from Year 2 showed that they still remembered much of this work and could, for example, describe the function of an axle.
129. By the end of Year 6 pupils are beginning to design for a particular purpose. Design briefs by pupils in Years 3 and 4, along with the completed articles, showed that they have constructed

moving monsters, glove puppets and containers for money. Similarly, pupils in Year 5 have produced very neatly made hand puppets. However, in none of these year groups was there any evidence of written evaluation. By contrast, there was clear evidence that pupils in Year 6 not only produce well-annotated designs and carefully constructed artefacts but also make a written evaluation of their work. There was also evidence of good cross-curricular links being developed in the subject in this year group through the use of stick puppets. For example, they were used for a shadow puppet play telling the story of Rama and Sita, which made an important contribution to pupils' cultural development. It is clear from the care that most pupils take in completing constructions that they enjoy the subject.

130. The subject is very well led and this has contributed well to the improved standards in the subject. A new policy based on the latest government guidelines for the subject has been introduced. The co-ordinator has produced useful guidance folders for each unit of work and this supports teachers' planning for the subject well. There are plentiful resources, which are well organised and safely stored. The subject co-ordinator checks the subject carefully and as a result is fully aware of areas that require further development, such as the use of information and communication technology in the subject. There is a good assessment system to track the progress of individual pupils' skills.

GEOGRAPHY

131. Scrutiny of pupils' work, discussions with pupils and teachers and the three lessons seen during the inspection indicate that pupils achieve well and standards at the end of Year 2 and Year 6 are similar to those found in most schools. This is an improvement since the last inspection when attainment in Years 1 and 2 was found to be below expectations. Pupils with special educational needs are fully involved in all learning activities and make good progress.
132. The requirements of the National Curriculum are met throughout the school. Geography alternates with history on the timetable. Pupils in Year 1 look at houses, including special houses such as kennels, and consider what they would miss if they were to move home. The latter provides a good link with the personal and social education programme. Work in Year 2 is mainly based on Katy Morag and the Isle of Struay but also includes making a plan of the classroom and looking at a variety of fruits and where they come from. This enables pupils to become more aware of the world beyond Telford. Discussion with pupils from Year 2 showed that they understand the definition of an island and could recall enthusiastically much of the work they had done about the Isle of Struay. They also knew why bananas do not grow in England and apples do not grow in the Caribbean. Pupils demonstrated a clear interest in the subject.
133. For pupils in Years 3 to 6, work is organised in two, two-year cycles to ensure full subject coverage for mixed-age classes. Topics covered include features of the seaside; rivers - both their general features and specific rivers such as the Severn and the Ganges - and the countries of Europe and France in particular. Discussion with pupils showed that they know the difference between a country and a continent, know the features of desert landscape, and can describe many of the features of a river using subject-specific vocabulary. Nevertheless, the school has identified that specific skill development is weak for pupils and plans to address this by the co-ordinator providing appropriate training. She will also update staff about the new documentation.
134. The quality of teaching in geography is good. Lessons are well planned and resourced and teachers demonstrate good subject knowledge. It is clear that they know their pupils well and enjoy a good rapport with them. This enables them to include all pupils in their questioning. In the very good lesson the questioning was particularly astute as it reflected both an immediate assessment of the pupils' knowledge and simultaneously challenged them to extend their thinking. Classroom assistants were used well, recording, for example, pupils' responses so that they could then be used to assess current levels of knowledge when planning for the next lesson. Homework is used effectively to encourage pupils to carry out research independently. Marking of work in books is generally encouraging but rarely tells pupils how they can improve.
135. The subject is well led by an enthusiastic and knowledgeable co-ordinator. She took up the post in September 2002, and is a geography specialist. She has already drafted a new policy document

based on the latest government guidelines and developed the school's guidance for teachers, incorporating elements from several commercial schemes. The content of this now has a clearer focus on skill development. She recognises that the current assessment procedures require updating and that although resources are adequate some are now outdated and others are limited in their usefulness. There is limited use of the computer to support work in geography, mainly due to limitations in software.

