

INSPECTION REPORT

MUXTON PRIMARY SCHOOL

Muxton, Telford

LEA area: Telford and Wrekin

Unique reference number: 123453

Headteacher: Mr Michael Theobalds

Reporting inspector: Mr Glyn Gaskill
22951

Dates of inspection: 3rd - 6th March 2003

Inspection number: 248457

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Muxton Primary School, Marshbrook Way, Muxton, Telford, Shropshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Judith Myers
Date of previous inspection:	24 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22951	Glyn Gaskill	Registered inspector	Science, Information and Communication Technology.	Summary. The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9981	Saleem Hussain	Lay inspector	English as an Additional Language.	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
16714	Ian Gyllenspetz	Team inspector	Mathematics, Art and Design, Design and Technology.	How good are the curricular and other opportunities offered to pupils?
22434	Sandra Bradshaw	Team inspector	Geography, History, Physical Education, Foundation Stage, Special Educational Needs.	
27895	Margaret Skinner	Team inspector	English, Music, Religious Education, Educational Inclusion and Racial Equality.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20 - 21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 - 24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25 - 29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30 - 49

PART A: SUMMARY OF THE REPORT

The terms “attainment” and “achievement” appear frequently in this report. Inspectors use the term “attainment” to indicate standards against national or local criteria. The term “achievement” is used to describe the progress pupils make compared to their prior attainment. The term “Foundation Stage” refers to children in the reception classes.

INFORMATION ABOUT THE SCHOOL

The school is a large primary school for boys and girls from four-years-old to eleven-years-old. There are 348 pupils on roll, all of whom are full-time. There is a similar number of boys and girls. Twelve per cent of pupils are entitled to free school meals, which is broadly in line with national average. A very small number of pupils come from home backgrounds where a language other than English is spoken. One pupil is at an early stage of using English. Five per cent of pupils are on the school’s register for special educational needs, including less than one per cent who have statements of special educational needs. These proportions are below the national average. The general level of children’s attainment on entry to the reception classes is below average.

HOW GOOD THE SCHOOL IS

This is a very good school. The headteacher provides clear leadership and there is very good management by himself and staff with management responsibilities. This has produced a high quality of provision and care for pupils. The relatively new governing body fulfil their responsibilities and know the strengths and weaknesses of the school. Taking all National Curriculum subjects together, standards have improved in recent years and are now good. Children are given a very good start in the Foundation Stage. Across the school, teaching is very good. The school provides very good value for money.

What the school does very well

- There is very good leadership and management by the headteacher and key staff. This has drawn together the talents of the teachers and learning support assistants to produce very high standards of teaching.
- The use of assessment in English and mathematics is excellent. This makes a significant contribution to the very good standards in English and mathematics at both key stages. Standards in science at Key Stage 1 are also very good.
- The quality of learning for all pupils, including the progress by pupils with special educational needs and the more-able pupils, is very good.
- Pupils’ attitudes, behaviour and personal development are very good. One of the reasons for this is the very good provision for their spiritual, social and moral development.
- Provision for the welfare of all pupils’ and the development of pupils with special educational needs is very good.
- The provision of activities for pupils, in addition to lessons, is very good.
- Parents have very positive views of the school and they receive helpful information from the school.
- The school’s finances are managed very effectively to raise standards.

What could be improved

- Pupils’ attendance is below the national average.
- Information and communication technology is insufficiently used to support learning across the curriculum.
- Formal systems for effective assessment in foundation subjects are not sufficiently established.
- Provision for pupils’ understanding of a wider range of cultures could be improved.
- The school development plan needs a broad overview of the planned improvements. This should enable staff and governors to see more clearly the commitments made by individuals.

The areas for improvement are of a minor nature but will form the basis of the governors’ action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in November 1997, there were three key issues for improvement identified. In developing these areas and making other improvements, the school has made good progress since the last inspection.

Standards in the subjects identified in the previous key issues have been raised, together with the majority of other subjects at both key stages. There is still some work to do to make control and sensing in information and communication technology more secure. In the Foundation Stage, children's attainment has risen from broadly satisfactory to good. The quality of teaching throughout the school and the effectiveness of management have improved. Provision for pupils' spiritual development was a weakness, but is now a strength of the school.

STANDARDS

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

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

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

- When children start in the reception class their standards are below average. They make very good progress so that by the time they are five they are exceeding all the early learning goals.
- In 2002, results in the National Curriculum tests (SATs) for reading and mathematics at the end of Key Stage 1 was well above all and similar schools. Writing was above the average for all schools and well above that for similar schools. Over the last five years, results have been above the national average and increased at a similar rate.
- Over the last five years, the overall National Curriculum tests (SATs) results at the end of Key Stage 2 have been broadly in line with the national average. The school has a high proportion of pupils who either leave or join the school during Key Stage 2. The progress of pupils who have benefited from attendance at the school from Year 2 through to Year 6 is good.
- The school sets challenging targets for the National Curriculum tests (SATs) at Key Stage 2. In 2002, the targets for English were met and those for mathematics were exceeded.
- Inspection evidence found very good standards in English and mathematics at both key stages. Standards in science are very good at Key Stage 1 and good at Key Stage 2.
- At the end of both key stages, standards are good in geography, history and physical education. Standards in religious education at the end of Key Stage 2 are good and satisfactory at the end of Key Stage 1. The remaining subjects are satisfactory at both key stages.
- Pupils with special educational needs, the most-able pupils and pupils who use English as an additional language are making very good progress. Overall, pupils' progress is good.
- There is no significant difference in the performance of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils attitudes to school are very good and they take a keen interest in all the school has to offer.
Behaviour, in and out of classrooms	Behaviour overall is very good. Pupils work and play together very well.
Personal development and relationships	Relationships are very good at all levels across the school. Pupils use their own initiative and take on responsibilities very well.

Attendance	Attendance has fallen to below the national average. This is mainly due to the poor attendance of a very small number of pupils.
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- Pupils very good behaviour makes a significant contribution to the positive progress they make in lessons and the very good quality of life in the school.
- Pupils have a very high respect for the feelings, values and beliefs of others.
- The school monitors attendance well but there are insufficient effective strategies to improve the attendance rate.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	very good	very good	very 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.

- Overall, the quality of teaching is very good and has improved since the last inspection.
- Learning support assistants are very effective in their work.
- The quality of teaching in both reception classes is very good.
- There are examples of excellent teaching in both key stages with a greater proportion of very good teaching in Key Stage 2.
- The overall quality of teaching in English and mathematics is very good.
- Through very good management, pupils with special educational needs and the most-able pupils are taught very well and they make good progress.
- Pupils enjoy their learning and take part in lessons enthusiastically.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of opportunities across a broad and balanced curriculum including a very good range of extra-curricular activities. All pupils have equal access to the curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. The school fully implements the Code of Practice.
Provision for pupils with English as an additional language	The small number of pupils with a bilingual background are very well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social, personal and health education is very good. Provision for pupils' spiritual, moral, social and cultural education is very good, overall.
How well the school cares for its pupils	The use of assessment, both academic and personal is good. The curriculum, teaching and support is often changed to cater for pupils' needs.

- There have been improvements in information and communication technology since the last inspection but there is a need to make fuller use of it to support learning in all subjects.
- The range of extra-curricular activities is a great strength of the school.
- Provision is very good for pupils' spiritual development, which is a great improvement since the last inspection.

- Provision for pupils' moral and social development is very good. Provision for their cultural development is satisfactory as it lacks direct experience of the many cultures of our society.
- The use of assessment in English and mathematics is excellent.
- Formal systems for the assessment of several foundation subjects are not sufficiently established to help pupils make progress.
- The school is very effective in promoting very good behaviour.
- The school's partnership with parents is very good. Parents have a very high regard for the school. The quality of information they receive is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management and leadership provided by the headteacher and staff with management responsibility is very good, overall. Co-ordinators are effective in their roles.
How well the governors fulfil their responsibilities	The relatively new governing body is well organised and dedicated to its work. It is well led by a knowledgeable chairperson and fulfils its statutory responsibilities.
The school's evaluation of its performance	Very good. Data is analysed, evaluated and effective action identified and implemented thereby improving standards.
The strategic use of resources	The strategic use of resources is very good including flexibility of part-time staff to support the roles of co-ordinators. Learning support assistants provide effective and skilled support to staff and pupils.

- There is a sufficient number of suitably qualified teachers.
- The school's finances are managed very well.
- The professional development programme for all staff is very effective.
- The school is well maintained throughout, including the attractive grounds.
- Good use is made of the accommodation.
- There is a lack of space in a few classrooms, the hall, computer suite and the Foundation Stage outside play area.
- The library is barely adequate for the size of the school and requires more non-fiction books.
- The quality of learning resources is good.
- The school applies the principles of best value well by consulting with parents and pupils, comparing pupils' standards and its financial position with other schools and sets challenging targets for pupils standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership and management of the school. • The teaching that ensures their children make progress because they are expected to work hard and do their best. • The children's behaviour and how well the school helps their children become mature and responsible. • The children's enjoyment of school life, including activities outside of lessons. • The approachability of staff regarding any problems and how closely the school works with parents. 	<ul style="list-style-type: none"> • A small proportion would like more information about how their children are getting on. • A few parents are not sure whether their children get enough homework.

Inspectors' responses:

- Inspectors agree with the positive comments made by parents.
- Inspectors judge that information about pupils' progress is very helpful.
- Homework is used well to support learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception classes is below that expected for children of this age. Children make very good progress in the reception classes so that by the end of the reception year, the majority of children will exceed the early learning goals in all areas of learning. They attain very good standards in knowledge of the world and in personal, social and emotional development. They are very well prepared for the National Curriculum.

2. Over the last five years, standards in all the National Curriculum tests (SATs) for seven-year-olds have generally been above the national average and have increased at a similar rate. In 2002, the average points score for reading and mathematics was well above that gained by all and similar schools. Writing results were above the average for all schools and well above similar schools. The proportion of pupils reaching the higher Level 3 in reading was well above average and in mathematics was above average. Standards in writing, at this higher level, were similar to other schools. The school has recognised this relative under-performance at the higher level in writing and successfully worked at improving standards.

