

INSPECTION REPORT

CAPTAIN WEBB PRIMARY SCHOOL

Location: Dawley

LEA area: Telford & Wrekin

Unique reference number: 123443

Headteacher: Mrs J Gupta

Reporting inspector: M J Weaver
9352

Dates of inspection: 3rd - 6th February 2003

Inspection number: 248455

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Webb Crescent Pool Hill Dawley Telford
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Joan Noel
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9352	Mr M J Weaver	Registered inspector	Educational inclusion	Characteristics of the school The school's results and pupils' achievements Teaching and learning Leadership and management What the school should do to improve further
19365	Mr G Stockley	Lay inspector		Pupils' welfare, health and safety Partnership with parents and the community
31334	Mrs B Atcheson	Team inspector	The foundation stage Religious education	
25577	Mr W Jefferson	Team inspector	Mathematics Music Physical education	
32226	Mrs T Quick	Team inspector	Provision for pupils with special educational needs Information and communication technology Geography History	
2911	Mr E Steed	Team inspector	Science Art and design	Pupils' attitudes, values and personal development
22704	Mr G Williams	Team inspector	English English as an additional language Design and technology	Quality and range of learning opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Dawley area of Telford. It forms part of, and benefits from, support funding from the Telford Education Action Zone for numeracy and behaviour management. There are 403 boys and girls on roll full time; the majority are of white British origin; six pupils are of Indian origin, three are Chinese and two are dual-heritage Caribbean. Five of these pupils speak English as an additional language, with only one pupil at an early stage of using English; this is low compared to the national average. Thirty-two boys and girls attend the nursery part time. Almost one quarter of the pupils have special educational needs, the majority of these having moderate learning difficulties. Twelve pupils have statements of special educational need, which is a high proportion. Almost twice the national average of pupils join the school after the normal starting age and leave before the end of Year 6. A little over one third of the pupils are eligible for free school meals; this is well above the national average. Pupils' attainment on entry to school is below average overall.

HOW GOOD THE SCHOOL IS

This is an improving school that enables pupils to achieve above average standards in mathematics and science when compared to similar schools. Pupils make satisfactory progress overall in English, geography, science music and religious education by the end of Year 6; they make good progress in mathematics, art and design, design and technology, history and information and communication technology. The leadership and management are good; the headteacher gives a clear educational direction and senior managers support her effectively. Teaching is good in the foundation stage and junior classes and satisfactory in infant classes. Overall the school gives good value for money.

What the school does well

- Teaching and learning are good overall.
- Provision for pupils with special educational needs and those with English as an additional language.
- The leadership and management are effective; they give a clear educational direction and ensure that specific grants, staff and other resources are used well. The school's priorities for development are fully appropriate.
- Pupils' attitudes to school, their behaviour and personal development are good; their relationships with one another and with adults are very good.
- Provision for pupils' social, moral, spiritual and cultural development is good, as are procedures for child protection and for improving pupils' behaviour.
- The quality and range of learning opportunities are good and the foundation stage is a strength in the school's provision.

What could be improved

- Standards, particularly in English overall and, geography and history in infant classes.
- Assessment in all subjects other than English and mathematics.
- The role of most subject co-ordinators in monitoring the quality of teaching and learning.
- Provision of an outdoor play area for children in the foundation stage.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 at which point it had a number of strengths, particularly in its pastoral provision. Since that time a new headteacher has been appointed, the school's systems have been rigorously strengthened and teaching and learning have improved. The strengths noted at the last inspection have been maintained and the foundation stage has improved. The quality of teaching has improved and the school has worked hard to raise standards, resulting in pupils' achieving above average standards when compared to similar schools. The school has good commitment to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

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

The above table shows that in the national tests in 2002, pupils in Year 6 reached standards that were well below average in English and below average in mathematics and science. When the results are compared with similar schools, based on the number of pupils who are eligible for free school meals, standards were average in English and above in mathematics and science. The overall trend in results since 1998 is broadly in line with the national average. The targets for learning for 2003 remain the same for English, with a modest rise in mathematics; these targets are realistic.

Inspection findings based on current Year 6 pupils, having a larger than average number of pupils joining the school in Year 5, show that standards remain below the national average in all three core subjects; pupils' speaking and listening skills, however, are broadly average. Pupils' achievement is above expectation in information and communication technology, in art and design and in design and technology. Pupils make good progress in mathematics, art and design, design and technology, history, information and communication technology and physical education; despite having a low starting base, they achieve standards that are broadly in line with the national expectation.

In the national tests in 2002, infant pupils achieved standards in reading that were well below average and below average standards in writing and mathematics. Teacher assessments in science shows that pupils' achievement was also below average. Compared to similar schools, standards were average in reading and above average in writing and mathematics. Inspection findings show that pupils' attainment remains below average in English, mathematics, science, geography and history; they are average in music, religious education and physical education and above average in art and design, design and technology and information and communication technology.

Pupils in the reception class make good gains in their learning and, by the time they enter Year 1, many are on target to achieve the national expectation in their personal, social and emotional, mathematical, physical and creative development. In language, literacy and their knowledge and understanding of the world, however, pupils make satisfactory progress because their achievement in using language effectively is at a low base when they enter school. Pupils with special educational needs and pupils with English as an additional language make good progress overall and develop at the same rate as their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work hard in lessons, concentrate well and are keen to learn.
Behaviour, in and out of classrooms	Good overall. Pupils are polite and courteous to one another. Behaviour in corridors is occasionally boisterous and inappropriate.
Personal development and relationships	Good. Pupils are keen to fulfil roles of responsibility. They treat one another with respect. Relationships between pupils and with adults are very good.
Attendance	Unsatisfactory. It is below the national average because of a small number of pupils being frequently absent from school.

TEACHING AND LEARNING

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

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

The quality of teaching and learning seen during the inspection was good overall, with some that was very good or excellent. Teaching in the foundation stage and junior was strong in all aspects, including teachers' knowledge and understanding, planning, expectations and the teaching of basic skills in English and mathematics. Teaching is only satisfactory in infant classes overall, partly as a result of previously using too many supply teachers whose teaching did not sufficiently cover the subjects as planned, particularly in geography and history; current teachers' planning, management of pupils and use of time and resources however, are good. Although pupils achieve well compared to similar schools, they could do better in many subjects, particularly in science if the assessment of their progress was more effective. The teaching of pupils with special educational needs and English as an additional language is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Work is well planned to meet children's needs in an exciting way. The curriculum overall is broad and relevant for all of the pupils.
Provision for pupils with special educational needs	Pupils receive effective support alongside their classmates with extra support outside the class where required.
Provision for pupils with English as an additional language	Good. Only one pupil is at an early stage of English language acquisition and does not receive funded external support. Support given in class is good, enabling the pupil to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Clear spiritual and moral values underpin the curriculum and teaching; pupils are encouraged to value and respect each other and they work well in small groups. Visits give pupils insights into British cultural backgrounds and care is taken to provide an awareness of other cultures through stories that reinforce the similarities between different peoples in terms of moral and social beliefs.
How well the school cares for its pupils	Satisfactory overall. Procedures for child protection are very good; procedures for improving pupils' behaviour are good. Assessment of pupils' progress is good in English and mathematics and the improved system is ready to be implemented in science; formal assessment is now required all other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision for the school, gives a clear educational direction and she is well supported by the committed senior management team. The role of many subject co-ordinators needs to be further developed to monitor teaching and learning in classes.
How well the governors fulfil their responsibilities	Governors are fully supportive of the school and strongly committed to becoming further involved in shaping the school's strategic direction.
The school's evaluation of its performance	Satisfactory. Teaching and learning in English and mathematics have correctly been the focus of attention since the headteacher's appointment. The school is in the process of developing its self-evaluation to include improvements in assessment and monitoring.
The strategic use of resources	Good. Grants are used well and effective planning helps pupils with special educational needs to make good progress. The school pursues the principles of 'best value' effectively and uses time and staff well.

There is an adequate number of appropriately qualified staff to meet the needs of the curriculum. The accommodation is good overall particularly so in the foundation stage, although an appropriately secure outdoor play area is required for children to develop their physical and social skills.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils are expected to work hard • Their children are being helped to become mature and responsible citizens • Their children are making good progress • Children enjoy the school • Teaching is good. 	<ul style="list-style-type: none"> • Information about their children's progress • Closer links with parents • Leadership and management of the school • The amount of homework given • Some do not feel comfortable in approaching the school • More after school clubs.

Inspection findings support the positive views expressed by parents. Inspectors also agree that the range of activities outside lessons is limited and could be extended for all pupils. Reporting on pupils' progress is satisfactory. Homework is appropriate and supports pupils' work done in lessons. The school is keen to develop its relationships with parents and has invited their views on a range of issues through letters and three separate questionnaires. The findings and actions planned as a result have been reported to parents – this is good practice.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The raising of standards in the core subjects of English, mathematics, science and information and communication technology has been at the top of the headteacher's agenda since she was appointed twelve months ago. Linked to this was the plan to combine the nursery and foundation classes into a purpose-built accommodation and to improve the quality of behaviour throughout the school. The principal strategies for raising standards have been to improve the quality of teaching, to raise teachers' expectations, to provide a more effective education for the youngest children, and to discontinue the practice of teaching pupils with special educational needs in groups that are withdrawn from the classroom. These initiatives have been successful, resulting particularly in more effective learning for children in the foundation stage and those with special educational needs.
2. When children start in the nursery aged three, their attainment is below expectation overall and well below expectation in their language skills and knowledge and understanding of the world. School data and inspection findings show that, by the time children move into the reception class, their attainment remains below average, although many are likely to attain the expectations for their age in their creative, physical, mathematical and personal, social and emotional development. They make good progress in their learning because of the good teaching and quality of provision available to them. Their attainment in knowledge and understanding of the world and in their communication, language and literacy skills remains low and many are unlikely to achieve the expectations for their age by the time they enter Year 1. The good teaching also enables children to make a smooth transition into full-time education.
3. In the national tests in 2002, pupils in Year 2 achieved standards that were well below the national average in reading, and below average in writing and mathematics. When compared to similar schools, their achievement was average in reading and above in writing and mathematics. The improved standards in reading and mathematics were a result of a higher than average number of pupils attaining the higher Level 3. Teacher assessments at that time were generally higher than pupils' attainment in all three subjects. More recent training has been given to staff, resulting in greater accuracy in determining pupils' achievement.
4. Inspection findings show that pupils are making steady progress overall, although more effective building on pupils' prior learning in the foundation stage is required in Years 1 and 2. Slower than average improvement in these classes has been the result of weak and inconsistent teaching, partly as a result of too many supply staff being used to cover for staff illness and absence. This has been addressed and both classes now have the provision of consistent teaching by their own class teacher. Pupils are still likely to attain standards that remain below the national average, particularly in history and geography, even though they make satisfactory achievement against their prior learning in the foundation stage. Pupils make sound progress in religious education, music and physical education and are now achieving standards that are broadly in line with the national expectation; they make good progress in art and design, design and technology and information and communication technology, reaching standards that are above expectations for their age as a result of good teaching.