HISTORY

136. As a result of timetabling arrangements, no history lessons were observed during the inspection. The subject is taught on a blocked basis, with equal allocation of time between geography and history. Discussions with pupils and analysis of pupils' work show that they achieve well and that standards are in line with national expectations. Since the previous inspection, the school has maintained its standards.
137. By the time they reach Year 2, the pupils understand that life was different in the past. For example, they learn to appreciate how people managed before electricity and what life was like at the time of Samuel Pepys. Through a project on the Great Fire of London, the pupils learn about the way of life at that time. They also learn about the changes that have taken place in homes since 75 years ago, and gain knowledge about famous people, such as Braille or Dr. Barnardo.
138. As the pupils move through the school, they build on their knowledge, skills and understanding through studying historical events, not only in this country, but also in other parts of the world. Their studies are enquiry based, where the pupils investigate what they know, what they want to know and what they have learned. This strategy helps the pupils to learn about the Romans or ancient Egypt and Greece. Nearer to home, the pupils look at the Celts and the Anglo-Saxons and the effects of invasions and settlements. Local history, based on the Victorian period, is well developed through visits such as the Ironbridge Gorge, Wroxeter and Blists Hill. Through first-hand experience, where the pupils undertake the roles of working children, they effectively gain good understanding of life of the period. The project on World War 2 was successfully studied to enable the pupils to appreciate what life was like during those war years. In discussion with the pupils, it is clear that they enjoy history. They talked enthusiastically about visiting places and the experiences they gained.
139. While it was not possible to observe any lessons in history, there is sufficient evidence that the overall quality of teaching and learning is good. The teachers plan work carefully, to ensure that the pupils make good learning gains. They make good links with other subjects, such as design and technology and art. Drama days are used well to help pupils' understanding of what life was like in the past. The subject is made more interesting for pupils through visits to local historical sites, such as the Ironbridge Gorge, and also by visitors to the school. This contributes well to their appreciation of history and their heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. A major concern at the time of the last inspection was that standards were not high enough in this subject. Attainment was stated to be below average for Year 2 pupils although in line with national expectations for those in Year 6. This issue has been addressed. Evidence from lessons seen during the inspection, discussions with pupils and the range and quality of work show that pupils achieve well and attainment is now similar to that found in most schools.
141. There has been good improvement between inspections and all the issues raised then have been addressed well. The impetus for the improvement has been the acquisition of the computer suite, which has provided the means of focusing on the development of pupils' computer skills. Classes have at least two lessons in the suite each week, one to learn specific skills in information and communication technology and the other so that pupils can apply these to other subjects in the curriculum, usually literacy or numeracy. This has addressed the criticism made at the time of the last inspection that there was no systematic teaching of specific computer skills. There is also a very popular lunchtime computer club that operates daily. The suite affords the school an excellent facility. However, this is impaired by inadequate ventilation as the room quickly becomes very hot and uncomfortable even on cold days. This inhibits concentration for some pupils.
142. Pupils now cover all aspects of the information and communication technology section of the National Curriculum, including control technology. The school has recently acquired eight laptops for group use within classroom lessons and to supplement computers in the suite when classes are large. Currently there is limited software for the laptops and the school is very aware of this. Progress is at least satisfactory for all pupils and good for a significant minority. The only significant difference in the rate of progress for different groups of pupils is that those who have access to computers at home are able to reinforce teaching done in school more quickly than those who do not. However, the school endeavours to compensate for this by making computers available every moment of the day.
143. By the end of Year 2 pupils are competent in using the mouse and are beginning to develop their skills in using the keyboard. They log on, access programs, use a variety of fonts, use the computer to generate pictures for use in texts and cards, produce and print out pictures and simple graphs for mathematical data and control and plot the direction of a *Roamer*. Year 2 pupils were learning how to amend text and then save the changes they had made. By the end of Year 6 pupils are able to access programs confidently, save their work and organise and refine information in different forms. They use terms such as "drag", "clipart", "rotate" and "sensor" with confidence and understanding. Less than forty per cent of pupils have a computer at home. Those who do improve their skills more rapidly, as is shown by their homework researched on the Internet and returned in the form of computer printouts. All pupils, whether they have a computer at home or not, retain a keen interest in the subject and enjoy their use of the suite.
144. The quality of teaching is good. All lessons are well planned, organised and delivered with a good focus on the appropriate technical vocabulary. Teachers have good subject knowledge and their understanding of pupils' differing needs enables them to use questioning effectively to include and motivate all the class. The pace of the lessons is good and tasks are appropriately set in order to build on pupils' prior knowledge. The good teaching ensures an enthusiastic pupil response. Behaviour is good and as a result pupils achieve well.
145. The co-ordinator has been in post only since September and knows that she needs to review the policy document; the Qualifications and Curriculum Authority's scheme of work has been adapted for the school's use. She regularly checks planning and pupils' work and this is helping her to build up a picture of how the subject can be improved.
146. The computer suite is very well used. Hardware is supported by a growing range of software and access to the Internet and e-mail in the networked suite. Parents were appreciative of the recent guide to the Internet produced by the school. The good progress made since the last inspection has established a sound platform for future subject development and for improving pupils' attainment.