3. In the National Curriculum tests (SATs) for eleven-year-olds, the five-year trend in the aggregate score for the core subjects of English, mathematics and science has been broadly in line with the national one. The average points score in English has declined from a high in 1999 towards the national average, mathematics has generally followed a similar trend but showed an improvement in 2002. The school is relatively new and serves a community which is rapidly growing in population. In some years, the mobility of pupils between Year 2 and Year 6 is over 40 per cent. Progress by pupils who have been at the school from Year 2 to Year 6 is very positive. The school takes great care in setting demanding targets for the Key Stage 2 National Curriculum tests (SATs). In 2002, these targets were met in English and exceeded in mathematics.

4. At the end of both key stages, inspection evidence found standards of attainment in English and mathematics to be well above average. Standards in science are well above average at the end of Key Stage 1 and above average at the end of Key Stage 2. At the end of both key stages, standards are above average in geography, history and physical education. Standards in religious education are above average at Key Stage 2 and average at Key Stage 1. Standards in information and communication technology, design and technology, art and music are satisfactory at the end of both key stages. Pupils' achievement, including those who speak English as an additional language, follows the same pattern as the previously described attainment. Considering all areas of the school, there is no significant difference in the performance of boys and girls. The most-able pupils are increasingly well provided for and are making very good progress. This is because the school identifies gifted and talented pupils and provides individual education plans in order to enable them to develop at a pace commensurate with their abilities.

5. Pupils with special educational needs make very good progress towards the targets on their individual education plans and in the development of self-esteem and confidence. This is because they receive very good teaching and very effective support from the learning support assistants. They receive well informed feedback about their learning and achieve very well when working in the classroom or on the few occasions that they are appropriately withdrawn. The school makes good use of assessment information for target setting on individual education plans. The result of this is that pupils who need additional support are identified as soon as possible. Three pupils have statements that provide details of their

need and the school is effectively meeting the level of provision that must be made for them. Behaviour monitoring is rigorous with the result that all pupils, including those with behavioural difficulties, are achieving well for their abilities.

6. Overall, standards are good with the school working hard to maintain areas where pupils attain very good standards and to improve the subjects where standards are average. Considering the below average attainment of children on entry to the reception classes and the significant mobility of pupils through the school, pupils' achievement is good.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour and personal development make a very good contribution to their learning.

8. Pupils' attitudes to the school are very good. They are very enthusiastic in their work. They show very high levels of interest and involvement in lessons and other school activities. For example, in an excellent Key Stage 1 science lesson, pupils were on the edge of their seats, bursting to answer the teacher's questions about forces. They worked extremely hard and put forward many suggestions on how they might ensure a fair test when comparing the speed of a model boat with different size sails. In a Year 5 mathematics lesson involving the interpretation of data, pupils were very keen to say what they already knew during the introduction. Pupils also show much interest and enthusiasm in after-school activities and clubs. Pupils in the Foundation Stage are developing positive habits in their learning. They share equipment and learning resources with good consideration for each other and work and play together well.

9. Pupils are very well mannered and polite towards staff, visitors and each other. Behaviour is very good throughout the school. This represents improvement from the good behaviour found at the last inspection. Pupils behave very well in lessons, assemblies and at break-times. Lunch-time is a pleasant social occasion where pupils enjoy their meals together. Behaviour management by staff is very good and pupils are given consistent messages about the need for good behaviour. Pupils often discuss school and classroom rules, including when there are issues. These factors are successful in giving pupils a very good understanding of the impact of their actions on others. There have been no exclusions at the school in the last few years.

10. The school provides sensitive support for those pupils who have emotional and behavioural difficulties so that all pupils learn to integrate effectively with the school community. The school's aims and value systems ensure that pupils with special educational needs are respected and supported by the whole community. This results in pupils with special educational needs making good progress in developing positive attitudes. Pupils with special educational needs are involved in the evaluation of the targets set in their individual education plans and their observations and comments are recorded. This makes them aware of how their behaviour and attitude affect others.

11. Relationships between adults and pupils, and between pupils themselves, are very good. This marks an improvement from the good relationships found at the last inspection. Pupils collaborate with each other very well in their work. For example, in a Key Stage 2 music lesson, pupils worked very effectively in small groups as they played xylophones with appropriate rhythm and harmony. Pupils show very high levels of respect for the feelings, values and beliefs of others. This was evident during a Year 2 religious education lesson about Judaism.

12. Personal development is very good. Pupils respond very well to responsibility. They carry out tasks for their teachers and monitor duties, conscientiously. The recently

established school council provides many opportunities for personal development. Representatives of each class and year group are becoming mature, confident and responsible. They meet regularly, considering items such as their current project of fundraising for the adventure playground. Pupils show very good initiative in their learning. A small group of older pupils have produced and sell a magazine called *Muxton Mail* which contains interesting articles. It was very pleasing to see the excellent contribution of poems from pupils in a recent publication with the title, *An Anthology of Verse*.

13. Attendance has declined from the good levels found at the last inspection. It is unsatisfactory since it was below the national average in the last school year. This was largely because of a very small number of pupils whose attendance was poor. The school monitors attendance well but does not have appropriate strategies to improve attendance. Unauthorised absence is above the national average. Pupils are punctual throughout the day, with a prompt and well established start to morning and afternoon sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching is very good. The quality of teaching is excellent in ten per cent of lessons, very good in 45 per cent, good in 38 per cent and satisfactory in the remaining seven per cent. This is a significant improvement upon the last inspection when 15 per cent of lessons were very good, 52 per cent were good, 28 per cent were satisfactory and the remaining five per cent were unsatisfactory.

15. The teaching of children in the Foundation Stage is very good. Teachers provide a wide range of interesting and challenging activities, which successfully develop children's creativity and control of tools and media. The contributions of the learning support assistants, who play very important roles in the classroom, are greatly valued. Plans are often modified in the light of the responses of children. Careful assessment during class lessons takes account of children's progress towards the early learning goals. This ensures that all children are included in all activities. Successful links are often made between literacy and numeracy and other subjects to make the best use of time. The development of speaking and listening skills is present in all subject areas. Homework is regularly set and children take home words and books to share with parents and carers. The very good teaching observed is characterised by high expectations, very good use of time and the wide range of resources and animated presentations and challenge, which positively make children want to succeed. Staff want children to do well and show that they value children's work by the careful way in which it is displayed, providing the classrooms with a bright, cheerful environment.

16. Overall, teaching in both key stages is very good. At times, teaching is excellent in both key stages. Teaching was graded as either very good or excellent in 40 per cent of lessons at Key Stage 1 and in 56 per cent at Key Stage 2. At Key Stage 1 there are several teachers who are relatively new to the school. In both key stages, literacy and numeracy are taught very well as subjects and also in their use in other areas of the curriculum. For example, in Key Stage 1 art, pupils respond creatively to the teacher's prompts to describe a work of art. They develop their own rich vocabulary using words such as 'calming', 'relaxing', 'boiling' and 'exciting'. In Key Stage 2 science, pupils use hoops to sort different rocks in the form of Venn diagrams. Teachers provide good role models in the clarity of their speech and their insistence on pupils' correct use of terminology.

17. At both key stages, teachers' planning for learning is most thorough. Whole-school schemes of work are used to produce imaginative lesson plans. This planning is carried out by the teachers who are responsible for particular year groups. This effectively leads to classes of pupils of the same age experiencing a very similar curriculum. There are several instances where teachers add notes to lesson plans immediately at the end of the lesson as

a reminder to make future plans more suited to pupils' learning. Learning objectives are explained to pupils at the start of a lesson so they know what is expected of them. Teachers' questioning and explanation is relevant to the objectives so that learning is moved forward. In a few instances planning for learning involves too many learning objectives. This makes the teachers' and pupils' evaluation of what has been learned at the end of a unit of work over-demanding on time. At Key Stage 1, there were instances where part of a lesson went on for too long and pupil's rate of working slowed down. In both key stages, pupils' work is regularly marked and the teachers' written comments give general encouragement to pupils. The comments do not always indicate specific improvement which should be made. Marking is done well when precise learning objectives are referred to.

18. All teachers have very high expectations of pupils' behaviour and achievement. Pupils respond very positively to this and work extremely hard to do their best. Lessons proceed at a good pace and pupils concentrate for extended periods of time. Routines are firmly established with lessons starting promptly and time used to the full. Learning support assistants and teachers work very well together. Learning support assistants know what is expected of them and carry out their duties very well. There are examples of very useful recording of pupils' progress by learning support assistants when they work with a small group of pupils. These systems have been initiated by learning support assistants and developed with teachers. The use of these recording procedures are not used in all areas of the school. Staff know the pupils very well and give appropriate praise and encouragement during lessons and this promotes pupils' progress. Teachers have a very good knowledge of the subjects they teach. A significant contribution to this knowledge is the support which colleagues give to each other through good communication. Homework is given a high profile and supports pupils' learning well. Pupils are very familiar with homework routines and the individual home-school links books are maintained to a very high standard by pupils, teachers and parents.

19. The teaching of pupils with special educational needs is very good. The school ensures that planning, resources and the deployment of learning support assistants reflect the needs of all pupils. Pupils' learning benefits greatly from the productive partnership between teachers and learning support assistants. The pupils are grouped according to their prior attainment and particular needs in numeracy and literacy. This ensures that the learning activities are well matched to pupils' abilities. Some use is made of information and communication technology to provide suitable learning opportunities for pupils who have special educational needs. Because pupils' difficulties are being addressed early, they frequently move to a lower stage of support as they move through the school, their needs having been addressed. The co-ordinator has provided good support and training for teachers and learning support assistants in the understanding of the new Code of Practice. She continues to provide support so that all staff are sufficiently skilled teachers of special educational needs in their own teaching.

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

20. The quality and range of learning opportunities are good overall. The statutory requirements of the National curriculum, the early learning goals for the Foundation Stage and the locally agreed syllabus for religious education are fully met. Statutory requirements are met with regard to acts of collective worship, and sex and drugs education.