5. Junior pupils build soundly upon their prior learning and make satisfactory progress in English, mathematics, science and music, although their achievement in the core subjects remains below the national average. The school's targets for Year 6 pupils for 2002, although planned to progressively build on pupils' earlier attainment, were not achieved. In English, a higher than average proportion of pupils attained the lower Level 3 and their slow progress in learning resulted in lower than average numbers achieving either Level 4 or the higher Level 5. In mathematics and science, whilst a slightly higher proportion of pupils achieved the expected Level 4, too few were able to achieve the higher level. When compared with similar schools, based on the number of free school meals, the results in 2002 were in line with the average in English and above in both mathematics and science.
6. Despite the good teaching, the 2002 targets were not achieved, particularly in English. Two factors account for this: the high number of pupils with special educational needs and, a higher than average number of lower attaining pupils entering school in Year 5. A further factor in pupils' low attainment in science was due to the school's lack of targeting and tracking of individual pupils' learning against National Curriculum levels. The provision for pupils with special educational needs was focused on small groups of pupils being withdraw from classes and not having work that was closely allied to that of their classmates. Action has since been taken, resulting in teachers now being responsible for these pupils with only short periods of withdrawal planned to meet specific needs. The difference in boys' and girls' attainment in the 2002 tests has been addressed, with no significant difference now evident. Targets for 2003 remain the same in English but, based on the good assessment and targeting of pupils' learning, a modest rise is expected in mathematics.
7. Inspection findings show that pupils make good progress in all other subjects and are achieving above average standards in information and communication technology, art and design and design and technology. Progress in physical education is less good resulting in pupils achieving standards that are below expectation because of the lack of swimming provision for pupils in Years 5 and 6 and those who are unable to swim.
8. Pupils with special educational needs and English as an additional language make good progress throughout the school. Pupils with special educational needs have clear, measurable targets on their individual educational plans and receive the support they need from a support assistant or teacher. Teachers for the deaf support five pupils effectively. Weekly meetings are held with the class teacher and the learning support assistant to ensure that pupils are included in classroom activities.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to the school are good overall, their personal development is good and their values are sound. This reflects the good features noted at the last inspection.
10. Pupils' attitudes and behaviour during lessons, when playing together during break times and having lunch in the hall, are good. For the majority of time, pupils' behaviour is good because the ethos of the school, together with orderly routines, offers a friendly and secure environment. This is enhanced by the regular friendly greetings offered by teachers and other adults in the school. A number of pupils in the junior years demonstrate an inability to control their attitudes and behaviour when they are unsupervised in corridors or classrooms. During these periods they lose their usual courtesy and push past visitors and when they enter their classrooms. In extreme cases, other pupils reported being physically hurt by some unsupervised pupils, although this is

very rare. Where unacceptable behaviour occurs, staff deal with it firmly, promptly and appropriately. The school exercises its exclusion procedure effectively, such as in when excluding a pupil in the week before the inspection for an attack on another pupil.

11. The friendly atmosphere that usually prevails throughout the two buildings results in pupils being ready to learn. They settle quickly at the beginning of lessons with little learning time being lost. Pupils respond particularly well to lessons that include good teaching that has interesting content; this was demonstrated very effectively during an art and design lesson when a Year 6 class participated fully in investigating the shapes made by falling bodies. The pupils showed excellent attitudes and behaviour. A factor that much influences the pupils' normally good attitudes is the good relationships that exist in the school. This confirms that the findings of the last inspection have been maintained. All members of the school community are valued; pupils are aware of this fact and in school they react accordingly.
12. Behaviour is good throughout the school when pupils are supervised. The last report noted satisfactory but boisterous behaviour in the playgrounds, and this remains the case for a small minority of pupils, usually boys. However, the majority of pupils maintain good social skills; they play together amicably, often in mixed-gender groups, and make playtimes and lunchtime breaks pleasant occasions. For example, a large and orderly group of mixed-gender and mixed-aged junior pupils was often seen at break times taking turns to skip with a long rope turned by two older girls. The pupils willingly observed their agreed rules, which made it an enjoyable time. No instances of tension between boys and girls when they were placed together for paired work was evident, reinforcing pupils' awareness of the need to develop good social skills. Pupils of minority ethnic origin were fully included in all activities and interacted happily with other pupils. No instances of minor vandalism are evident to school or personal property and displays throughout the school remain in pristine condition. Pupils' workbooks also show that these are treated with respect, and very little litter is seen in the school because pupils pick up dropped items and place them in the bins.
13. There is a well-known expectation that all pupils will look after one another and be courteous in their response to staff and visitors. The greater majority of pupils fulfil these expectations. For example, when a younger girl fell and was distressed, two older girls immediately left their game to comfort her. The kind actions performed by pupils for inspectors were generally accompanied by a smile and the response, 'You are welcome' as thanks were offered. Pupils offer their own thanks for small kindnesses, a trait that is well supported by the good role models that staff display. As at the time of the earlier inspection, pupils are well mannered and friendly.
14. When appropriate, collaborative working in lessons is expected and pupils respond accordingly. Pupils who are appointed as class monitors take their responsibilities seriously and carry them out conscientiously. Good examples of this were seen daily as monitors carried the class lunch boxes from dining hall in the Dover building across the yard to the Calais block, even during the snowy conditions. Older pupils, who volunteer for lunchtime duties, arrive on time and carry out their assigned work both cheerfully and efficiently.
15. Pupils with special educational needs display the same characteristics as other pupils. They receive good support from teachers and teaching assistants, all of whom are very sensitive to pupils' individual needs. This aids pupils' learning and enables them to make good progress in their social development and in their attitudes to school life. On occasions, pupils' behaviour was unacceptable when working outside the classroom with

a learning support assistant, when pupils feel that they are away from their teacher's control.

16. Attendance is unsatisfactory whilst the number of authorised absences are higher than average. The level of attendance is falling each year and is now well below the national average, resulting in too many pupils missing too much education, and this is having a detrimental effect on their learning. Registration is carried out swiftly and enables a prompt start to be made to lessons.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good overall. It has improved markedly since the last inspection when it was judged to be good or better in a little over half of the lessons. Of the lessons seen during the inspection a little over three quarters of lessons were good or better. Of these, almost one third were very good or excellent. Only one observation of a special educational needs group led by a learning assistant was unsatisfactory.
18. The school has focused on improving teaching in order to raise standards. Effective teaching is seen in the foundation stage with good strategies used to integrate children in the nursery class with those in the reception and because teachers use the knowledge of children's learning well. Assessment, while satisfactory overall throughout the school, is good in English and mathematics where pupils' achievement is tracked and individual targets are set for pupils of all abilities, ethnicity and gender. Teachers use the good quality assessment procedures in English and mathematics well to evaluate the quality of learning in lessons and to plan future work against the widely differing needs of pupils. One impact of this has been the 'pilot' strategy to place Year 5 and 6 pupils into ability 'sets' for English and mathematics to more effectively target their learning. As a result, pupils' own knowledge of their learning in English and mathematics is good. This recent initiative has been effective in helping standards to rise and should prove more effective when the practice is implemented in Years 3 and 4.
19. The teaching of science is good. Assessment of pupils' learning is not developed sufficiently as tests at the end of units of work are not closely allied to the National Curriculum levels, and targets for individual pupils are not planned.
20. In the lessons that were of high quality, the teaching was imaginative, stimulating and appropriately challenging for pupils of all abilities. Good examples of effective introductory sessions were seen giving pupils clear awareness of the learning intentions that promoted a keenness to learn. Plenary sessions were effective in reviewing what had been learned and often finished with pupils looking forward to continuing their work in a following lesson. This was particularly evident in Years 5 and 6 in several subjects as a result of the effective and inspiring teaching. The headteacher is aware that this good practice is not being developed sufficiently across the curriculum and has plans to address this issue.
21. Teachers are aware of the difficulties encountered by the pupils with special educational needs and either provide work to suit their needs or use the learning support staff to help them do similar work to the rest of the class. Although only one lesson was unsatisfactory, because pupils were not receiving sufficient focus in their learning, it was evident that two other groups of pupils with special educational needs were withdrawn from the class for support in English, which was not allied, to the work of their peers studying mathematics. Those pupils withdrawn did not know what tasks were being carried out in mathematics, resulting in their only being able to watch what their classmates were doing for half of the lesson and being unable to contribute to the

outcome of learning in mathematics. This is unsatisfactory. The headteacher is committed to ensuring that teachers take full responsibility for all pupils' learning, which should ensure that pupils with special educational needs do not receive an unequal opportunity to study work with the rest of their classmates. The needs of pupils of minority ethnic origin are well known by staff, receive appropriate teaching and make good progress.

22. Teachers' knowledge of the curriculum and the needs of the pupils is good overall. Basic skills are taught soundly in infant classes in English and mathematics and well in junior classes, with generally effective use of literacy and numeracy in other subjects across the school. All subjects of the curriculum are taught and teachers' planning and expectations for what pupils are to learn are good; this is supported well by the teachers' good evaluation of the progress made in lessons against the learning. Homework is used well in the foundation stage to develop children's learning through games. Homework is consistently set in infant and junior classes, which satisfactory supports pupils' learning in class.
23. Teachers' management of pupils, whilst good overall, is very good in the foundation stage and in junior classes; some challenging behaviour is evident in Years 1, 2 and 3, resulting in pupils making only satisfactory progress in several lessons. Teachers use time, support staff and other resources well throughout the school and this contributes well to pupils' learning and social development. On many occasions pupils were encouraged to work together in pairs and in small groups; this was effective and enabled higher-attaining pupils to share their understanding with their classmates.

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

24. The curriculum is generally broad and balanced and meets statutory requirements. The curriculum promotes pupils' intellectual, personal and physical development appropriately. This has been an improvement since the last inspection, notably in English, mathematics, information and communication technology and design and technology.
25. The curriculum for children in the foundation stage is good and successfully promotes each of the early learning goals. There is a particularly strong emphasis on pupils' personal and social development, on communication and language skills, and on mathematical and creative skills, although the lack of outdoor facilities hampers their physical development. The wide variety of activities and stimulating learning experiences ensures that children make good progress.
26. The quality and range of learning opportunities is satisfactory for infant and junior pupils, including those with special educational needs and English as an additional language. The setting arrangements for English and mathematics not only assist in improving pupils' basic skills but also help to develop confidence and self-esteem for these pupils. The teaching of literacy and numeracy across the curriculum is good. Pupils' writing skills, however, are not developed sufficiently in some subjects such as history and geography. Teachers' planning is well supported through the use of national guidelines in all subjects, and the locally agreed religious education syllabus. Well planned opportunities ensure that the proposed learning activities are given at the start of lessons and are reviewed collectively at the end of each lesson to determine the learning that has taken place; this has proved to be particularly beneficial.