MUSIC

147. Only one music lesson was seen during the course of the inspection and so it is not possible to make an overall judgement about standards in music. However, pupils were heard to sing in assembly and from this it can be judged that pupils sing well. They benefit from a range of opportunities to sing, not only in assemblies, but also in concerts and music festivals. They particularly look forward to an annual trip to Wembley where they join with two thousand other children from different parts of the country to sing and make music. The local authority music adviser has contributed significantly to music provision at the school by training staff and helping in the development of a scheme of work. Although this ensures that pupils receive their full entitlement to the statutory curriculum, costs prevent pupils from having instrumental tuition from the local authority music service.
148. Pupils sing hymns and songs well and with great enthusiasm. They have a sound understanding of how to control their voices and are able to obtain the correct pitch, rhythm and expression. Their ability to keep in tune is enhanced when they are accompanied by a recording of songs and a confident and enthusiastic adult singer to help them. This was often the case during assemblies when the headteacher whipped up enthusiasm by her own obvious enjoyment of singing. There are worthwhile and well-planned opportunities for pupils to listen to music, for example at the beginning of assembly, when the music is chosen by a pupil who has a particular interest in the subject. This makes a significant contribution to pupils' musical appreciation, and their knowledge and understanding of the musical elements. However, opportunities are missed to help develop pupils' knowledge of composers.
149. Not enough lessons were seen to give a judgement about the quality of teaching. However, in the one lesson seen it was good. The teacher's own enjoyment of the music and her sense of fun were infectious. Pupils' interest was captured and as a result they enjoyed the lesson and worked hard. Resources for the subject have been recently improved as a result of funding from the Education Action Zone. In the lesson seen they were used very well to develop pupils' understanding of rhythmic patterns and to help them develop their own musical ideas.
150. The subject is being co-ordinated well by the acting deputy headteacher, in the absence of the member of staff who is normally responsible for the subject. There is a clear plan for the development of the subject and this has been effective in improving teachers' confidence in taking their own class music lessons. A sensible assessment system is in place to ensure that teachers keep a track of pupils' attainment and progress.

PHYSICAL EDUCATION

151. The standards reached by pupils in physical education are average as a result of sound teaching. The school benefits from funding from the New Opportunities Fund to support football tuition. The school also organises swimming lessons for pupils and this is effective in ensuring that they can all swim the nationally-expected 25 metres before they leave. After-school clubs, such as dance club and football, are very well attended and enhance provision for the subject, making a significant contribution to pupils' standards. During the inspection, dance was observed in Years 1 and 2, football and dance were seen in Years 3 and 4, and games were observed in Years 5 and 6.
152. Pupils in Years 1 and 2 demonstrate increasing control over their dance movements as they respond to opportunities to move in different directions and at different speeds in response to teachers' instructions. They made particularly good progress in a lesson in which they were challenged to make different shapes with their bodies to represent the different shapes of pasta. They combined their movements well in different sequences and linked them well by travelling in various ways. They worked hard to follow the teacher's instructions and enjoyed watching each other perform aspects of their work. They worked hard to practise and develop their ideas, evaluated their own movements and then made improvements as a result. In Years 5 and 6 pupils demonstrated that they have a range of skills to play competitive games. They used attacking and defending skills well in the course of a game of indoor skittle ball, worked well with each other to