21. The school provides a good, broad and balanced curriculum, which is changed and adapted to cater for the range of ages, needs and interests of all pupils. Since the last inspection, all subjects now have policies and schemes of work, which are being successfully implemented showing a good improvement since the last inspection. As a result, standards in art, design and technology, science and information and communication

technology are rising. The school has made good efforts to identify the links between subjects by teaching through themes and placing an emphasis on creativity. This has been particularly successful for mathematics and English where there are many examples of their use in other subjects. The use of information and communication technology to support learning across the curriculum is under-developed. Creative use is also made of subjects to provide relevance for pupils to apply their literacy and numeracy skills. This has a positive impact on the standards of attainment and achievement.

22. The curriculum is well supported by a very effective system of planning. Schemes of work are taught using a two-yearly cycle of themes incorporating the development of skills, knowledge and concepts. Medium-term planning details the programmes for a wide range of learning opportunities for pupils in units of study. Assessment opportunities are often identified. Weekly planning ensures that learning objectives are stated and passed on to pupils. There are planning meetings based on classes of pupils of similar age and also for all the school staff. These meetings focus well on curriculum planning, ensuring good continuity and progression between and within key stages. This planning also informs the work of the skilled learning support assistants ensuring that all pupils receive equal access and inclusion to an appropriate curriculum in lessons. The very good quality of planning has a positive impact on standards achieved across the curriculum.

23. The implementation of the national literacy and numeracy strategies is very good. A whole-school approach has been taken. This has led to a high level of consistency in the very good quality of teaching and learning that occurs across the school. Learning support assistants make a significant contribution in improving the standards for all pupils, in particular for those with special educational needs. Homework is used effectively to help improve standards and to support work done in the classroom.

24. In addition to lessons, the school provides many opportunities for pupils' development. There is a very good range of extra-curricular activities including several sports and games, French, computers, speaking and listening, art and craft, music, dance and calligraphy. These sessions are well attended. Some have waiting lists or a rotation of groups is arranged so that the maximum number of pupils can be provided for. All pupils have access to these clubs. Enthusiastic staff, parents and the local curate provide very good support. Occasionally, there are team games with other local primary schools in tournaments, for example in football. School educational visits are carefully linked to the curriculum. For example, pupils have been to a theatre to see *A Midsummer Night's Dream*, visited a Victorian museum, botanical gardens, a stately home and the seaside. A small group of pupils, with talents in design and technology, visited a 'hands-on' engineering centre. They made a parachute and a container for a teddy to land safely. Opportunities such as 'World Book Day' which is currently being planned, involve the whole school in a variety of activities including drama, making, storytelling, writing, and art. Year 6 pupils have been on residential trips extending their academic, social and personal skills. The school is rigorous in its risk assessment for trips. This has resulted in changes to this year's activity for Year 6. The school also makes good use of the local community. Concerts such as *King Harold* are performed at the local community centre through links with the church. Representatives of the emergency services have made presentations to pupils. The community police officer and school nurse have talked to pupils about drugs and health education. The local vicar attends assembly. Theatre groups work in the school annually.

25. Pupils have worked with visitors to experience aspects of life in ancient Greece and have discussed what it is like to be an author. Older members of the community have been visited and taken lunch with the children. The local environment is well used to extend such topics as map work and traffic surveys in geography, habitats in science and sketching in art.

26. Links with the local secondary school are satisfactory with opportunities for the pupils to spend two days there prior to transferring to the school. An independent nursery and an after-school care facility is on the school site and they share some of the schools facilities. Relationships between the school and these organisations are very good with opportunities for staff to meet informally.

27. The school is very successful in giving pupils a rounded education, including very strong attention to personal development. Overall provision for pupils' spiritual, moral social and cultural development is very good. This is an improvement since the last inspection when provision was found to be good.

28. The school has radically changed its approach to personal development since the last inspection. It has developed more opportunities for spirituality across the curriculum. Pupils' spiritual development is now very well provided for. For example, science in Key Stage 1 has included work on the senses such as how different parts of the tongue are responsive to different foods. Pupils often consider important aspects of life such as the beauty of the world around them, the achievements of others, the strength of the human spirit, charity, poverty and suffering. In assemblies, pupils are invited to think about personal qualities such as courage, hard work and caring. An assembly about one of the headteacher's childhood heroes and a favourite poem provided a very good opportunity for pupils to think about the importance of memories and friendships. Pupils reflected on what they might put in a treasure box as a memento for the future. The very good relationships between teachers and pupils enables very sensitive class discussion about the fundamentals of the human condition, such as illness and death. There are many planned opportunities to explore emotions and feelings such as 'special friends', 'a perfect family' and 'making mistakes'. Older pupils use 'reflection' books very well to write about important issues.

29. Provision for moral development is very good. This results in pupils having a very strong sense of right and wrong. Personal, social and health education lessons contribute very well to pupils moral development. For example, in a Year 5 and 6 lesson to examine how actions affect people, there were very strong moral messages within the story, *Things that upset me*. This included discussion about telling lies, making excuses, misleading others and hurting other's feelings. There was also much discussion about how we should treat 'people who are different'. For example, religious education includes stories such as *The Good Samaritan*. Pupils in the school council confirm that there is much opportunity to debate issues such as caring for the environment, and civil and animal rights. It is clear that pupils are forming their own moral decisions.

30. Provision for social development is very good. Consequently, pupils form very positive relationships. Staff are very good role-models on which pupils are able to base their own behaviour and relationships. Many contacts with the wider community allow pupils to interact with a wide cross-section of society. The school offers many responsibilities for pupils to experience responsibility for others. Pupils' caring nature is very well demonstrated as they regularly raise money for several charities and good causes. Another good example is how often older pupils voluntarily help younger ones at lunch-times in the hall. Extra-curricular activities offer many chances to develop team-working skills. Many impressive examples of pupils working co-operatively in small group and whole-class activities were observed during the inspection. The school council provides a forum for all classes to be involved in decision making. One result of this is the provision of an adventure playground by the *Friends of Muxton*. All pupils have benefited from this facility. Pupils readily take on responsibility, such as library and computer monitors. Older pupils also distribute fruit to younger pupils as part of a national scheme.

31. As at the last inspection, overall, there is satisfactory provision for pupils' cultural development. Consequently, pupils view cultures with an open mind and respect differences.

Pupils learn about their own and other cultures both past and present. A wide range of texts is included in English. For example, pupils often read the poetry of contemporary writers including Caribbean poets. There is good range in the music introduced to pupils including English classical and music from other cultures. For example, Algerian and Moroccan music was recently used as a backdrop for assembly. Pupils have also contrasted localities and lifestyles as they recently compared Telford with Montreuil in France. Pupils learn a reasonable amount about other cultures in Britain today, but they miss out on direct experiences. For example, there are not enough multi-cultural links in the community. Although pupils learn about the religious values and beliefs of others, resources in religious education are lacking. The school has addressed the point raised in the last inspection regarding pupils' appreciation of a range of artists.

32. The provision for pupils' personal, social and health education is very good. The planned programme through the school is effective and includes sensitive teaching of drugs and sex education, which involve consultation with parents. The policy for personal, social and health education is carefully linked to behaviour and social inclusion. It ensures a range of teaching styles are used. The school has achieved the 'Healthy School's Award' standard. Pupils show a real awareness of health, even discussing healthy eating and the effects of micro-organisms while eating their mid-day meal! The co-ordinator for personal, social and health education has a clearly defined role that has had a positive impact on learning.

33. The school successfully promotes its aims to ensure that all pupils have equal access to the curriculum. There is a deep-rooted ethos of respect and care for all pupils. Teachers manage classes in ways to ensure girls and boys have equal opportunity to succeed. From time to time pupils of all abilities are withdrawn from the mainstream class to receive very well directed teaching. However, on one occasion a small group of average ability Key Stage 1 pupils missed a whole-class session that would have been more valuable. The school identifies gifted and talented pupils and provides realistic individual education plans for their development. The resulting provision has enabled these most-able pupils to make very good progress, particularly in English. The school ensures that pupils in the same year group, but in different classes, have equal opportunity. This is done by monitoring pupils' work and making sure that pupils of differing ability and maturity are best placed in teaching groups. An excellent example of this is where a group of slightly under-attaining older pupils were given specific provision. These pupils have blossomed and are now producing work in English of a high standard.

34. The provision for pupils who have special educational needs is very good and individual education plans are regularly reviewed, having specifically targeted activities that will help pupils to achieve. Pupils with special educational needs are provided with a broad and balanced curriculum. They receive very good support in class from teachers and the well briefed learning support assistants. Pupils are successfully integrated into lessons and appropriately provided for when they are occasionally withdrawn. Planning takes account of the type and extent of pupils' difficulties in order to provide full access to the curriculum. Teachers plan to ensure that pupils work at their own level in most lessons and when they are withdrawn from the class. Their learning moves forward at a good pace. The school's policy is in line with the current Code of Practice and is very effectively implemented. Other pupils with difficulties are given access to support programmes in literacy and numeracy including 'booster' classes. There has been training for staff with responsibility for these groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Muxton is a very caring school, with a warm, family atmosphere. The overall educational and personal support and advice given to pupils is very good. Consequently, pupils feel secure, happy and very well supported in their learning.

36. Parents confirm that the school has very good arrangements for new pupils. This gives them confidence in starting school life. This includes pre-school sessions where pupils can experience the learning routines. At the other end of the school, there are effective arrangements regarding transfer to secondary schools.

37. Arrangements for Child Protection and for ensuring pupils' welfare are very good. This represents considerable improvement since the last inspection. The designated person for Child Protection is appropriately trained and deals with any issues effectively. All staff are issued with very good quality written guidance about the school's policy and procedures. Accident and emergency procedures, including arrangements for first aid are very good. Risk assessments are carried out for premises issues, school trips and visits. Fire drills are carried out every half-term. The school works very closely with several agencies in raising awareness of health and safety matters. For example, the police inform pupils about 'stranger danger', personal and road safety. The school nurse gives talks on health and hygiene matters and supports sex education for Year 6. The school takes part in the 'crucial crew' project whereby Year 6 undertake a full day of activities designed to give basic advice about dealing with emergency situations. Appropriate safeguards are taken for pupils to use the internet. The start and end of the school day produces a great deal of road traffic and pedestrian movement around the school entrance. The risk of danger has been reduced by traffic calming measures and the provision of a lay-by. Pupils and parents on foot are most sensible in the use of the pavement and crossing the road. During the inspection, the only type of incident producing increased hazard was cars doing three-point turns immediately outside the school. At the time of the inspection, the through route going past the school was closed.