27. The good quality provision for pupils with special educational needs identified as good in the last report has been maintained. Effective support is generally given to pupils in literacy, numeracy, information and communication technology and in some foundation subjects. The good quality policy has clear objectives and the school has drafted and is implementing its new Code of Practice, the requirements of which are already being met. Pupils with hearing impairment receive good support, which ensures that pupils develop their self-esteem and progress at a rate comparable to their classmates.
28. Provision for extra-curricular activities is satisfactory. The school offers a narrow range of sporting and cultural activities. This is not as good as at the last inspection when the range, including work in the creative arts and competitive sports, was good and contributed well to pupils' development and maturity. Few opportunities are now provided for pupils to participate in competitive sport. Pupils' learning is enriched however, by a number of visits to places of interest, including a residential visit for Year 6 pupils and a visit to Wightwick Manor for Year 5 pupils. A small number of visitors to school further enrich pupils' learning.
29. Strong emphasis is placed on pupils' personal, social and health education. Sound attention is given to develop pupils' awareness of citizenship, relationships and health and safety issues, that contributes significantly to the good provision of pupils' moral and social development. The annual residential visit for Year 6 pupils effectively develops their social and personal skills, promoting independence and interdependence.
30. Links with the community are satisfactory. Pupils' football skills are improved by coaching from a local football development team. Good support is received from the community policeman in promoting pupils' awareness of the use and misuse of drugs, and the school nurse in teaching sex education. Peer mentoring for older pupils is supported well by the NSPCC.
31. The school has benefited from a substantial donation from a local technology school for computers, whilst older, higher-attaining pupils attend a mathematics club at the school. Links with the adjacent secondary school have improved since the last inspection when they were only satisfactory. Close liaison between the two schools ensures a smooth transfer at the end of Year 6. Both headteachers are keen to build on the good liaison that already exists between the two schools to further improve the curriculum links and to share resources.
32. The school's provision for spiritual development is good. Clear spiritual and moral values underpin the curriculum and teaching, with the expectation that every pupil will wish to take an active part in the religious life of the school. School and class assemblies feature as a special period of the day, sometimes signified with the lighting of a candle. Pupils enter the hall quietly, are attentive and take an active part in the act of worship. Year 2 pupils in a class assembly were given opportunity to share their own experiences of the birth of a baby brother or sister, explaining how they too, like the boy in the story, had wrongly feared that their parents would spend all their time with the baby. A feature of this session, and of the assemblies observed, was the structured time given for pupils to reflect on what they had heard and to value the insights that they had gained. Prayers said during worship reflected the chosen theme, as did time set aside for reflection on God's love for people. Particular emphasis is given in religious education lessons to pupils' reflection on their personal beliefs in the context of the given themes. This has a positive impact on pupils' spiritual development.
33. The provision for moral development is equally good. Pupils are encouraged to value and respect all others in the school and to give equal respect to school and others' property.

The complete lack of signs of vandalism around the school bears witness to the pupils' personal moral code. Teachers have high expectations of pupils' actions and this results in books, displays and the fabric remaining in pristine condition. Pupils of all ages have a sound understanding of what is right and what is wrong. Discussion of these ideas is carried out as opportunities arise in lessons and during circle times. For example, pupils are given time to consider the effects of bullying or to discuss their feelings centred on why some people are subject to famine; pupils respond with gifts to support selected charities. Pupils discuss and agree to the classroom rules they consider to be sensible. The reasons for school rules are explained and pupils obey them because they understand that the rules make sense and benefit themselves and everyone else. In this respect they receive very good role models from all adult members of staff. Fairness, orderliness and respect for others are characteristics of classroom life.

34. Provision for pupils' social development is good. Teachers' arrangements to change pairings and small groups in their classrooms provide opportunities for pupils to gain practice in broadening their social contacts. Pupils share materials and equipment well and collaborate effectively in finding information and solutions to problems. Break times are expected to be social occasions when pupils play and interact amicably in groups. This they do, sometimes in groups of boys and girls of mixed ages. The daily breakfast club provides a pleasant social occasion when a number of mixed-age pupils enjoy eating and talking before the start of lessons. Visits and visitors, together with sporting events and after-school clubs, encourage pupils' interaction with those from other classes and with adults. Adults acknowledge pupils' acts of courtesy when pupils open doors for them, and provide good role model behaviour for pupils. The school as a community is promoted well.
35. The school's provision for pupils' cultural development is good. Visits to the local area give pupils insights into their own cultural backgrounds and heritage. Studies in history and geography cover the cultural development of British society in the past, together with something of the culture of past and present non-western European societies. These aspects are supported by studies in music, art and literature, where care is taken to offer a range of stories from other cultures that reinforce the similarities between different peoples in terms of moral and social beliefs. Pupils are given appropriate opportunities to learn something of world faiths other than Christianity. The school is developing effective contacts with members of the local community of non-Western European origin who visit the school to talk about their cultures, including two parents who have demonstrated and played Indian musical instruments during a school assembly. In this manner the school provides pupils with knowledge and understanding of the rich cultural diversity of modern British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school cares well for its pupils. All adults in the school are committed to supporting pupils and helping them to achieve their potential. This view was confirmed by those parents who attended the meeting prior to the inspection, and by pupils spoken with during the inspection. Pupils appreciate the help given by teachers and are happy to seek advice about personal problems from members of staff. One pupil who had attended a number of other schools had never before encountered teachers who were prepared to give so much help to pupils having difficulty.
37. Procedures for monitoring and improving attendance are not sufficiently rigorous to deal with the poor attendance in the school. The school has yet to further develop its strategies to ensure that attendance levels are raised.

38. Procedures for monitoring and promoting good behaviour are good. The behaviour policy was reviewed last year to reduce inconsistencies in behaviour management and to promote a more positive approach. The emphasis is on praise and encouragement; each teacher operates a weekly tracking chart and pupils can gain awards for good behaviour and attitudes and children are aware of the behaviour expectations and the consequences of failing to meet them. Parents agree that behaviour has improved following the introduction of the new policy; they believe there is little bullying and that any incidents are sorted out quickly and effectively.
39. Child protection arrangements are good. The co-ordinator and all teachers and adults have received appropriate training. Each class has a regular midday assistant allocated to it and this helps to build up a secure and trusting relationship between pupils and that adult. Arrangements for pupils' health and safety are good. The school informs parents appropriately and keeps good records of pupils who have accidents.
40. The school does not yet systematically monitor pupils' personal development, although it is aware that such a system would be useful. Teachers' arrangements of formal and informal records, supported by teachers' good knowledge of their pupils, are satisfactory.
41. Systems for assessing pupils' attainment and progress, including those of minority ethnic origin, are satisfactory. This reflects the findings at the last inspection. Very good entry assessments for children in the foundation stage enable the school to plan for the children's learning and to monitor their progress through the school. Very good use is made of twice-annual assessment data at ages 7 and 11 in English and mathematics to plan future lessons, and to target and track individual pupils' progress. Regular reading and spelling tests are given to pupils from Year 2 onwards. Teacher assessments are carried out on entry to the nursery and again at the age of four are useful in the early identification of children with special educational needs.
42. Assessment in non-core subjects is not yet carried out. This was a weakness at the last inspection. In science, assessment is restricted to statutory teacher assessments at ages seven and 11 and testing at 11. Results of end-of-topic science tests are not set against National Curriculum levels resulting in teachers not setting appropriate targets for individual pupils to achieve the higher levels. The school has addressed the need to improve assessment in science but has yet to introduce assessment in other subjects.
43. Annual reviews for pupils with special educational needs are carried out fully. Parents and their children are invited to the review meeting where pupils' progress is carefully monitored. Pupils are tested in the foundation stage and difficulties identified are readily addressed. The school has very good contact with external agencies to support the pupils. Pupils' individual education plans include behaviour modification measures as appropriate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are generally satisfied with the school and the education it provides. Almost 40 per cent of parents returned questionnaires; parents are particularly pleased that their children like school and are making good progress. They also feel that the teachers expect their child to work hard, to achieve their best and to become mature and responsible. Parents are less happy about the amount of homework given to their children and the range of extra-curricular activities available. Thirteen per cent of those who responded to the questionnaire do not feel that the school works closely with parents, and 17 per cent do not feel that they are well informed about how their children

are getting on. Almost 10 per cent of parents completing the questionnaire do not feel comfortable about approaching the school with questions or a problem.

45. Inspection findings support parents' positive views. Inspectors agree that the range of activities outside lessons is limited, although some after-school activities are available at the adjacent secondary school. Homework is appropriate. The school operates an open-door policy, listens to parents' views and complaints and responds to them. Since her appointment, the headteacher has invited parents' views on a range of issues by means of letters and three questionnaires. Findings and the school's intentions were reported back to parents in writing. Parental wishes for a school uniform and a breakfast club have been implemented. The headteacher has also met a group of parents at their request to discuss health and safety issues.
46. The school provides a good range of information for parents. There is a detailed 'welcome pack' for parents new to the school that includes the prospectus, behaviour policy, curriculum information, guidance on how the school teaches literacy and numeracy, and how parents can help their children at home. Pupils' annual reports are good and in a style that is easy for parents to read and understand: they give a clear indication of how well their child has achieved and areas for development. Three consultation evenings each academic year make a good contribution to parents' understanding of their children's progress. The school's initiative to further parents' computer awareness has had poor response. The *SHARE* project for parents of pupils in Year 1 is successful.
47. The school is keen to develop its parental support and co-operation in helping in pupils' learning. Whilst a significant number of parents support their children well by listening to reading and monitoring their homework, many do not. The headteacher is firmly committed to develop links with parents and carers, especially those who are not closely involved.
48. Whilst parents are very supportive in attending fund-raising activities organised by the school, there is no formal parents' association. The school is keen to gain parents' support in this way. Overall, the school has effective links with parents, who currently make a satisfactory contribution to their children's education. This is a similar picture to that described in the last inspection report.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher has a very clear vision for the school and leadership and management of the school overall are both good. The headteacher has been instrumental in introducing a range of initiatives since her appointment 12 months ago, aimed at raising the quality and enjoyment of learning and improving the quality of pupils' behaviour and self-discipline. These have been fulfilled successfully through the good commitment of teachers, the 'setting' of pupils into ability groups in Years 5 and 6 in English and mathematics, the very effective assessment procedures in English and mathematics and through the commitment to a more stable teaching body by using fewer supply teachers. This reflects a strengthening of the good practice reported at the last inspection, with a more rigorous approach to raising standards in core subjects.
50. The headteacher has developed a larger than usual senior management team around her that is committed to fulfilling the agreed aims of the school and to strengthening management systems. She provides a clear educational direction and her delegation to staff is largely successful. The senior management team is well co-ordinated and ensures good communication and co-operative working throughout the school. The

headteacher and senior managers review the strengths of the school and are seeking to further develop the good initiatives now in place, such as introducing 'setting' in English and mathematics to Years 3 and 4 and extending the good assessment practice to science.