keep the game going and controlled the ball with increasing accuracy in response to good coaching from the teacher about how to throw it and how to land after catching it. The subject is appropriately linked to personal, social and health education and this ensures that pupils have a sound understanding of the role of physical education in fitness and health. Opportunities are also taken to help pupils' understanding of the emotions. For example, in a Year 4/5 dance lessons pupils demonstrated through their actions and expressions the emotion of anger.

153. The quality of teaching was satisfactory in lessons seen. Lessons proceeded at a good pace, and were appropriately structured with warm-up and cool-down routines. Opportunities were given for pupils to evaluate each other's work. Pupils respond well to their lessons and work hard throughout. In the best teaching there was coaching of specific skills and this helped pupils to improve their work.
154. The leadership and management of physical education are good. The subject co-ordinator has a good knowledge of the subject and has worked hard to develop a scheme of work, which ensures that all aspects of physical education are covered and which supports teachers' planning well. She has a clear picture of the strengths and weaknesses in the subject and plans for further improvements. There are sufficient resources for the subject and appropriate health-and-safety checks for large gymnastics equipment. The school hall is used well for gymnastics and dance, and there is a good-sized playing field for games and athletics.

RELIGIOUS EDUCATION

155. Pupils' knowledge and understanding of religious education is in line with the levels expected at the end of Years 2 and 6. Evidence from pupils' work, planning documentation and lesson observations indicates that their progress in the subject is satisfactory overall. This is similar to the findings of the last inspection.
156. As a result of visits to the local church and the strong links that the school has with it, pupils have a satisfactory knowledge of some of the important features of the Christian religion. They know some of the stories from the Bible, such as the story of 'Noah', and stories told by Jesus such as that of the 'The Prodigal Son', and have a satisfactory understanding of how the Bible teaches Christians about the way they should live their lives. As a result of a talk by the vicar, pupils were inspired to think about those less fortunate than themselves and organised a Harvest Festival Service to raise money for food for homeless people. They have a sound understanding of some of the symbols that are important to Christians; for example, that the candle represents Jesus as the Light of the World.
157. Pupils have some opportunities to learn that other religions are represented in society; for example, they have found out about some of the traditions of Diwali. There are opportunities for pupils to learn about the key beliefs and teachings of different religions. For example, the Sikh pupils in the school have talked to all the pupils about the rules of their religion that effect the way in which they live their lives. Pupils have then compared these rules to the ones that are followed by Christians. In Years 5 and 6 pupils have found out about Hinduism and been fascinated by the traditions such as the marriage ceremony, comparing them with what they are used to in their own culture.
158. It is not possible to give an overall judgement on the quality of teaching because only one lesson was seen in religious education. This was taken by the vicar, who explained the importance of the communion service to the pupils in Years 4 and 5. The authenticity of this account had a profound effect on the children and led to a thorough understanding of why the ceremony is so special to Christians. However, pupils do not have enough opportunities to find out about other religions through hearing authentic accounts and this is an area for development.
159. The school now makes use of the locally agreed syllabus and the Quality and Curriculum Authority (QCA) scheme of work. Although this ensures that the requirements of the agreed syllabus are broadly met, there is insufficient guidance on how the needs of each age group can

be addressed and this limits progress because pupils of different ages sometimes tackle similar work.

160. The leadership and management of the subject are broadly satisfactory. The co-ordinator has maintained the subject whilst at the same time carrying out major improvement work in science, which she also co-ordinates. The subject is on the school development plan and she has a clear idea of how it can be improved. A formal assessment system for religious education has been introduced but it is not yet embedded. The school has a range of artefacts from other faiths and appropriate use is made of these to help pupils develop the correct technical terminology to describe them.