38. Procedures to monitor attendance are good. A computer-based system of record keeping is used to identify any attendance and punctuality problems. The headteacher meets frequently with the educational welfare officer to discuss issues. Home telephone calls are made promptly regarding any unexplained absence. Although regular reminders are given to parents about the importance of good attendance and punctuality, there are not enough strategies to raise attendance levels.

39. Arrangements for monitoring and promoting good behaviour are very good. Appropriately detailed records are kept for any incidents of bad behaviour. Any problems are monitored very closely to ensure that improvement takes place. Parents and pupils say that bullying is not an issue. The school has very high expectations regarding behaviour and very effective policies are in place. Rewards such as stickers, certificates and treats are particularly well used to value and celebrate good behaviour.

40. Procedures to monitor and support pupils' personal development are very good. Appropriate records are kept on pupils' confidence in learning, maturity, responsibility, relationships and any significant individual matters. Staff know pupils very well and provide much informal advice and guidance when needed.

41. The school has established very good relationships with the outside agencies that provide support for pupils who have special educational needs. In consultation with the headteacher, the special educational needs co-ordinator has identified funds to purchase a relevant and appropriate range of support. Pupils' needs are promptly addressed and are carefully monitored so that the level of provision is appropriate and the requirements of statements of special educational need are met.

42. Overall the school's procedures to assess, record and support pupils' academic attainment and progress is good. The assessment policy provides a good framework and timescale for assessing pupils, including their social, emotional and personal development.

The procedures in English and mathematics are excellent, and good in science and design and technology. In these subjects, frequent assessments are made to decide if pupils have met lesson objectives and result in appropriate changes to future plans where needed. Each term, samples of pupils' work in English, mathematics and science are analysed to ensure consistency of teachers' judgement and to assess pupils' attainment and progress. Assessment in other subjects is less rigorous. The use of marking to assess and give feedback to pupils on how they are progressing and what they need to do to improve is inconsistent. There are very good examples in English, mathematics and science that could be shared to improve marking in other subjects. Regular assessments are made and recorded in reading, spelling, writing, number, shape, measures and science. Progress is also checked against key learning objectives using a colour system for each academic year. Mark books contain useful information of thematic work recorded against objectives. These assessments are used to adjust programmes of study for groups and individual pupils. Pupils' progress is rigorously measured against their current and previous attainment. This is carried out using tests based on National Curriculum tests (SATs) and a commercial computer program is effectively used to analyse the data collected.

43. Procedures are very good for those pupils with special educational needs. Individual educational plans are realistic and rigorously followed, reviewed and adapted. Records are meticulous and used effectively to track pupils' progress. These procedures contribute significantly to the very good progress made by pupils with special educational needs.

44. Parents receive reports on their children's progress twice a year. One report is produced about halfway through the school year. This gives a graded judgement on pupils' efforts and attainment in English, mathematics, science and behaviour. End of year reports to parents meet statutory requirements. They are evaluative and give a good picture of the attainment of pupils. There are also comments about personal development including behaviour. There are few examples where the report gives an indication of what the pupils need to do to make improvements.

45. A very good feature of all teaching and a strength of assessment is the high quality of questioning teachers use to assess what pupils know, understand and can do. Staff give good feedback to pupils about performance and encourage them to do better. There are several examples where these informal assessments, from teachers' questioning, lead to changes to support and tasks within a lesson. Pupils make realistic self-assessments against their targets or learning objectives. At times, there are too many learning objectives for both teachers and pupils to make the process easily manageable. Teachers meet as year teams to consider the progress of cohorts, ability groups and individuals. This provides staff with a shared view of standards. Learning support assistants make valuable contributions to assessment in feedback to teachers. One group of learning support assistants devised a very useful recording sheet for pupils' responses in activities for which the learning support assistants are responsible.

46. Excellent use is made of data from National Curriculum tests (SATs). The headteacher and the relevant co-ordinators carry out detailed analysis of National Curriculum test [SAT] results. This has led to the identification of areas for improvement for groups and cohorts followed by very realistic target setting. Effective action follows, such as providing for a group of boys to improve their writing, setting in Key Stage 2 mathematics and work for the most-able pupils. Some of this development is supported by work with a local Beacon school. As part of this analysis, the performance of Year 6 pupils in their National Curriculum tests (SATs) is compared with their performance when they took the Year 2 National Curriculum tests (SATs). Very good use is made of national data, provided by a charitable organisation, which gives the probabilities of pupils obtaining particular levels based on their Key Stage 1 SAT results. There is a relatively high mobility in this rapidly expanding

community. Pupils who start at the school during Key Stage 2 are given appropriate support indicated by the use of the available assessment data.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have a very good opinion of the school. Replies to the inspection questionnaire and responses given at the parents' meeting show that parents are very happy with the school and the quality of education provided. Virtually all parents are pleased about the school's leadership and management, the quality of teaching, their children's progress and behaviour, the school's high expectations and how the school helps their children become mature and responsible. The great majority of parents is pleased about how much their children like school, activities on offer outside of lessons and how closely the school works with parents. Parents are very confident about approaching the school if there are any problems. A small proportion of parents would like more information about how their children are getting on and a few parents are not sure whether their children get the right amount of homework. Inspection findings support parents' positive views of the school. Regarding homework, it is judged that this is appropriately used by the school to support learning.

48. The quality of information to parents, especially about pupils' progress, is very good. The school's prospectus is very detailed regarding the school routines, policies and practices. Parents receive very helpful 'interim' progress reports. These show how their children are performing in their work as compared to national expectations and their effort. Full annual reports for pupils give very good information about what they know, can do and understand. The school also provides very well presented curriculum newsletters so that parents know in advance their children's work for each term. A weekly newsletter gives parents information on a variety of issues and dates to remember. Several leaflets and booklets are available including advice about supporting learning at home and 'choosing a secondary school'.

49. Links with parents are very effective and their involvement has a very good impact on the work of this school. The contribution of parents to children's learning at school and at home is also very good. Parents fully support the home-school agreement and have all signed up to it. The school and parents generally use home-school link books very effectively to support learning. These factors represent considerable improvement since the last inspection.

50. A strong feature of the school is that it regularly consults parents to seek their views. Broad-ranging questionnaires are sent out to parents and their views taken into account in developing school provisions. For example, it was originally parents who suggested that the school develop pupils' interim progress reports. The school regularly organises workshops or events to further involve parents in their children's learning. For example, literacy workshops led by an external agency, spanning 12 sessions took place in the last school year. The parents association, known as 'The Friends of Muxton School', is very supportive of the school in organising many social and fund-raising events. It raises considerable funds each year towards subsidies for school trips, playground equipment and learning resources such as computers. Many parent helpers give their time generously to support learning in school, for example in listening to readers, providing classroom support, leading after-school clubs and helping on school trips.

51. Parents and carers of pupils who have special educational needs are fully involved in the setting up of individual education plans and in the review process which takes place at least once a term. Parents are kept very well informed and the co-ordinator has worked very hard to establish very good relationships.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management provided by the headteacher and staff with management responsibilities are very good. The headteacher takes the initiative for several important developments and equally importantly, consults with staff, parents, governors and pupils. The headteacher maintains very good communication with staff through his informal visits to classrooms and other areas of the school. In addition, he organises meetings for specific purposes involving personnel directly involved in the particular issues for the meetings. There are regular meetings with the senior management team to maintain an overview of issues arising in school and progress in developments. The deputy headteacher was on leave during the inspection, but her influence on the development of the school is significant. The other members of the senior management team carry out their important duties very well. Monitoring of standards and teaching and learning form an important part of the work of the headteacher, senior management team and subject co-ordinators. This monitoring is purposeful, realistic and leads to improvements in provision and standards.

53. Those members of staff who have responsibility for subjects or other broad issues carry out their duties very effectively. The work of co-ordinators is consistently very effective in the core subjects of English, mathematics and science. All co-ordinators have a clear overview of their areas of responsibility and the direction in which it is to be developed. They have produced most informative portfolios of their work. These documents are a very good starting point to discuss the current position and future plans for their area of responsibility. Individual, subject improvement plans are devised by the co-ordinator and the headteacher. These plans contain very relevant priorities which are clearly stated. They lack a clarity of costing and a clear time scale for specific developments. In a limited number of cases, quantitative targets are set to judge success and stimulate development. These separate subject improvement plans are a major part of the school development plan.

54. The school development plan realistically identifies the strengths of the school and areas for improvement. The governing body makes an appropriate contribution to this document. There is a need to produce an overview of the planned developments for the school, including co-ordinators improvement plans. This should enable governors and staff to know how their particular responsibilities fit into the timescale for the whole development of the school. At present, the separate improvement plans are brought together very well by the headteacher, but not on a formal basis. There is a separate, very detailed asset management plan produced by the local education authority which effectively guides the maintenance and possible development of the school buildings and grounds. A strength of management is the way it makes best use of time. This is done by arranging meetings and producing paperwork only when there is a specific need. For example, whole-staff meetings take place when there is an issue involving all staff and smaller team meetings take place, for example when planning for teaching across classes of pupils of similar age.

55. Financial management links very imaginatively to the planned developments. For example, a fixed contract appointment has been made for a full-time teacher. The funding for this post is mainly from standards funding and budget money earmarked for supply cover. One duty of the appointed teacher is to provide cover for absent staff. More importantly, the teacher takes targeted groups of pupils for subjects which are identified for improvement. This is having a positive effect on standards. A second important function of this appointment is to release co-ordinators to carry out their developmental work. During the inspection, the co-ordinator for information and communication technology was released to support a colleague who was using a digital microscope for the first time. Similarly, the co-ordinator for design and technology was leading an aspect of a design and technology lesson in another class. Both these activities were well planned and resulted in the pupils and the supported class teacher benefiting. Other similar activities are making a significant difference to the standards of attainment, teaching and learning.