51. The newly appointed foundation stage co-ordinator, combined with the recent move to new accommodation, has had a very positive impact on children's learning in the foundation stage. This is reflected in the good progress that children make from their low attainment on entry. She has a very strong vision of how the unit will best support the children's development in all areas of learning and her leadership and management are both very good. She has a thorough knowledge and understanding of what is done and what needs to be done.
52. The headteacher is committed to raising the quality of teaching and learning and, supported by the school's link inspector and literacy and numeracy co-ordinators and consultants, has undertaken a substantial amount of lesson observations in English and mathematics that have been of good quality. Effective feedback has been given to teachers that has enabled them to develop their teaching and to begin to take account of the different learning styles of the pupils. Due to the large number of observations carried out to date, the headteacher has been reluctant to impose too high an observation regime on teachers and has not extended the subject co-ordinators role to monitor work in their subjects other than in reviewing teaching plans. This has been a sensible course of action, but needs now to be developed to enable co-ordinators to be aware of the strengths and areas for development in teaching and learning and to identify and share good teaching practice.
53. The governing body fulfils its responsibilities satisfactorily and is developing in its involvement with the strategic direction of the school and school development planning. All statutory requirements are fulfilled, including the provision of a policy for racial equality. Governors have an awareness of the principles of 'best value' but have yet to develop an effective framework for monitoring and challenging the work of the school. The school development plan is an effective tool for strategically managing the work in school; some aspects relating to the monitoring and evaluation of subjects and assessment procedures need strengthening and associated costs identified. The school's priorities for development are fully relevant.
54. Very good provision is made for pupils with special needs. It permeates the whole organisation and the methods teachers employ to teach their class. The support from outside agencies is well managed by the co-ordinator. Pupils of minority ethnic origin are also very well included and receive effective support from staff.
55. Financial planning continues to be good as was reported at the last inspection and governors set the budget appropriately. Day-to-day financial management is effective; finances are well used to support the school's priorities for improvement. The professional relationship established between the recently appointed headteacher and the chair of governors have resulted in improved performance over the last year. The headteacher applies the principles of 'best value' well. Specific grants for special educational needs are used effectively with very good support for pupils with hearing loss, enabling pupils to make good progress and grants from the Education Action Zone are spent effectively in developing numeracy in school. Financial planning has been prudent in providing a good staffing ratio. Spending is monitored carefully and all governors are kept well informed through the provision of regular budget statements. Informal monitoring takes place to judge value for money but the governing body has not

yet established formal procedures for judging the effectiveness of their spending decisions.

56. The recommendations from the most recent auditors' report have been addressed. Administrative procedures and financial management are well established. They are unobtrusive and support the day-to-day running of the school efficiently and effectively.
57. The number and match of teachers to support the curriculum are satisfactory. A good feature of the teaching arrangements is the sharing of specific teaching skills in some subjects. Very good systems and procedures are in place to support the newly qualified teacher and staff new to the school. Performance management is beginning to become embedded now that staff have targets that are linked to the school development plan.
58. The accommodation is good overall. It has recently been considerably improved by the transfer of the former nursery class into the main building to create a foundation unit that is bright, spacious and welcoming, although it lacks a secure outdoor hard play area for nursery children. Plans for this have been drawn up but lack the necessary funding. The former nursery unit is being used effectively as a breakfast club and the school has plans to use it to enhance the facilities for parents. The whole site is well looked after by a committed caretaker and cleaning staff. Resources for all areas of the curriculum are good, an improvement since the last inspection.
59. Taking pupils' low attainment on entry into account, the expenditure per pupil and the good standards being achieved when compared to similar schools, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education further, the headteacher, staff and governing body should:
 - raise standards, particularly in English in all classes, and geography and history in infant classes by:
 - ensuring the development of literacy skills across the curriculum to extend pupils' ability to articulate their answers effectively;
 - providing more frequent opportunities for lower attaining to be heard reading and ensure that all pupils' reading is improved and their vocabulary extended;
 - ensuring that pupils further develop their investigational and recording skills in mathematics and science;
 - reducing the over-dependence on worksheets in infants' mathematics lessons
 - ensuring that infant pupils receive the full, planned curriculum coverage in geography and history.
(paragraphs 68, 69, 84-86, 93, 100, 102, 118, 123)
 - improve pupils' progress in all subjects by:
 - extending the good assessment practice in English and mathematics to target and track individual pupils' performance in science against National Curriculum levels;
 - extending the assessment of pupils' individual progress to all other subjects.
(paragraphs 19, 105, 112, 122, 127,133,142, 148)
 - further develop the role of most subject co-ordinators in monitoring the quality of teaching and learning by:

- providing training and opportunity for teachers to monitor teaching and learning in classes;
 - further developing the identification and dissemination of good teaching practice.
(paragraphs 20, 52, 112, 122, 127, 133, 142)
- provide a secure outdoor play area for children in the foundation stage to support their physical development.
(paragraphs 58, 79)
- improve pupils' attendance by establishing a rigorous system for 'first day' contact in the event of pupils being absent, and providing a system of rewards for good attendance.
(paragraph 16)

Other improvements the school should consider:

Providing a wider range of after school activities for infant and junior pupils

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	58

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	22	38	19	1	0	0
Percentage	4	27	46	23	1	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 one percentage point.

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)	32	403
Number of full-time pupils known to be eligible for free school meals	0	116

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	10
Number of pupils on the school's special educational needs register	2	82

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

%

Unauthorised absence

%

School data	7.3
National comparative data	5.4

School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	27	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	23	23	24
	Total	41	43	44
Percentage of pupils at NC level 2 or above	School	75 (72)	78 (79)	80 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	24
	Girls	25	24	24
	Total	44	45	48
Percentage of pupils at NC level 2 or above	School	80 (72)	82 (6)	87 (78)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	23	26
	Girls	21	18	21
	Total	34	41	47
Percentage of pupils at NC level 4 or above	School	57 (72)	68 (62)	78 (72)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	20	20
	Girls	19	20	23
	Total	30	40	43

Percentage of pupils at NC level 4 or above	School	50 (54)	67 (65)	72 (74)
	National	73(72)	74(74)	82(82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
323	7	-
0	-	-
0	-	-
2	-	-
0	-	-
0	-	-
0	-	-
6	-	-
0	-	-
0	-	-
0	-	-
0	-	-
0	-	-
4	-	-
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)	14
Number of pupils per qualified teacher	30:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	270

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32:1
Total number of education support staff	4
Total aggregate hours worked per week	77.5
Number of pupils per FTE adult	11:1

Financial information

Financial year	2001/02
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	£
Total income	762,607
Total expenditure	754,711
Expenditure per pupil	1,836
Balance brought forward from previous year	7,897
Balance carried forward to next year	7,914

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	443
Number of questionnaires returned	170

Note. The number of questionnaires includes 40 completed by the parents of Nursery children

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	4	2	1
My child is making good progress in school.	44	46	4	2	4
Behaviour in the school is good.	38	48	7	3	4
My child gets the right amount of work to do at home.	23	46	12	4	15
The teaching is good.	48	38	5	4	5
I am kept well informed about how my child is getting on.	28	42	21	8	1
I would feel comfortable about approaching the school with questions or a problem.	46	38	11	5	0
The school expects my child to work hard and achieve his or her best.	52	41	4	1	2
The school works closely with parents.	32	42	15	7	4
The school is well led and managed.	38	36	10	4	12
The school is helping my child become mature and responsible.	45	44	3	4	4
The school provides an interesting range of activities outside lessons.	19	26	22	8	25

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

61. Children are taught in three classes with three to four year olds attending part time in the nursery class. Older children of four and five are taught in two reception classes. The whole of the foundation stage has recently moved into its well-planned purpose-built accommodation. This has had a very positive impact on the quality of provision.
62. Staff have good relationships with the parents, maintained by a good two-way flow of information. Parents feel that they are well informed about the progress of their children and they know that their children are both happy and settled as a result of effective induction procedures. The children enjoy school, leave parents and carers readily, and are confident in their learning. This is due to the good support offered by teachers, classroom assistants and helpers. As at the last inspection, children are given an effective start to their education and a sound basis upon which to build when they enter Year 1.
63. Children's attainment on entry to the nursery covers the whole range. Most enter with levels of attainment that are below the expected level, particularly in language skills, which are low, and their knowledge and understanding of the world. Good and sometimes very good teaching means that the children make effective progress in areas of learning that are not dependent on language so that, by the time they enter Year 1, most pupils meet the requirements of the early learning goals in their personal and social, mathematical, physical and creative development. Despite the good teaching and a curriculum that is very well planned with interesting and well-resourced activities, most children's attainment on entry to full-time education is below that found nationally in communication, language and literacy, and knowledge and understanding of the world. There is no significant variation in the achievement made by pupils of different ethnic origins.
64. The well-planned nursery curriculum ensures that each child receives a wealth of high quality developmental experiences, irrespective of how many sessions they attend. Children perform activities that effectively extend their skills, develop their confidence, build on what they already know and enable them to explore ideas and interests in depth.

Personal, social and emotional development

65. Nearly all the children enter the nursery with immature skills in personal, social and emotional development. By the time they leave the reception class they are achieving the early learning goals in this area. This shows good achievement and reflects the skilful teaching in both the nursery and the reception classes, where children are constantly encouraged to feel confident about what they can achieve.
66. Effective routines established in the nursery are carried over into the reception classes. They give children an increasing amount of independence and a great feeling of security. Children respond to instruction willingly and enthusiastically, such as when they invite other classes to join the nursery for the special awards at the end of the day. Good emphasis is given to children learning to work and play together. Children are well trained and supported so that they can achieve independence in aspects of self-care; for example, routines such as washing hands before having a 'snack' mean that children are

able to attend to their own needs. Almost all in the nursery are already able to perform such tasks independently.

67. Reception children respond well to teachers' high expectations and can undress and dress for physical activities with only minimal help. They are given good opportunities to choose their own activities in class and stay with the activity they have chosen for a reasonable time. Children learn to cope well with variations to their routine. They happily work with visitors, such as reading with an inspector. One child with special educational needs showed both confidence and initiative when she took responsibility for passing her phonic ear to the relevant staff. Children learn to share and take turns as they use the computer. Inclusion of the reception pupils in whole-school events and assemblies gives them good opportunities to learn to be part of the school community. Great care is taken by the nursery and reception teachers to ensure that the children mix together as part of a foundation stage community. Most children in the reception classes are set to meet the early learning goals before the end of the reception year. All achieve well in this aspect of their development.