56. The governing body is appropriately involved in setting the school's budget. Very helpful support and comparative financial information is provided by the local education authority. Particular grants, such as for special educational needs, are appropriately and efficiently spent. The school fund is rigorously audited. The school secretary knows the financial systems very well and makes a fundamental contribution to the very good financial control. The school's administration makes very good use of information and communication technology both in the school and also between the school and the local education authority. Finance, attendance and assessment data are skilfully accessed and interpreted. The school's decision to contract-out the management of cleaning has resulted in the cleaning staff carrying out their duties to a high standard.

57. There is a relatively new governing body who are committed to the development of the school. The governing body is well organised into committees with clear terms of reference. Meetings are purposeful and appropriately planned for. The chair of the governing body knows the school well and is familiar with the workings of other schools. This knowledge is used to good effect. For example, the school is over-subscribed and the headteacher and chair of the governing body attend meetings with the local education authority to consider plans for educational provision in the locality. Relationships between the governors, headteacher and staff are very positive. The governors have a good knowledge of the broad strengths and areas for development for the school. There are plans to make closer contact between individual governors and particular subject co-ordinators to make this knowledge more specific. The governors who take a particular responsibility for special educational needs and best value are well qualified for their role. The principles of best value are applied well, for example in the areas of finance, standards of pupils' attainment and involvement of the community. The governing body appropriately fulfils its statutory duties.

58. The co-ordinator for special educational needs is very knowledgeable and committed to her own professional development. She ensures that teachers and learning support assistants are alert to the criteria for identification of all areas in which specific support may be required. Learning support assistants are well trained, both as a result of supported experience in school and the opportunity to attend courses. This directly impacts upon pupils' achievement. There is a very good range of resources that are well used to help pupils participate in lessons and also when engaged upon specific learning programmes. The governor responsible for special needs maintains both formal and informal contact and offers very good support in terms of her own professional expertise. As a result of the very good management by the co-ordinator, provision is effectively targeted and the achievement of pupils is very good.

59. The school has a suitable number of appropriately qualified teachers with a good mixture of experience to meet the demands of the curriculum. The school has a good provision of learning support assistants. The school makes very good use of part-time teachers to bring flexibility to teaching groups. For example, a part-time teacher works with the youngest Year 1 pupils to ensure they receive their curriculum entitlement. The school secretary, cleaner and mid-day staff all make a significant contribution to the welfare of the pupils. Administrative procedures and the day-to-day running of the school are efficient and unobtrusive.

60. The training and development of staff is given a high priority in the school, culminating in the nationally recognised Investors In People award. This area has shown very good improvement since the last inspection and is a strength of the school. All staff have job descriptions and know what is expected of them. The school has a very effective professional development co-ordinator who liaises very closely with the headteacher and a representative for the learning support assistants. The arrangements for the induction of new staff and newly qualified teachers are very good. Staff are given a questionnaire to enable them to check on and evaluate support procedures. The comprehensive staff handbook

provides very good guidance, which is also used by visiting supply teachers. After their first year, staff are taken on to a supportive recently qualified teacher programme run by the professional development co-ordinator. Staff training is very good and appreciated by staff. Needs are identified by the headteacher and co-ordinator from the very effective performance management programme, the school development plan and from individual staff appraisal interviews. The results of training are analysed and used to support other staff training sessions where good practice is shared. Consequently the quality of teaching is high and is strength of the school. Learning support assistants have their own development co-ordinator who helps identify their training. Many learning support assistants have achieved accreditation. As a result of training the learning support assistants provide very good support to staff and pupils and are strength of the school. All staff work effectively as part of a committed professional team.

61. The quality of accommodation is satisfactory. There are seven teaching units in the original building and four more in the new extension. A mobile unit is used for specialist teaching of mathematics and music, another to house the artist in residence. Part of the pre-school building, built as part of a public-private finance initiative, is used for teaching Year 1 pupils. There are adequate hard surfaced and grassed play areas. A very good adventure playground, funded by parents and developed through the school's council, provides an excellent facility for extending pupils' play. There is a secure area for reception pupils but this is barely adequate. There is a pond area which has limited use as it is outside the securely fenced area of the school grounds and is subject to vandalism. The recently completed computer suite is a useful resource but is barely adequate to accommodate a class of older pupils. A few of the teaching areas in the original building are limited in space for whole classes as movement is restricted. The hall, while adequate for physical education and meals, is inadequate for accommodating the pupils in a whole-school assembly. All areas including shared areas in the main buildings are well used to meet the demands of the curriculum. The learning environment is very stimulating with a wide range of attractive and informative displays and well-organised resources. The accommodation and the attractive grounds are very well maintained with high standards of cleanliness and good order making it a safe and welcoming place to be in. Pupils and staff show respect and care for the environment.

62. Improvements have been made to learning resources for music, art, design and technology and information and communication technology since the last inspection. The school's learning resources are good overall. Provision for the under-fives is very good. Resources are very good in physical education and satisfactory and frequently good in all other subjects. However, in religious education learning resources are unsatisfactory with a lack of suitable artefacts. There is a need for more construction kits to support design and technology in Key Stage 2 and more access to sensing and control technology. The ratio of pupils to computers is not as generous as the national average. The library is barely adequate for the number of pupils and there is a need to increase the number of non-fiction books, especially those of other cultures. The library and the information and communication technology suite are timetabled to ensure pupils have similar access. Resources are well used by all staff. Pupils show great respect for them, organising and using them carefully and safely. Resources are well stored and made appropriately accessible to pupils and staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major issues for the school to improve.

Minor Issues

The school should note shortcomings stated in the report and act upon them, in particular:

- (1) improve attendance by further developing appropriate strategies;
(See paragraphs : 13 and 38)
- (2) continue to improve the use of information and communication technology to support learning across the curriculum;
(See paragraphs : 91, 102, 121, 127, 131, and 140)
- (3) provide manageable and effective assessment procedures in all subjects making use of the excellent systems developed for English and mathematics;
(See paragraphs : 42, 105, 110, 116, 121, 133, 140, 145 and 152)
- (4) increase pupils' experiences of the multi-cultural nature of our society by developing appropriate community links and adding to existing learning resources;
(See paragraph : 31)
- (5) summarise the long-term and short-term objectives of the school development plan so that the time scale and costs for development can be more easily shared with governors and staff.
(See paragraphs :54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	30	26	5	0	0	0
Percentage	10	45	38	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	348
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5

Unauthorised absence

	%
School data	0.1
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	29	22	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	22	22	22
	Total	49	51	50
Percentage of pupils at NC level 2 or above	School	96 (88)	100 (90)	98 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	22	22	22
	Total	50	50	51
Percentage of pupils at NC level 2 or above	School	98 (88)	98 (92)	100 (94)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to validated 2001 data. The 2002 figures have not been validated.

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	23	24	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	21
	Girls	19	20	24
	Total	38	38	45
Percentage of pupils at NC level 4 or above	School	81 (83)	81 (78)	96 (95)
	National	75 (75)	71 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	20
	Girls	20	21	22
	Total	39	41	42
Percentage of pupils at NC level 4 or above	School	83 (93)	87 (85)	89 (83)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to validated 2001 data. The 2002 figures have not been validated.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	326	0	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	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)	14.6
Number of pupils per qualified teacher	24:1
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	234

Financial information

Financial year	2001/02
	£
Total income	485,772
Total expenditure	506,467
Expenditure per pupil	2,042
Balance brought forward from previous year	20,919
Balance carried forward to next year	20,695

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.1
Number of teachers appointed to the school during the last two years	4.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	1	0
My child is making good progress in school.	58	39	3	1	0
Behaviour in the school is good.	54	41	1	1	3
My child gets the right amount of work to do at home.	35	55	8	2	0
The teaching is good.	60	37	1	1	1
I am kept well informed about how my child is getting on.	48	40	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	22	3	1	0
The school expects my child to work hard and achieve his or her best.	64	35	1	0	1
The school works closely with parents.	40	53	6	1	0
The school is well led and managed.	57	40	0	1	2
The school is helping my child become mature and responsible.	54	43	1	0	2
The school provides an interesting range of activities outside lessons.	48	40	4	1	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The provision in the reception classes is very good because teaching is very effective in all the nationally recommended areas for learning. The children make very good progress, including those with special educational needs. The school has improved the good quality provision that was identified by the previous inspection. A rich environment promotes learning through play and talk. There is a very good balance between teacher-directed and child-initiated tasks and ample opportunities for children to take part in practical and purposeful activities. The very good teaching is characterised by very high expectations, very good use of time and the wide range of resources, and animated presentations and challenge, which positively make children want to succeed. Children are admitted to school in September and in January. Currently, there are 50 children in the two reception classes and all attend full-time. There are good induction procedures for children, which include school visits and meetings for parents. Relationships between staff and parents are of a very high quality. There are very good links with the independent nursery which has been recently established on the school premises. These factors enable children to settle quickly into school routines.

64. Assessments provided by the local education authority show attainment on entry to the reception class to be below average. Inspection evidence indicates that by the end of the reception year, the majority of children will exceed the early learning goals in all areas of learning. They attain particularly good standards in knowledge of the world and in personal, social and emotional development. They are very well prepared for the National Curriculum. The co-ordinator provides strong leadership. She fully involves all staff and they plan the curriculum together. She provides very good support to staff and has fostered very good links with parents and carers. Resources are very good.

Personal, social and emotional development

65. Provision for the personal, social and emotional development of children is very good. The very good teaching ensures that children under five are learning to work, play and co-operate very well with other children. Most children are learning to concentrate and persevere with an activity to finish it. They are co-operative and get on well with each other and want to do well in their work. They share things and take turns to help each other. For example in physical education, when they learn to throw and catch in pairs and in small groups they learn to take turns with the bean bag and with the ball. In reinforcing and extending their independence skills, children are given regular opportunities to select an activity and to gather the appropriate equipment and materials which are needed. During one of the sessions of child-initiated activities, one child said that he would be playing in the sand and 'doing capacity'. He then gathered the necessary containers that he needed. Children dress and undress themselves in physical education lessons and help each other to put on aprons for painting. They listen carefully when teachers signal the end of the lesson and most children put away equipment tidily and prepare for the next activity by gathering together on the carpet. Behaviour is usually very good because activities capture the children's interest and both of the teachers' management strategies are very good. In both reception classes, the children's personal and social development is very well promoted by the teachers and the learning support assistants who are kind and caring, infinitely patient and work very well together. The adults provide excellent role models for the children; always treating each other and the children with courtesy and respect. The children are constantly encouraged to become socially independent by putting away their reading books when they have changed them and

by making choices about the activities they would like to do. The staff expect the children to put on their own coats and to hang them up tidily.

Communication, language and literacy

66. Provision for communication, language and literacy is very good. In relation to their attainment on entry, most children make very good progress in acquiring speaking, listening, reading and writing skills. By the end of the Foundation Stage, standards are above expectations in the three areas. Teachers' skilful questioning and friendly, encouraging approaches, ensure that in language and literacy most children listen for a reasonable amount of time without losing attention. Staff take every opportunity to encourage children to communicate. For example at the end of the afternoon after children had listened to the story of 'Mr Happy', the teacher asked children what made them happy. Most children readily contributed their thoughts, which ranged from having a cuddle to having chocolate for breakfast at Easter time!

67. Books are a prominent feature in the classroom. Children know how to handle books and will look at the pictures and the text to tell the story. Many can talk about the main events in their favourite stories. By the time they enter the Year 1 classes, over 80 per cent read books with simple sentences and almost all children know a number of frequently used words. Many children attempt to decode unknown words by using their well taught phonic skills. All children recognise their own name and many recognise the names of others in the class.

68. Most of the children, by the time they enter Year 1, write their own name unaided. Many children write simple words spelled correctly. With support, they make attempts at words they do not know, usually phonetically. In a very good word-building lesson, the teacher inspired children to read several three letter words by encouraging some children to hold consonants and vowels. The rest of the class were most eager to move the children around to form words such as 'fox', 'box', 'jam' and 'ham'. During a handwriting lesson, many children demonstrated that they could make the correct formation of individual letters. The teacher very skilfully gave them many different opportunities to practice. The children enjoyed 'writing' in the air and on each other's backs. Consequently, most children had a good understanding of the name, sound and shape of the letters. The teaching in this area is very good. Questioning is very good and challenges the children's thinking. As a result, the children gain new knowledge and understanding week by week and their understanding is built up in such a way that the children can cope with it.

Mathematical development

69. Most children recognise numbers to ten and most children count up to twenty carefully and accurately. In a very good mathematics lesson, the teacher helped children to count accurately by asking them to close their eyes and listen as she dropped cubes into a tin. Children really enjoyed listening carefully for the noise before saying the next number. Learning was reinforced as they clapped, jumped and touched their toes as they counted. Children know several number rhymes and enjoy joining in with the actions. They make very good progress in their knowledge and understanding of shape and pattern and enjoy developing repeating patterns. They are beginning to understand the significance of graphs and used this form of recording to illustrate their favourite bears. Resources for mathematics are very good and the variety of practical experiences provided encourages children to participate in real-life situations. For instance, buying items from the class toyshop.

70. Teaching in this area is very good and accounts for children's very good progress and good standards. This is rooted in the very good assessment of children's achievements, which informs planning of lessons that provide appropriate challenges for children. The

activities are interesting and the children work hard, sustaining their concentration. The learning support assistants make a very good contribution to the children's learning because they are well briefed and involved in the planning. Standards in mathematical development are above what is expected for children of this age.

Knowledge and understanding of the world

71. Standards are well above expectations in this area of learning by the time the children enter Year 1. Very good teaching enables them to make very good progress. Computer skills are taught well, thus children are gaining confidence in controlling the mouse to operate programs. Several more-able pupils are confident to log on and find a variety of programs that will enable them to develop their writing and creative skills. Many children use prepared word banks to help them create sentences. Several more-able children write simple sentences using word processing skills and then print their own work. All children have their own password and many use a 'help-card' to remind them of the process for logging on. Children learn something of the properties of materials as they play with sand and water. They are developing their understanding of geography as they go for walks and draw plans and maps of roadways in the immediate locality. Children are provided with a good range of construction toys and materials for them to explore and use their skills to make models. One group of children were most successful at making cars using boxes and sticking on axles and wheels.

72. Children's investigative skills are well developed through a variety of science activities. One child decided to play in the science corner where there was a range of equipment and challenges. He tried very hard to light up the nose of the clown. In doing so he joined terminals and wires to a battery and a bulb. He was absolutely delighted when he was successful and described exactly what he had done by using the correct vocabulary and that he understood the importance and use of a circuit.

Physical development

73. Children are making very good progress in developing physical control, mobility and awareness of space indoors and outdoors. By the end of the reception year, most children will exceed the nationally recommended goals. Their fine motor control is developing well and many children form individual letters and use a variety of writing materials to write their names. The children are gaining confidence in moving around the large school hall and can run, jump, stretch and skip with increasing control. Many children try very hard to keep their eye on the ball and throw and catch a ball accurately. They are beginning to use the space well and are increasingly aware of the need to exercise because teachers draw their attention to issues of health and safety. The facilities for outside play are inadequate and there is a need to address this issue in order that children have regular opportunities to extend their gross motor control by using large construction and wheeled toys.

74. The teaching in this area is very good. The teachers are enthusiastic and their energetic approach inspires the children to try hard and enjoy all the activities. Children's attitudes are very good and most are enthusiastic and busy. They are interested in what they are doing and most of them really enjoy talking about their work. Children are proud of their work and are developing, with the support of adults, an awareness of what they need to do to get better. Most of the children display confidence and their behaviour is very good.

Creative development

75. Opportunities for promoting children's creative development are very good. By the end of the reception year, most will exceed the recommended goals. The children develop good working routines, putting on aprons, often without being reminded, before they paint.

They enjoy gluing, painting and drawing. The teachers provide opportunities for drama and imaginative play in the home corner. The children imaginatively explore colour, texture and sound. They skilfully manipulated play-dough as they used knives, rolling pins and spatulas to create shapes. Some children applied their experience of colour by matching colours to decorate a kite. Their skills in cutting and sticking are developing because of the well planned opportunities to practice. Several children know their primary colours. The children sing songs and nursery rhymes and often sing in tune. They understand that instruments make different sounds and create rhythmical patterns when using percussion. During a stimulating music lesson, children were very good at demonstrating their understanding of high and low sounds as they stood up or sat down accordingly. Children are encouraged to plan their work before they start making and were very successful at creating attractive wrapping paper after they had planned a repeated pattern first using pegs and a peg board.

ENGLISH

76. The pupils currently in Year 2 and Year 6 attain well above average standards in all aspects of English. They make very good progress. This is an improvement since the last inspection.

77. In the 2002 National Curriculum tests (SATs), pupils aged seven attained standards well above the national average in reading and above the average in writing. Compared with similar schools, standards were well above the average. Results for pupils aged eleven in the 2002 National Curriculum tests (SATs) in English were in line with national results and above those of similar schools. Results over the last few years have shown a slight decline in Key Stage 2. The school is aware of this and has taken determined steps to rectify this for eleven-year-olds this year. Over the last few years, there is no significant difference in the attainment of boys and girls, although occasional differences occur where the eleven-year-old boys have performed better than the girls, against the national trend. Pupils with special educational needs are very well supported and make very good progress in relation to their prior attainment, as do those who have been identified as being especially talented in English.

78. Pupils of all ages are confident speakers and attentive listeners. They achieve standards very well above national expectations. In a very good lesson for seven-year-olds, all pupils suggested a wide range of words with rhyming endings. There is a great emphasis on the development and organisation of ideas and the extension of vocabulary. Teachers insist that pupils give very well reasoned answers for their views. In a very good lesson, with a small group of less-able Year 6 boys, pupils worked co-operatively in pairs, listing balanced arguments for and against wearing school uniform. At a school assembly, Year 6 pupils entertained the older pupils with a humorous re-enactment of David and Goliath with poise, clarity and confidence. In all classes, pupils listen very well and show respect for the ideas and opinions of others.

79. The standard of reading is well above national expectations when pupils are seven and eleven years old. The very good progress pupils make in the development of reading skills is as a result of secure learning strategies in school and structured support from parents, noted in the very effective home-school link book. All pupils read a wide range of books and follow a continuous and increasingly challenging reading programme and their class teachers carefully check their progress. Pupils in Year 2 who are confident and fluent readers, know how to use a dictionary and that the contents page is where to locate specific information. The more-able seven-year-olds, like the older pupils, can identify specific information books using the nationally recognised system that is found in public libraries. In a very good reading lesson in Year 5, pupils investigated how characters from *The Secret Garden* are portrayed through the dialogue and identify instances of selfish behaviour. There is regular reading practice, a progressive development of skills and very good support for the less-able pupils and those with special educational needs, especially in Years 5 and 6. The

library is very small, located in the corridor, and the range of reference books, especially those about other cultures is limited; the school is aware that this is an area for development.

80. The standard of writing attained by most pupils is very good for seven-year-olds and eleven-year-olds. The progress of pupils is very good. This is the result of a detailed and carefully planned writing scheme of work. Most pupils in Year 2 are writing fluent sentences with the accurate use of capital letters and full stops. Pupils are learning to write in a wide range of forms including poetry, diary writing after the style of Samuel Pepys about the Great Fire of London and instructional writing for science. The very-able pupil in Year 2 receives very good support to extend her writing to refine dialogues between characters in a story. Pupils in Year 6 cover a very wide range of writing forms. They work collaboratively to produce a scene-by-scene summary of *A Midsummer Night's Dream* using the context of the play to understand the vocabulary. Finally, they write a modern version of Scene IV with dialogue, prompts and stage directions. Afterwards, they saw a professional production of the play at a theatre. Very well structured and sometimes excellent support is given daily in small groups to older pupils, mostly boys, who are not achieving these high standards. As a result, the group is making very rapid progress. Planning for teaching English ensures that there is a well produced activity for pupils to become involved in. Pupils take part with pride, for example when Year 3 and 4 group rewrote a cartoon story about Jack and the Beanstalk into a story using direct speech. Work in English books and all other subjects is very well presented with emphasis upon handwriting and organisation.