Communication, language and literacy

68. Children's attainment on entry in communication, language and literacy skills is below average. Due to the good teaching in both the nursery and reception classes, children make good progress in their learning. Nursery and reception children enjoy listening to stories and readily share books with each other and with adults. Adults use speaking to good effect and are good, active listeners. They show children that they value their efforts at communicating. Good attention is given to the learning of basic skills, such as the development of spoken language. Despite encouragement, when children first enter the nursery most give only limited replies and some do not even respond. All adults are very careful to talk with the children as they undertake all activities.
69. Most reception children give limited answers when responding to their own choice of activity, although there are some children who use phrases. Planned activities support the majority of children who have very early language skills but also extend the child who is potentially gifted in language. Children become actively involved in using language to describe what they are doing, modelling themselves on the good example given by the staff and answering their carefully structured questions. The role-play area enables children to interact, although most are still at the stage where they play independently.
70. Children in the nursery are actively encouraged to enjoy books at every opportunity. They choose to sit down with a book, turning the pages, sometimes sharing, sometimes on their own. Most children in reception understand the concept of a word and are beginning to get clues about the text from pictures. The introduction of a phonic learning scheme is accelerating achievement in this area. In a fully interactive lesson, children learned about the letter 'b'; they followed the teacher's clear example and learned to draw the letter in the air. The effective use of a 'feely bag' gave children the element of surprise as they named each article beginning with 'b'. Well planned activities supported the children's learning according to their need, with reinforcement activities for some and extension activities which gave higher attainers a challenge as they struggled to search for letter sounds to help them write three letter words.
71. Children in the nursery and the reception classes are given opportunities to practise their writing. They enjoy learning and are given time to practise the skills that they are taught and this increases their confidence and self-esteem. A good example of this was seen in the nursery when a little girl chose to 'write' a book. She sustained a long period of concentration and was beginning to write recognisable letters. She sang the 'a, b, c'

song, modelling herself on the teacher's good example. Although the letters she sang did not correspond to where she was pointing, she was beginning to understand the idea. The wide range of ability can be clearly seen as most of the other children are at an early stage of mark making although, as a result of good teaching, most hold for their pencils and paintbrushes correctly.

72. Higher-attaining reception pupils are able to write their name unaided and produce early writing when writing instructions or details from a seed packet. Most pupils still have poor control however, as they try to form recognisable letters. As the children start from a low base, few are likely to achieve the early learning goals by the end of the reception year.

Mathematical development

73. Because of the very good teaching in the nursery and teachers' targeting of the learning of number, children are beginning to make secure progress in this area. Every session begins with a focus on the children's individual targets and on counting to ten. In a well-planned activity to support counting, children correctly identified the number on the picture of a house. With very good support from the teacher, the children very carefully managed to match one to one as they counted the brightly coloured plastic animals into the house. The element of surprise as they turned over each picture added interest to the children's learning and they sustained concentration throughout the activity. At the end of the activity they took the numbers in a random order to the number line, one boy immediately put the number two in the correct space and together with three other children the numbers 2, 3, 4, 0 and 1 were put in the right order. They were not so secure with the numbers 5 and 6 and two boys discussed which was which before coming to the right conclusion. This shows the good element of challenge from which children learn most successfully. Sensitive intervention from the teacher helped them to count from 0 to place 7 and 8 correctly.
74. The teacher in the reception class provided a good link with the children's learning about the Chinese New Year as the red envelopes received on New Year's Day were used to help with their counting. The children gasped with surprise as they discovered the envelopes contained sweets to count. Good teaching helps to structure children's learning as they sort, count and match the correct numeral. The use of correct mathematical language increases the children's vocabulary appropriately. Children increase their manipulative skills as they roll play dough into the correct number of balls. All children remain on task because the activities are well planned, appropriate and interesting. Children learn to use words such as 'heavier' and 'lighter' correctly and are beginning to use non-standard units of measurement. Very clear, very effective planning provides the children with a wealth of very rich experience and, although their mathematical base is low, most children are in line to achieve the early learning goals by the time they enter Year 1.

Knowledge and understanding of the world

75. Many contexts and activities are planned which encourage children's exploration and observation of the world, based on first-hand experience. Children enter the nursery with limited experience of this area of learning. Very good teaching, for example, enables children to explore the different reflections given by mirrors of various shapes and sizes, including concave and convex mirrors. A box of magnets gives them the opportunity to explore which objects are attracted to the magnets and which are not. Teachers provide very good activities to introduce the children to a range of different cultures. When learning about the Chinese New Year, children tried eating rice and crackers out of bowls with chopsticks and joined in the dragon dance with great enthusiasm as they followed

the cardboard box model dragon round the room. Nursery children are given practical activities which help them find out about the world, how to use tools correctly and safely as they plant bulbs and then watch them grow. Teachers interact with the children very well. Children are successfully finding out about information and communication technology as they learn to use the computer.

76. These experiences are developed efficiently in the reception class. Children take turns as they use the computer as a word-processing tool and use the interactive whiteboard effectively. Well-chosen software gives children alternative ways to reinforce their numeracy and literacy skills. They select different levels in a story program and show a sensible approach in using these levels to listen to the spoken word and select specific elements to help them complete the program.
77. The children show great delight and curiosity as they notice that the potatoes they planted are beginning to grow and the hyacinth bulbs are beginning to flower. They learn how to make Chinese fans and lanterns and are encouraged to observe how the fans are made. The teacher's good use of well-framed questions gives children a challenge as they struggle to find the words to describe the way in which the fan is folded. As a result of previous learning the children know that fans are used to keep people cool.
78. Children successfully develop concepts of geography and history and learn about different religions through stories. Children make satisfactory progress but having come into the nursery with such limited language skills and knowledge and understanding of the world, only a few will achieve the early learning goal by the time they enter Year 1.

Physical Development

79. Children make sound progress in the nursery, but this progress could be further improved by the provision of a secure covered outdoor area to enable them to enjoy the freedom of large-scale movement, such as climbing, or to practise their skills in pedalling large wheeled toys. The area outside has plenty of scope for this and plans have been drawn up but their introduction is hindered through lack of funding. At present a small paved area is roped off in which children push trolleys and buggies around obstacles with a good degree of control. The teaching assistant used well-framed questions to encourage a child to examine how a toy cement mixer worked and provided a good role model in how to balance a beanbag. The children readily followed her example and practised their skills. Some very young children need great encouragement to join in, whilst other more confident children enjoy wriggling through a tunnel.
80. When taking part in a lesson in the hall, most children in reception show that they move with control and co-ordination as they weave in and out of each other. They can hop and skip and use a range of small equipment as they learn to throw and catch. Effective support from the teacher helps children to improve their catching and throwing skills. Teachers plan carefully to support children's development of fine hand control and co-ordination through cutting and sticking activities and the use of play dough, often in conjunction with another area of learning. Children make very good progress and attain the age-related level.

Creative development

81. To encourage their creative development the children are given many opportunities to develop their own ideas, discover, explore and express their creativity in sand and water play, role-play, music and painting. Four boys in the nursery who were engaged in imaginative role-play made 'torches': they were most polite as they asked the teaching assistant to make a tent 'like we had last week', using the words 'please' and 'thank you'. They are learning to communicate their ideas and use their imagination, but are not yet sufficiently mature to sustain the storyline for any length of time. Children learn from the good example of staff as they explore colour and texture through the medium of paint. The teaching assistant gives very good support when encouraging children to talk about their pictures. The pictures are not representational and the children are not yet secure in the names of the colours, but they are learning to ascribe meaning to the marks that they make.
82. Most children join in singing songs and actions, although a few just watch with enjoyment. Very good teaching clearly demonstrates various musical instruments to the children. Using the correct terminology, the teacher enriches the children's vocabulary and enables them to be specific when talking about the instruments. Children take great delight in taking hold of the piece of string which serves as the dragon's tail as they follow the brightly coloured dragon in advance round the class room. They play their instruments and wave their streamers in a colourful learning experience as they are given time to explore and experiment within a secure atmosphere.
83. By the time they reach reception, children have made sound progress and are ready to build successfully on previous learning. In a very good link with the work that children have been doing on the Chinese New Year, two boys carefully copied the Chinese characters using brushes and inks, showing that their manipulative skills are developing well. They explored a range of materials as they selected what to use to decorate their Chinese fan or lantern, and sprinkled glitter with care. Children take great delight in the feeling of wind as they use the fans they have created. They make effective progress and most are in line to achieve the early learning goal by the time they enter Year 1.

ENGLISH

84. Standards are below those expected nationally at the end of Years 2 and 6 in all aspects of English with the exception of speaking and listening, which is in line with the national average. This shows a decline in standards in infant classes but good improvement in junior classes. Although pupils currently make good progress in all aspects of English, the number of pupils with special educational needs and the high pupil mobility within the school is impacting negatively on raising standards to the national level.
85. Pupils make good progress in developing their speaking and listening skills, and their current achievement indicates that standards will be in line with the national averages at the end of Year 2 and above at the end of Year 6. Standards have improved since the last inspection. All pupils listen attentively both to the teacher and to each other, and many respond well when discussing texts and when sharing or reporting on their work at the end of the lesson. Listening skills are promoted well in all classes. In Year 2, pupils are attentive as the teacher tells the story of 'Jamil' as part of understanding and appreciating literature from other cultures. Effective questioning by the teacher, impacts positively on promoting pupils' speaking skills. Pupils are aware of the need to answer in full sentences and other classmates pay full attention to what is being said. The strategy of listening to stories provides a stimulus for discussion and the opportunity for them to

express their own opinions, as well as listening to the opinions of others. As pupils progress into upper juniors the experiences provided in the infants and lower juniors are built upon well. In Year 5, higher-attaining pupils distinguish between author and narrator when investigating the narrative viewpoint. Probing questioning prompts considerable thought and debate about meanings of words. Higher-attaining pupils express their opinions clearly and justify them in a convincing way. Pupils of all ages irrespective of gender, ability or ethnicity confidently explain at the end of the lesson what they have done and learned. This ensures that they demonstrate that they are becoming increasingly aware of the needs of the listener as well as themselves as speakers.