81. A systematic spelling programme has been very successfully introduced. A weekly English lesson is devoted to spelling conventions and pupils practise their specific spellings daily. There is emphasis within lessons upon the importance of spelling correctly. In a Year 2 lesson when some pupils did not correctly copy their words, they had to change them immediately.

82. The overall quality of teaching and learning is very good, especially in Years 5 and 6 where this standard is consistent. All lessons are very well planned and the assessment of previous work is first rate. The very good lessons use imaginative resources. The lessons are lively and purposeful, and delivered at a brisk pace so that pupils work swiftly. Teachers have very high expectations of pupils of all abilities. They make very good use of questioning to check pupils' understanding, challenging their thinking and moving their learning forward. In a Year 5 lesson, where pupils are learning to develop a reasoned argument, the teacher encouraged the more-able pupils to frame questions using logical and connective phrases, making the less-able pupils confident to participate. Pupils research information on the internet and in reference books about the Tudors, which supports learning in history. Teachers explain the learning objectives of lessons clearly so that pupils understand the purpose of their learning and evaluate the progress they have made at the end of lessons. Pupils' knowledge of their own learning is enhanced by excellent assessment procedures. These enable teachers and pupils to set appropriate but challenging targets, which they both regularly review. This, linked to marking which tells pupils how to improve their work, is the reason why progress is constant and rapid for all pupils including those with special educational needs. In the only satisfactory lesson, the pace of the lesson was slow and a small number of pupils were removed for extra spelling, missing a valuable class lesson.

83. Pupil behaviour is very good. They concentrate very well, try hard and contribute to lessons. The very well organised English timetable enables pupils in mixed-age classes to achieve very well, supported by the highly trained and very capable learning support assistants. Teachers incorporate the promotion of pupils' spiritual, moral, social and cultural development effectively into the content of lessons, for example through discussions in Year 5 and 6 about the expense of fashion clothes. Pupils listened to others with different opinions and replied with reasoned, well balanced answers. Information and communication technology is used satisfactorily to enhance English, with a small group of the oldest pupils

producing and selling a school newspaper, *The Muxton Mail*, in lunch-hours and playtime. There is a well attended after-school club to promote speaking and listening. Homework is often used to complete work started in school or, as in Year 2, to research information about authors for World Book Day.

84. The temporary subject leader for English is continuing to develop the very good management established by the deputy headteacher. They are both very knowledgeable and committed to raising standards further. They have a very good overview of the subject and monitor both teaching and planning regularly. English has a very high priority and is used effectively to enhance all subjects, because of the very good standards achieved by the pupils. Resources are good, apart from the restricted location of the library and the limited number of information books.

MATHEMATICS

85. Inspection evidence indicates that standards in mathematics overall by the end of both key stages are well above average. This is an improvement since the last inspection. Significant contributory factors to this improvement are the effective introduction of the national numeracy strategy, excellent assessment procedures and consistently high quality teaching.

86. The results of the National Curriculum tests (SATs) in mathematics for 2002 show standards for seven-year-olds were well above those achieved nationally and also against similar schools. A significant number achieved the higher Level 3. In the 2002 National Curriculum tests (SATs) for eleven-year-olds, pupils attained above the national average for all schools and were in line at higher Level 5. Pupils' performance was above that of similar schools. Over the last few years pupils have exceeded the national average.

87. Inspection findings show higher standards being attained than are indicated in the National Curriculum tests (SATs). A detailed survey by the school showed high pupil mobility from Year 2 to Year 6. Many pupils had not been in the school long enough to benefit from the school's curriculum. Taking the results of national test for the last three years, boys have out-performed girls, significantly more than the national difference. The school has considered the implications of this but there is no obvious conclusion to be drawn. The inspection did not find any difference in all pupils access to the curriculum or anything detrimental in the teaching or provision that may be a contributory factor. The school's analysis of assessment data is very good, leading to effective target setting for pupils and raised attainment. For example, pupils are taught in ability groups at Key Stage 2, based on performance analysis. This setting arrangement and the introduction of teaching small groups who are performing a little below average, are having a positive effect on standards. Pupils, including those from a background where English is spoken as an additional language, make very good progress in all areas of the subject. Pupils with special educational needs are very well supported and make very good progress.

88. Pupils' numeracy skills are very good. By the end of Key Stage 1, pupils work confidently with multiples of two, five and ten's making up rules such as multiplying by five always ends in five or zero. They count well in 50's and explain clearly place value including zero as a 'place holder'. Pupils clearly identify and explain odd and even numbers. They are quick in mental oral work as they respond to multiplication, addition and subtraction problems. For example, when the teacher wrote a random set of numbers on the board they were good at identifying properties such as three units, four tens, multiples, odds and evens. They quickly learned to round numbers up or down to the nearest ten or hundred. Pupils enjoy playing number games as a class or with a partner. For example, in the 'Guess my number' game they applied concepts such as higher, lower, odd, even, and 'nearest ten' to

solve problems. They respond orally using appropriate mathematical vocabulary and explain their reasoning.

89. By the end of Key Stage 2, pupils work quickly using a variety of methods to solve problems involving complicated calculations, using all four rules of number. They understand mathematical sentences and solve algebraic sentences. Faced with a pyramid of numbers they quickly use multiplication strategies, number pattern and combinations of digits to solve the given problem. Recall of number facts is fast and accurate including work on square and prime numbers. They correctly multiply and divide two-digit and three-digit numbers to two decimal places and then sensibly round the answer. Presentation of their work is excellent. It shows their very good understanding of number and convention and demonstrates clear their working-out strategies. They confidently describe methods they use and apply them well to new situations. Pupils are confident in work with fractions, percentages and decimals. Younger pupils in Key Stage 2 decompose numbers such as 456-137 confidently and record accurately in their books. They have a very good appreciation of place value as they showed when playing number Bingo. They cope very well with problems involving different sequences of numbers. When working on calculator problems they estimated well the size of numbers expected in calculations.

90. In shape, space and measures the majority of Year 1 pupils identify square, rectangle, triangle, circle and cubes and cuboids. They are familiar with a range of vocabulary which describes measure and space, such as longer, shorter, higher, behind and under. Year 2 pupils estimate and measure in length and mass in standard and non-standard units. Younger pupils recall the days of the week and have a good sense of chronology. Pupils use clock faces to show good understanding of half-past, quarter-to and o'clock, the more able translating these times into minutes. By Year 4, pupils are solving problems using kilometres, kilograms and litres. By the end of Key Stage 2, pupils are familiar with angles and rotation involving transformation. They translate, rotate and reflect shape accurately using co-ordinates. Very good work is done on area and perimeter, working in metres and centimetres.

91. In Key Stage 1, pupils gather data in tally charts. They draw pictograms and bar charts. For example, they present their results of transport surveys, investigating what it tells them about favourite and most frequently seen vehicles. They sort objects using their own criteria and this leads to a clear understanding of Venn diagrams. By end of Key Stage 2, pupils are confidently working with concepts of mean, median and mode when they interpret data. They are accurately drawing and correctly interpreting a variety of graphs, including line graphs. These skills are used in other subjects such as science. The more-able Year 5 and Year 6 pupils made good progress learning about chances in probability expressing their responses accurately on a scale from 0 (impossible) to 1 (certain). Little use was seen of information and communication technology in pupils' work at both key stages. This is an area identified for development by the co-ordinator.

92. At both key stages, the quality of learning, attitudes and behaviour are very good. Pupils have a very good ability to explain their thoughts and ask relevant questions. Pupils are confident in discussion, eager to answer questions and use correct mathematical vocabulary. They enjoy mathematics. These are significant factors in producing a very good depth of understanding. They apply their mathematical knowledge well in new situations. That is one reason why they are good at, and enjoy, investigative work. They have good relationships with one another. This enables the teacher to set challenging tasks for groups and pairs who then work well independently with sustained concentration. Pupils work accurately, try hard to improve and have a pride in the presentation of their work.

93. The quality of teaching is very good overall with examples of excellent teaching in both key stages. Teachers have very good subject knowledge and plan very effectively using the

schemes of work for the subject. They set high expectations and have very good questioning skills that challenge pupils and deepen their knowledge and understanding. Teachers give clear explanations and share objectives for learning with pupils consistently throughout lessons. Lessons are well prepared with a wide variety of interesting activities to stimulate pupils. Lessons have a good pace, which gives urgency to learning at times but also time to consider, reflect and respond. Classroom display supports learning well with prompts and guidance used in all classes. Pupils make very good progress helped by excellent use of questioning, standardised tests, assessment tasks, ongoing weekly comments and good record keeping. Pupils are then given constructive feedback to help them know how well they are doing and what to do to improve. Marking is usually of a good quality. Reports meet statutory requirements but could be improved by the inclusion more regularly of targets for future learning. The learning support assistants are very good in helping pupils to make progress. The setting of pupils in Key stage 2 has enabled teachers to challenge pupils more, especially the more able. Homework is well used to support the work in lessons.

94. The subject is well led by the co-ordinator who is a part-time teacher. She has a good overview of the subject; supports colleagues well and knows what improvements are needed. She and the headteacher have monitored teaching in all classes and undertaken an in-depth analysis of assessment data and the scrutiny of pupils' written work. This has led to a clear action plan and resulted in improvements in tracking and effectively supporting pupils' progress using a computer program. There is a good range of resources to support the curriculum.

SCIENCE

95. Inspection evidence found the achievement and standards attained by the pupils currently in Key Stage 1 to be very good and, in Key Stage 2, to be good. This is a significant improvement since the last inspection at Key Stage 1 when standards were found to be average. Good standards at Key Stage 2 have been maintained since the last inspection.

96. The levels awarded by the school in the 2002 National Curriculum teacher assessments (SATs) at the end of Key Stage 1 were very high in comparison with the national average for all and similar schools. The proportion of pupils gaining the expected Level 4 and above in the 2002 National Curriculum tests (SATs) at the end of Key Stage 2, was above the average for all schools and well above that for similar schools. The proportion of pupils attaining the higher Level 5 was comparable to all and similar schools. Over the last few years, there has been an upward trend in results, very similar to the national trend.