86. Standards in reading for many pupils in the school are generally lower than expected. Most more-able pupils read at only average levels, although a minority are able to read to a higher level. However, there is a significant number of pupils, especially in the younger classes, who are not making sufficient progress. Reading skills are taught during the guided reading sessions, but there are insufficient opportunities for pupils to practise their skills. Pupils use words, such as 'author', 'illustrator', 'content' and 'index', but only a minority are aware of the skills of scanning and skimming. The use of dictionaries is encouraged, as was observed in a Year 4 class where pupils worked in pairs and used dictionaries to correct each other's spelling. In the same class, when teacher led, pupils read their own poetry with expression, commanding the attention of the audience. Able pupils generally read in a lively and intelligent way, with fluency and expression. There is a high focus in promoting reading and the school has identified the lack of individual and guided reading books for boys as well as non-fiction books for both infants and juniors. Lower-attaining pupils are gaining confidence and enthusiasm through well-focused support. All pupils are encouraged to take books home for parents to help their children to improve, but this is meeting with only partial success. No difference in the performance of boys and girls was noted during the inspection.
87. Standards in writing are below those expected nationally. Pupils write effectively in a range of styles and respond to different stimuli as a result of good implementation of the literacy strategy. They write letters, stories, instructions and reports. Good opportunities to practise spelling patterns are given, as was observed with lower ability pupils in a Year 6 class where part of the focus of the lesson was to use suffixes. This supported their reading and spelling and provided opportunities to improve pupils' presentational skills. The effective teaching prompted all pupils to participate fully to improve their spelling and handwriting skills. Pupils achieve well against their prior attainment. Written work is effectively assessed against the National Curriculum, enabling teachers to assess standards.
88. The quality of teaching is good overall and this enables the school to achieve averages that are comparable with similar schools, despite the high mobility of pupils and the high number of pupils with special educational needs. Teachers have a secure knowledge and understanding of English. Lessons are effectively planned and have clear learning objectives. The pace of lessons is brisk and teachers have high expectations. Pupils are aware of these and respond appropriately. In Year 1, for example, the teacher used praise very well to raise pupils' confidence and self-esteem. In Year 5, the teacher's delivery of the story of 'Arachne' was charismatic and prompted immediate enthusiasm in pupils' learning. The setting system in upper juniors is well established and enables the expertise and commitment of teachers to impact positively on pupils' good gains in their learning. Work is appropriately matched to challenge and support for pupils of all abilities. Teachers' comments are sensitive and constructive and promote very positive attitudes and good behaviour. Staff are good role models and this encourages pupils to become respectful and polite. Marking is developmental and provides pupils with a clear idea about the strengths of their work and where they need to improve.

89. Leadership and management are both good. The two co-ordinators work well as a team. They monitor planning carefully and have been involved in some monitoring of teaching and learning. The co-ordinators, together with the teaching staff, have worked hard and are committed to raising standards. The impact of effective teaching, a good scheme of work, effective assessment procedures and generally good resources is a major contributory factor in improving standards.
90. Provision for pupils with English as an additional language is good, but only one is at an early stage of acquisition skills and is very well integrated into the school. They receive effective support within the planned ability groups and setting arrangements. They are enthusiastic about their work, make good progress and are secure in the knowledge that their needs are well catered for. Similarly, pupils with special educational needs are mostly well supported by teachers and learning assistants, enabling pupils to make good progress. Like all other pupils, they are confident to approach any teacher or member of staff for help should they require it.

MATHEMATICS

91. Pupils in Year 2 and in Year 6 achieve standards that are below national averages. The results achieved are good when compared to similar schools, despite the high number of pupils with special educational needs and the high mobility of pupils. At the time of the previous inspection, standards at the end of Years 2 and 6 were in line with those expected nationally.
92. All pupils make satisfactory progress overall from a below average starting position, although a significant number of pupils both leave and join the school throughout each year. Pupils who spend all of their time in the school make good progress. Their success is based on good implementation of national guidelines, good analysis of pupils' strengths and weaknesses in the subject and good overall teaching in the juniors. Additionally, pupils in Years 5 and 6 are well provided for by the recent introduction of ability sets to more closely meet their individual needs. Teachers set a very good ethos for learning and most follow the school's marking policy well.
93. The mental and oral starter session that introduces the lessons are generally well taught, often with good use of resources. This enables teachers to demonstrate ideas being taught in a practical manner. Such methods help pupils to concentrate well and do much to support the development of quick, mental response to questions and suggestions from the teacher. Pupils are taught well in the main part of lessons. In most infant lessons, practical tasks are emphasised, and these 'hands-on' experiences go a long way towards developing pupils' mathematical knowledge and, more importantly, their understanding. However, opportunities are sometimes missed to develop pupils' literacy and recording skills because of the use of worksheets.
94. Paper and pencil methods play a progressively important role in lessons for junior pupils, although practical work is still undertaken. For example, Year 5 more-able pupils use art straws and pipe cleaners to make three-dimensional shaped models before investigating them for parallel edges and faces and perpendicular edges. Final review sessions are used well to assess and re-enforce the learning that has taken place, or to identify how the day's learning will be developed during the next lesson.
95. The quality of teaching in the infants is satisfactory overall, and good in the juniors. This represents good improvement when compared to the last inspection. Overall, the major strengths in teaching are the planning of lessons, the management of pupils and the use

of time and resources. Classroom assistants provide very good support during group work with less-able pupils but, in a number of lessons, they are not used effectively during the mental warm-up sessions.

96. Teaching is satisfactory in infant classes and sometimes it is good. However, lower-achieving pupils do not make the progress possible because the work set is insufficient to raise their levels of achievement. The positive use of ongoing assessment to plan appropriately challenging tasks for pupils of widely different abilities is under-developed. Where tasks are too difficult, the pupils tend to give up. In some lessons when there was insufficient demand for pupils to work hard, the pace of the lesson slowed and pupils' progress became only satisfactory. In a Year 1 lesson, pupils' understanding of 'heavy' and light' was well supported when they worked with a variety of resources to provide equality of mass using balance scales. They showed sound understanding of the principle that the size of a package does not necessarily determine its weight. A significant number of pupils were withdrawn for extra-literacy support for much of the lesson, however, and were not involved in what their classmates were learning. Year 2 pupils are introduced to the idea of estimation before counting. For such a difficult concept, the number of objects presented was too great and the pupils' rate of learning slowed. Many pupils find it hard to work out the difference between their estimation and the actual total of objects present.
97. Teaching in junior classes is good overall, and enables pupils to achieve above average standards when compared to similar schools, despite the high mobility of pupils and the high number of pupils with special educational needs. Most teachers display confident subject knowledge, which enables lessons to proceed at a brisk pace. In an excellent lesson for less-able pupils in Year 5, good progress was made in completing symmetrical patterns with two lines of symmetry at right angles to each other. The quality of relationships ensured that the lesson developed in a positive working atmosphere where learning is fun. Pace was very brisk and independent learning was fostered well by pupils being encouraged to choose resources that best suited the task in hand. Very good subject knowledge supported excellent questioning skills that were used successfully to tease out pupils' existing subject knowledge. Year 6 more-able pupils very effectively develop their previous knowledge and understanding of place value. They work out decimals accurately to solve number problems using a variety of addition and subtraction methods. Lessons support pupils' use of literacy well, particularly when effective discussion takes place, such as when using decimal notation in the Dewey library classification system. Independent learning is further developed when pupils are encouraged to use 'best method' to solve problems. The planned use of information and communication technology to support numeracy skills is underdeveloped.
98. Leadership and management are both good, the co-ordinator bringing good subject experience and teaching skills. She ensures the effective use of very good quality assessment data to track pupils' progress from nursery to Year 6. She is keen to further develop the 'setting' system for ability groups in Years 3 and 4 to support further improvement in standards through more closely focused teaching. Teachers' planning is monitored on a regular basis and the co-ordinator has monitored teaching and learning in all classes, leading to high standards. The quality of resources is good, including provision for more-able pupils to join an after-school mathematics club at a local secondary school, enabling them to make good progress.

SCIENCE

99. Standards of attainment at the ages of seven and eleven years are below the national average. The progress made by pupils at the end of Years 2 and 6 is satisfactory, however, because when they entered the school they were below the average level of attainment for their age. The quality of teaching is good overall and this enables the school to achieve above average standards when compared with similar schools, despite the high mobility of pupils and the high number of pupils with special educational needs. Pupils who have been identified as having special educational needs make good progress because they are supported effectively in lessons.
100. In Year 1, pupils have satisfactory knowledge of the five senses and can use them effectively to sort a range of materials into sets. The higher-attaining pupils are able to say which senses need to be used for decision-making when set against words supplied by their teacher, for example 'shiny' or 'rough'. Owing to their lower than average speaking skills and vocabulary, lower-attaining pupils have difficulty in talking about and describing the characteristics of some materials. Year 2 pupils who were interviewed all had secure knowledge of the external parts of the human body. Following a recent visit by two mothers, pupils were able to describe a satisfactory number of differences between themselves, a baby and a toddler. In these explanations they showed a sound understanding of the idea of change over time. Higher and average-attaining pupils are able to talk about their investigations into what a seed requires in order to grow into a healthy plant. Higher-attaining pupils could name the parts of a flowering plant. These same pupils had secure knowledge of how to construct a simple electrical circuit and of what to check for in order to discover why the bulb failed to light. Although pupils described the investigations that they had undertaken accurately, they did not display secure knowledge of the idea of fair testing.
101. Interviews with pupils in Year 2, including those identified as being gifted and talented, revealed that pupils' knowledge and understanding was at least at average levels for their age, with some aspects of their understanding being above this level. The higher attaining pupils had a good understanding of the requirements needed to conduct a fair test and talked confidently about the opportunities given to them to design, make and test paper aeroplanes. When offered a problem to solve that they had not met before, the group collaborated effectively and quickly arrived at a possible solution that was sensible and firmly based on scientific knowledge and practical understanding. It was notable that within this group, pupils' ability to express themselves clearly and confidently was demonstrated by only four of the six pupils, one of whom had an above average science vocabulary.
102. In Year 3, the majority of pupils know and understand a fair test when considering the testing of 'weak' and 'strong' magnets. Pupils have confidently used the ideas of similarity and difference, and cause and effect to offer reasons for their answers. Year 4 pupils demonstrate their ability to co-operate in pairs to collect data in order to make decisions about the effectiveness of a range of sound making equipment. Higher attaining pupils confidently make general statements about their findings and suggest areas for investigation. Lower-attaining pupils received good support for their learning but did not make sufficient progress to attain a satisfactory standard for their age. Year 5 pupils have satisfactory knowledge of the effect of friction in aiding the riders of bicycles. They are able to give sound examples, using their own practical experiences, of how friction can be both beneficial and can detract from performance. Pupils in Year 6, involved in a dual challenge involving investigating the differences between web sites and textbooks in finding information about teeth and their functions, showed a good level of concentration

and a will to succeed. Lower-attaining pupils lacked the necessary vocabulary and did not realise that some of the websites used were not suitable for their purposes. Discussion showed that above and average-attaining pupils are attaining at expected levels, but a minority of lower-attaining pupils are performing below this level.

103. Teaching is good overall. It is satisfactory in the infants and good in the juniors. The quality of teaching, coupled with the planning of interesting, relevant lessons, represents a major reason why pupils are keen to study science. Teaching is usually well supported by good classroom relationships. Pupils are aware of the high expectations of their teachers with regard to behaviour and good working practices; most pupils respond to these expectations and settle quickly and co-operate and collaborate well. Teachers take appropriate opportunities to enrich pupils' vocabularies and to afford chances for pupils to speak in whole sentences. Overall, links with literacy are well focused.
104. Good opportunities are provided for pupils to write up their work in their own words. However, lower-attaining pupils do not always complete their writing tasks, and have insufficient recording of work in their books. The marking of pupils' books is regular and generally offers suitable encouragement and praise, but there are few examples of pupils receiving good quality advice on how to improve their work. Further, whilst teachers often ask written questions in books, it is rare for pupils to respond. In all classes the procedures to record the end-of-unit assessments for individual pupils are good. This data is not being analysed, however, or used to predict the standard that individuals should attain over time, and this is a weakness.
105. Leadership and management are both satisfactory. The co-ordinator has been in post for six months only, but is enthusiastic and has good subject knowledge. The headteacher has set aside time for the co-ordinator to monitor the subject. This time is being used to good effect, with observations made in Years 2 and 6 to focus on pupils' achievement. Workbooks have been scrutinised effectively, concentrating on pupils' understanding of scientific enquiry, and the results of national tests have been analysed. The assessment co-ordinator intends to involve members of staff in the compilation of a portfolio of assessed, levelled and annotated work to help to ensure that assessment decisions are understood throughout the school. To this end, she has already begun the collection of examples of pupils' work.
106. The school provides a satisfactory range of visits and uses the local environment effectively for fieldwork. Resources are of a good standard. The school is aware that more use could be made of information and communication technology; this provision was being actively addressed during the inspection.

ART AND DESIGN

107. Standards are above average at the ages of seven and eleven and throughout the school. The standard achieved in completed pieces of two-dimensional art in Year 5 is sometimes well above average. This was also the judgement made following the last inspection and shows good maintenance of overall standards since that time. All pupils irrespective of gender, ethnicity or ability make at least good progress as they move through the school.
108. The early drawings made by Year 1 pupils lack confidence and flow. This initial tightness soon gives way to bolder application of line and colour, as seen in detailed individual portraits. By the end of Year 2 pupils are using their observational skills to add good detail to their drawings. These include quality of line and early attempts at shading to

gain a three-dimensional effect. During fieldwork sketches, pupils quickly learned how to isolate and focus on interesting details by using viewfinders.

109. From Year 3 onwards the sound grounding in observational skills, and interest in art, is built upon progressively. For example, pupils' drawing of the cross-sections of three carefully chosen different fruits enables them to both study and record a suitable range of textures and structures. Year 4 pupils' use of overlaid translucent papers shows an ability to use their sketchbooks well to investigate the possibilities of the medium, whilst manipulating cutout shapes into a final pattern. The same pupils have produced well-considered written work centred on the works of painters and photographers have written about artists whose images depict human relationships. Their writing shows a growing understanding that art can carry emotion and messages as well as being decorative.
110. Year 5 pupils have studied fruit cross-sections, using their developing skills to consider pattern-making possibilities. The subtle use of tones and shades of colours within a few of the final works displays some pupils' well above average skills and understanding. Pupils in Year 6 show a good knowledge and understanding of the need for careful observation and recording. Their initial drawings of a falling human body were made following good quality discussions that paid good attention to proportions and the shapes made by the figure's limbs.
111. Teaching is good overall and this enables pupils to achieve well, despite the high mobility of pupils and the high number of pupils with special educational needs. Pupils of all ages enjoy art because their teachers have good subject knowledge. Teachers plan interesting projects and ensure that there is a gradual build-up of skills and understanding. For example, in Year 1, pupils were introduced to a wide range of weaving materials so that they quickly gained the notion that if a material has the correct properties it can be woven.
112. At the time of the inspection there was no co-ordinator in post. In the interim period, as the appointment of a new co-ordinator is awaited, art is in the capable hands of the assistant headteacher, herself a trained teacher of art. There is a good quality art policy in place and this document reflects the good work currently taking place in the school. Cross-curricular links are good, and support both pupils' spiritual and cultural development. The study of famous artists has been over-weighted towards the study of western European painters, but this is changing as studying the works of a wider range of artists, including those of non-European cultures, is planned for. Assessment procedures are not yet in place. The good quality resources support pupils' learning well.

DESIGN AND TECHNOLOGY

113. All pupils, including those with special educational needs and English as an additional language, make good progress, and standards at the end of Year 2 and Year 6 are above those expected. This represents a good level of improvement since the previous inspection, when standards were in line with national expectations.
114. Pupils understand that design and technology is about developing ideas for making things and that they make models as well as other objects for a purpose. Their ability to generate and communicate ideas for making things improves well over time. They learn effectively to modify ideas when necessary and to evaluate the end product against original intentions. As they get older, pupils develop their skills through experimenting with different ways of cutting, shaping and joining components. Pupils in Year 2 experiment when making musical instruments, follow their brief and complete instruments using different materials to produce models resembling the sounds of a drum, a guitar and a rainmaker. In Years 5 and 6, pupils communicate effectively through

simple drawings when planning quiz boards with electronic control or controlled vehicles powered by batteries. Pupils evaluate their finished products to determine whether they fit the purpose and compare them with their original intentions. Their evaluation and ongoing assessment of their work is a strong feature and supports the good progress and higher than expected standards. In all their work, each of the elements of design and technology, curriculum planning, designing, choosing materials, making prototypes, making finished products, finishing and evaluating, is well represented and the pupils are encouraged to think of the quality of finish throughout the process.

115. The quality of teaching and learning is good. Pupils enjoy the subject, which is clearly a result of the good teaching observed. Teachers are knowledgeable and confident and choose activities that help pupils understand the reasons for the design of things. Tasks have clearly been challenging and have provided good opportunities for independent work. Teachers' planning is good and this enables pupils to acquire a good range of designing, evaluating and making skills. Teachers make effective use of ongoing evaluation of the development of pupils' social skills. The quality of teaching promotes well the development and use of literacy and numeracy skills in the exchange of ideas, the evaluation of products and measuring of components.
116. Leadership and management are both good and underpin the high quality provision that leads to good standards. There is a good range of equipment, all of which is suitable for pupils of this age.

GEOGRAPHY

117. From a low starting point, pupils overall make satisfactory progress, although their attainment at the end of Year 2 remains below national expectations. Pupils at the end of Year 6 attain standards in line with the national expectations as a result of pupils' rapid rate of learning, which is developed well in Years 5 and 6. Pupils with special educational needs and English as an additional language make similar progress to their classmates.
118. From the scrutiny of infant pupils' work and discussions with them, it is evident that too little geographical work has been completed during the last twelve months. This is partly as a result of pupils having too many supply teachers who have not taught the work that was planned. Pupils' understanding and skills in mapping weak. Sound links were made in one lesson observed with information and communication technology, although there is very limited evidence of the consistent use of computer technology in pupils' other work. Assessment of pupils' work is limited and targets are not being set to take pupils' learning substantially further.
119. A better picture emerges in junior classes with clear progression planned throughout Years 3 to 6, although there continues to be a lack of structured teaching of mapping skills. While pupils in Year 3 further their mapping skills gained in infant classes, work continues to be confined to local studies. Year 6 pupils develop their knowledge, understanding and skills well.
120. By Year 6, pupils attain sound standards in their understanding of India and produce well-presented topic books. In one lesson seen in Year 6, a group of pupils discussed a newspaper article effectively, relating to the suffering from famine in Africa and develop a good understanding of the problems of starving people. Their written work demonstrated good ideas for implementing short-term relief, with other pupils discussing the needs of long-term aid. Year 6 pupils are able to identify and understand environmental changes in different parts of the world and begin to understand how these factors affect the lives of people living there. They are developing an understanding of environmental change and

how people can improve or damage the environment. Several pupils obtained information effectively from the Internet to support their study and were able to discuss the costs of providing a well for a village and the irrigation methods needed to transfer water to the crops.

121. Teaching and learning are satisfactory overall. They are well supported in the junior classes by the teachers' good planning that ensures satisfactory progress in most year groups with more rapid learning taking place in Years 5 and 6. However, on occasions, a significant number of pupils in Year 6, withdrawn for booster support in literacy, miss a section of the geography curriculum and as a result do not gain sufficient knowledge and understanding in line with their classmates. Teachers have satisfactory expectations overall. Their classroom management and use of time and resources are good.
122. Leadership and management are both satisfactory. Good cross-curricular links have been established with science. Visitors to the school, such as the Shropshire Wild Life Trust, and well-planned visits enhance the curriculum. Teachers' planning and pupils' books are monitored by the co-ordinator but this is not yet having sufficient impact on pupils' learning in infant classes. Assessment procedures are not yet in place. Resources, including field trips for Year 6 pupils, are good and support junior pupils' learning well. Resources have been used less effectively in infant classes.

HISTORY

123. From a low starting point, pupils make satisfactory progress overall, although their attainment by the end of Year 2 remains below national expectations. This is also partly as a result of pupils having too many supply teachers who have not taught the work that was planned. This has been a weakness in the management of the subject. Pupils by Year 6 attain standards that are in line with national expectations and they make good progress, particularly in Years 5 and 6 where more rapid learning takes place. Overall, pupils make satisfactory progress including those with special educational needs and pupils of minority ethnic origin.
124. Although infant pupils have not yet acquired secure knowledge or understanding in using timelines, they are able to identify similarities between old and new toys of a similar type in Year 2, where they are beginning to use the appropriate language to describe the toy. They have not developed a secure understanding of a sufficient range of historical figures and salient events in time and sequence. There is insufficient written work to demonstrate their understanding of the impact of events in the past over succeeding decades. Overall, pupils have not received a sufficient range of topics to meet the requirements of the National Curriculum. Junior pupils' concept of change over time is well developed. Many pupils show a lack of precision in vocabulary, referring to old toys as being from 'olden times'. They eagerly respond to questions however, settle quickly to task, show high levels of interest and concentration well.
125. By the time pupils are eleven, they show a good sense of chronology when talking about their studies and use historical language effectively. Pupils' understanding of the Victorian era is good, with good learning gained from their visit to Whitwick Manor. Pupils are able to identify a number of differences between the Victorian period and the present day, becoming aware of how values and cultures change over time. When studying the Greek battle of Marathon in a Year 5 lesson, pupils knew who the main characters were and were able to describe the links between the main events. They know that the battle may be interpreted in different ways and that modern events may have connections with the past. They debated alternative interpretations that resulted in effective discussions and consideration of pivotal factors in the battle. Visitors to school enhance pupils' learning

about the Greeks and Romans through drama. Pupils use library books and the Internet effectively when undertaking their own research.

126. Teaching and learning are good overall, particularly in junior classes where good subject knowledge, effective planning, drawing from a wide range of historical events, and high teacher expectations ensures that teaching builds substantially on the earlier weaknesses encountered in pupils' learning. Role-play and 'hot seating' activities to consolidate pupils' learning are effective. Pupils show a lively interest in the challenging lessons, particularly in upper junior classes. Pupils enjoy the practical activities and investigations set them and are keen to succeed. Teachers use the subject well to develop pupils' literacy. Good cross-curricular links with design and technology and information and communication technology are used well. Pupils with special educational needs and English as an additional language receive sensitive support that enables them to make similar progress to their classmates.
127. The subject is satisfactorily led and managed with good opportunities taken to develop pupils' interest in history across the curriculum. Senior managers and teachers are seeking to enhance pupils' knowledge and understanding following the earlier insufficient teaching by supply staff. The monitoring of teachers' planning is satisfactory. Assessment procedures are not yet in place. Resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards of attainment are in line with those expected nationally at the end of Year 2 and above expectation at the end of Year 6. This is an improvement on standards seen at the time of the last inspection.
129. Despite the low start, most pupils of all abilities achieve well and enjoy the increasingly regular use of computers in their work. Year 1 pupils studied a map of an area using the interactive whiteboard that subsequently enabled them to produce a simple map showing features of their own area. Pupils who had special educational needs were ably supported by a classroom assistant. By Year 2, pupils have a good range of skills that enables them to use the computer to support other areas of the curriculum. They learn word-processing skills, develop their understanding of using capital letters and using both the 'shift' and 'backspace' keys for correcting typing errors. More-able pupils work co-operatively in pairs creating sentences, while lower-ability pupils receive extra help in producing simple text. Year 2 pupils can write sentences in speech bubbles on the computer, with several pupils able to create their own bubbles in which to write.
130. Junior pupils build well on their prior learning. Year 4 pupils use the spell check facility independently and accurately. They appreciate its limitations and inability to distinguish homophones such as, 'to' and 'too' and 'for' and 'four'. Year 5 pupils are able to design a classroom in the role of an architect: they copy and paste accurately, move and rotate furniture, colour code the furniture using the 'fill' tool, add text to identify areas, check the correct use of the millimetre and centimetre lock for drawing arcs and restore the grid after deleting objects. They use search engines such as 'Jeeves' and 'Google' effectively to find information to support their work on how the heart pumps blood around the body. More-able pupils identify their favourite Internet sites for gathering information and show good understanding of how to access a range of information, including 'Fair Trade' and 'Child Labour'. One result of these searches has been for pupils to e-mail to charities that work with child slaves in India to express their concerns. Pupils use computers effectively to graphically present findings from their environmental studies, and Internet weather searches to present data and co-ordinates from other lessons.

131. The majority of pupils, including those with English as an additional language, achieve well and work with interest and concentration. Pupils with special educational needs achieve satisfactorily. They receive a high level of support when using computers in other subjects but their understanding and skill in using computers remain below expectations. Several higher-attaining pupils achieve well.
132. The quality of teaching and learning is good. Teachers are enthusiastic to use computers wherever appropriate and give good support to pupils' learning in literacy and numeracy. Pupils have a very good attitude to the subject and enjoy their lessons. They work co-operatively in pairs and persevere to produce work with which they are happy. Teachers use the interactive whiteboard well to demonstrate skills and techniques and give pupils opportunities to show what they can do. Effective classroom organisation enables pupils to work in pairs quickly and efficiently.
133. Leadership is very good, whilst management is satisfactory. Teachers' planning is good and is monitored by the co-ordinator, but she is not yet monitoring the quality of teaching and learning in classes and has little opportunity to spread her very good practice throughout the school. A long-term strategic plan has been developed to further the training of teachers and support staff to raise standards further. Although a folio of moderated work has been established, assessment procedures have yet to be fully developed. The good resources contribute effectively to pupils' learning.

MUSIC

134. Standards at the end of Years 2 and 6 are in line with national expectations as was the case at time of the last inspection.
135. Pupils are given a good variety of practical and interesting activities. The provision of a large area in which to teach and practise, specialist teaching support and a wide variety of good quality resources, supports pupils' learning well. Dance aspects of the physical education programme are well promoted with music from different times and cultures. Pupils' singing skills are satisfactory. For example in a good Year 2 lesson, pupils sang 'Frere Jacques' tunefully and enthusiastically in French and from memory. They made good progress when they rehearsed and sang the song accurately as a round. During a whole school assembly, pupils sang 'When I needed a neighbour' in a satisfactory manner. There was a lack of volume and vitality, but all pupils did join in.
136. Pupils' rhythmic skills are satisfactory. For example, Year 3 boys and girls clapped the pulse of a song successfully and learned how to create a rhythmic ostinato. Pupils use percussion instruments effectively. They show interest and concentrate well. They can differentiate between pulse and rhythm. A peripatetic music teacher provides good tuition for Year 6 boys and girls from two classes for ensemble work. A large proportion plays the ocarina and performs alongside other pupils playing recorders, xylophones and chime bars. They practise carefully to refine their skills in performing 'Pokarekare Ana', for example, and 'My Grandfather Clock' to musical notation. Year 4 pupils use musical notation sheets when they learn correct fingering techniques on recorders. They follow the tune well and make good progress in response to good quality teaching.
137. The quality of teaching and learning are good. Teachers' planning in infant and junior classes is good and teachers use time and resources effectively. Teachers' expectations are satisfactory in infant classes but good in the juniors where pupils performing skills are developed well. Teachers' use of assessment is satisfactory and provides sound guidance in further developing pupils' abilities. Class management skills effectively support periods of purposeful, musical activity, linked to good opportunities to practise

and improve performance skills using a wide variety of instruments. As a result, pupils concentrate on perfecting the quality of the sound they produce and the correct length of the notes, and are encouraged to evaluate the work of others and to refine their own skills and techniques.

138. Pupils' performance skills in year 6 are well developed. All pupils in Year 6 successfully write their own lyrics when, for example, they performed 'Arabian Nights' incorporating French/Arabian music. This also enhanced pupils' cultural development. They were well supported by pupils and staff from the feeder secondary school who were involved in stage management and lighting. Years 3 and 4 pupils performed a rhythm-based production of 'Hansel and Gretel' that involved soloists. Infant pupils successfully performed the 'Twelve Days of Christmas'. There is an annual Carol Service that supports the good provision for pupils to sing and play together in public performances.
139. The newly appointed co-ordinator is a music specialist who is very keen to promote and develop musical skills within the school. She is aware that there is no school choir and regards this is an area for development for providing opportunities for pupils' musical development. The good resources support pupils' learning well.

PHYSICAL EDUCATION

140. Standards in physical education are average at the end of Year 2 and Year 6 and pupils make satisfactory progress. A significant proportion of pupils who join the school after Year 4 have not had swimming lessons in their previous schools. The school is aware of this and has specific plans to address this issue during the summer term.
141. The quality of teaching is good. Teachers prepare pupils well by vigorous warm-up activities that provide valuable cardio-vascular development for both teacher and pupils. In a very good dance lesson in Year 5; pupils learned attack/defence movements from the story about 'Capulets' and 'Montagues'. Paired work was extended to include large 'gang' activity during which the teacher, intervened purposefully to coach, advise and encourage improvement in performance. For lengthy periods, groups were left to their own decision-making, with the teacher being an alert and interested spectator. All pupils concentrated throughout, shared opinions and made very good progress in developing and refining their movements in response to music. They demonstrate concentration, enjoyment of dance activities and consistently good behaviour. Much independent learning takes place. In three good dance lessons observed, teachers motivated pupils and modelled good performance. Good pace and associated musical stimuli were incorporated to encourage pupils to match the mood of the music in their actions. In satisfactory lessons, good opportunities were often missed for individual pupils to demonstrate their movement to their peers as a means of improving standards. Pupils have sound knowledge and understanding of the effect of exercise on their bodies. They can explain the importance of warming up and cooling down. Significant numbers of boys and girls perform at above average levels of attainment.
142. Leadership and management are both satisfactory. A locally approved scheme of work has been introduced and all requirements for dance, games and gymnastic activities are included in teachers' planning. Although pupils take part in an annual, 6-a-side football tournament, they do not take part in competitive games fixtures against other local primary schools. This results in missed opportunities to consolidate skills and tactics developed during lessons. No assessment of standards or monitoring of teaching and learning is undertaken and the role of the co-ordinator is underdeveloped. All teachers have benefited from a 'Tops' gymnastics and games training course, which has provided good development of teachers' knowledge and confidence to teach the subject. Almost

half of the older pupils experience a residential visit early in the academic year and take part in a programme of outdoor pursuits. This represents good provision for the pupils' social, cultural and physical development. Indoor and outdoor resources are good and support good progress in general.

RELIGIOUS EDUCATION

143. By the age of seven and eleven, pupils attain standards that are in line with the locally agreed syllabus. Standards have been maintained since the last inspection. Pupils have a satisfactory knowledge and understanding of Hinduism, Sikhism and Christianity, and some knowledge of Buddhism and Islam since these are studied to a lesser extent. This gives pupils appropriate insights into the faith and beliefs of others and is a contributing factor to the tolerant and respectful attitudes pupils show to one another.
144. Pupils with special educational needs and those from other ethnic backgrounds make good progress and achieve in line with their classmates. There is no discernable difference in the progress of girls and boys. Pupils' attitudes to the subject are good in both infant and junior classes.
145. Teaching and learning are satisfactory with some good teaching. Teachers' knowledge and understanding are secure and pupils develop an understanding of and respect for those who hold different views from their own. Teachers use good questioning skills, which effectively develops pupils' powers of reasoning. Lessons are planned and paced appropriately and pupils' learning is enhanced by the effective use of good quality resources. Pupils are developing an appreciation of others and learn that different cultures celebrate and believe different things. However, when introduced to unfamiliar ethnic food, they showed immediate dislike. They were corrected by the teacher for their unpleasant comments, but pupils' attitudes prohibit a true understanding.
146. By the time pupils are seven they listen attentively, such as to the story of 'feeding of the five thousand'. They were given time to reflect on the occasion and to identify with the feelings of the boy with the loaves and fishes. Pupils showed respect, bowed their heads, and spontaneously said 'Amen' at the end as if they had been in prayer. Some pupils do not have an idea about how important it is to share, and say that they must share in order to avoid being told off. Most pupils know that they need to be kind to others and that this 'makes you feel good inside'. Work however, is not differentiated and there is no challenge for higher attainers or support for lower attainers. Where the marking of books is good there is a dialogue between pupil and teacher that encourages pupils to evaluate their work and seek to improve.
147. Information and communication technology was used effectively in one lesson in Year 5 to enable pupils to work with partners to discuss how they would prioritise the Ten Commandments. This gave rise to interesting discussion as pupils presented informed opinions and brought into play their powers of reasoning. Year 6 pupils clearly demonstrate an effective understanding of the differences between Christian, Hindu and Buddhist elements of the creation story. Pupils use specific religious terms and produce a good quantity of work.
148. Leadership and management are both good. The co-ordinator has worked hard to successfully introduce the new locally agreed syllabus but has yet to monitor the quality of teaching and learning and its impact upon standards. There is no assessment policy or portfolio of levelled work to help teachers plan for progression in pupils' learning and so further improve standards.