97. Throughout the school, there is no significant difference in the performance of boys and girls. Pupils of all abilities, including those with special educational needs, are making very good progress in Key Stage 1 and good progress in Key Stage 2.

98. The most significant development in science since the last inspection is the improvement in pupils' investigative skills. By the end of Key Stage 1, pupils are very skilled in identifying the variables in an investigation, appreciating which to change, which to keep the same and the possible effect this may have. They gather data from measurements and observations, generally making valid conclusions, rather than just re-stating the data. This is made possible through a very high standard of teaching. For example, in an excellent lesson involving Year 2 pupils, they enthusiastically became fully involved in considering how the size of a model boat's sail would affect its movement through water. The lesson was very well resourced with two long pieces of rainwater guttering, model boats and a fan to provide the 'wind'. A very well thought out series of questions by the teacher led the class through the steps of the investigation. This was carried out at a pace which maintained pupils' enthusiasm yet gave time and a supportive atmosphere for them to think and respond. The concept of speed was too challenging for most pupils but the idea of two boats with different

sized sails 'having a race' was understood. Other investigations they have carried out include finding out which colours are easiest to see. The most-able pupils raised their own question of 'Do pupils with blue eyes see better than pupils with brown eyes?', carrying out and recording their investigation to a valid conclusion. While there is a significant level of guidance from the teacher, the quality of investigative work by these young pupils is very high.

99. Standards of investigative skills in Key Stage 2 are good and improving. They are better established in Year 3 and Year 4 than with older pupils. Pupils are given a similar structure to their investigative work as in Key Stage 1. The stimulus and recording of work is not always clearly laid out. For example, graphs are produced from experimental work, such as the extension of different widths of elastic bands, without any clear question, prediction or use of pupils' prior knowledge. While it is not possible to complete a full investigation in every instance, it would be practical to expect a few sentences of explanation or conclusion in these instances. The school has made a commendable decision not to over-burden pupils with written work so that they get involved in and enjoy their science work. There is a need to consider this balance more fully. At times, the work which these older pupils record in their exercise books is rather fragmented.

100. In both key stages, pupils have a good, and often very good, knowledge of physical and biological science. Pupils in Key Stage 1 know about different types of force, such as push, pull, twist and squash and the effect they may have on the movement or shape of objects. They safely carry out teacher-guided experimental work on their senses of taste, touch, hearing, sight and smell. They use reference books to find out about the senses of other animals. They sort materials according to their properties. Through practical work they find out about how quickly materials wear when rubbed or how they dry after being soaked in water. These younger pupils correctly use technical words such as 'translucent' and 'opaque' in their sorting. The precise use of technical terms is well established across the school. Pupils in Key Stage 2 are familiar with theoretical and practical aspects of solids, liquids and gases. For example, they study the evaporation of liquids in different locations and give reasoned explanations for what they observe. These reasons may not be scientifically correct, such as explaining differences in rates of evaporation using light and dark, but they are logical hypotheses. They are knowledgeable about micro-organisms stating the rate at which they multiply and the effects they have. In their study of rocks and minerals, pupils develop good observational skills including the use of a digital microscope. They are familiar with separating mixtures of solids, making use of the components differing physical properties.

101. The quality of teaching at both key stages is very good. Teachers plan very well together so that pupils of the same age in different classes benefit from the same well thought out scheme of work. Lessons make full use of the time and resources available. Learning support assistants are particularly skilled in helping pupils make progress. For example, they give high quality support when they lead a group using information and communication technology. This benefits the group of pupils involved and enables the class teacher to concentrate on other pupils. Lessons are challenging and proceed at a good pace. This is because teachers know the pupils well and set tasks and provide support to move their learning forward well. This was seen when the older pupils were researching background information on famous scientists. Pupils were provided with appropriate reference books and had access to the internet. After assuming the internet would be the best source of information, many pupils began to realise the advantages of reference books in providing more accessible and manageable information. By keeping pupils busy and providing them with motivating tasks, the behaviour of pupils is very good. The content and purpose of lessons is explained to pupils well so they know what is expected of them. Learning objectives are used to effectively guide planning. There are several instances where learning objectives lack precision and are too numerous for effective use by teachers and pupils. Pupils' work is regularly marked with comments giving encouragement and in, a few

instances, direct guidance for improvement. Where homework is given, it is purposeful and helps pupils make progress.

102. The scheme of work is suitably matched to National Curriculum requirements and sufficient lesson time is provided to teach it. There is good attention to pupils' practical activities and placing the content of learning in a relevant context. A good feature of several lessons is the organisation of different activities for separate groups. By this method, all pupils benefit from individual use of a range of learning situations and resources. For example, in a Year 3 and Year 4 lesson, small groups had the opportunity to closely examine the range of minerals and rocks made available. Regular, formal recording of assessments gives good detail of pupils' progress through the National Curriculum. Many teachers evaluate pupils' response to lessons and suitably modify their teaching plans where needed. Literacy and numeracy are used to good effect. For example, increasing pupils' use of precise, technical vocabulary and their drawing of graphs. The use of information and communication technology is satisfactory but could be more fully used to present data and use sensing devices for physical measurement, such as temperature and light. Pupils' social development is enhanced by the collaborative practical work and discussion. Pupils are given a clearer insight into the world around them. A very good example of this was when they looked at 'minibeasts' through a digital microscope and recorded what they saw on video. This provides well for their spiritual development. Their cultural development is promoted when they learn about scientists, such as Louis Pasteur and Alexander Flemming, who have made significant contributions to society. There are sufficient learning resources to teach the planned curriculum and they are managed well.

103. Co-ordination of the subject is very good. The co-ordinator is very knowledgeable and has great enthusiasm for the subject. The co-ordinator is released from teaching her own class to work alongside other teachers. Where this has taken place, there have been significant improvements in standards. In recent times, with guidance from the deputy headteacher, the co-ordinator has analysed samples of pupils' work from across the school. This has given a clear picture of areas which are working well and the need to develop others. The improvement plan for the subject suitably reflects priorities for development. School based assessment outcomes and National Curriculum tests and teacher assessments (SATs) are evaluated to track pupils' progress and raise standards. The policy for the subject is comprehensive and gives good attention to health and safety issues.

ART AND DESIGN

104. Four lessons were seen in art, two in each key stage. Based on observation of these lessons, discussions with pupils and scrutiny of work, by the end of Year 2 and Year 6 pupils are achieving standards that are in line with national expectations. There are examples of work of good and very good quality in the school. Progress by pupils, overall, is satisfactory. Standards are similar to the last inspection.

105. Satisfactory progress has been made since the last inspection. An appropriate scheme of work and a policy have been written, including identification of cross-curricular links. The scheme of work and policy have only been in place for a year but there are signs that there are improvements in teaching, learning and attainment. There is greater consistency in the use of strategies and a more systematic approach to teaching. The work of other artists from other cultures is being effectively covered, which was a key issue for improvement at the last inspection. The co-ordinator is monitoring the subject and supporting colleagues in their classes, making adjustments to the scheme as it is implemented. Assessment still needs to be improved, for example in marking and annotating pupils' work, so that the strengths and weaknesses of pupils' work can be identified to further raise standards. The improving use of sketchbooks across the school is helping create a better evidence base for the co-ordinator.

106. In Key Stage 1, pupils are using colour mixing skills well to reflect the work of other artists, such as Kadinsky, after experimenting in their sketchbooks. The stimulus of creating a bedroom for a character in their reading produced some good colour mixing work on shades of green. Pupils recall the use of black and white to make tints and shades. There is some good quality work developed from looking at paintings by Paul Klee. In this work, pupils show good use of collage, sponging, printing, pastel and painting techniques. Collages of the animals representing the Chinese New Year show improving making skills. Painting skills are satisfactory and improving as pupils are provided with opportunities to paint with varying sized brushes producing portraits and personal landscapes. They apply their skills in other subjects such as a St Paul's Cathedral, collage and pastel drawings of The Great Fire of London. Pupils investigate the work of Henri Matisse, showing a sound knowledge of line, shape, colour and composition. They compare techniques he used in different paintings and express preferences and feelings about the paintings. Vocabulary such as calming, relaxing, exciting, boiling emerged with comments about outline, curves, spikes, jagged and sharp lines. Some well-finished animal models are in evidence using papier-mâché. Children described well how they had made dragons, explaining about the materials and paints they used. Drawing skills are satisfactory, requiring development linked to observation skills.

107. There is a wide variety of artwork in Key Stage 2. The scheme has not been in place long enough to significantly improve the skills of many of these pupils but there are examples of some very good quality work in starch-resist prints, mosaics, three-dimensional models of wire and mod roc, clay heads and masks. Pupils working with the artist in residence and a learning support assistant have produced some of this work. Pupils have worked on improving shading techniques and produced printing and stencil work. Hard-backed sketchbooks are well used to explore the work of other artists such as Van Gogh and Cézanne. There is some interesting use of a viewing frame to help reproduce and evaluate an artist's work. These showed satisfactory drawing and pastel skills, including large scale drawings of shells. Drawing skills are still immature for many pupils, with line and form not being sufficiently practised. There are no feedback or evaluative comments from staff in sketchbooks to help pupils improve, refine and practice their drawing and painting skills. The current work on pop art did show what pupils are capable of as they modelled their drawings on the work of Andy Warhol. Pupils were observed working hard at pastel drawings of Greek masks show light and shade but needed more time and guidance to fully develop their skills. Suitable time and very helpful guidance was given to pupils modelling a mixture of images after the style of Rosenquist. This promoted good discussion and refining of composition. Homework is not usually given but pupils are keen to work in their own time. The improvements made in provision for the subject are adding to the pupils' personal, spiritual and cultural experiences.

108. The quality of teaching in both key stages is good. Lessons are well planned and organised and encourage pupils' independence. Teachers have good subject knowledge. This enables them to answer pupils' questions and give a good balance between challenge and information that helps pupils learn effectively. Pupils are encouraged to try out new techniques and come up with their own ideas and give personal responses to art. Learning objectives are consistently shared with pupils and made the focus of the lesson at all times. Teachers make the learning activities interesting, including visits to art galleries to enhance pupils' appreciation and work. Teaching was most effective when time was given to developing a skill and refining it rather than trying to do too much in one session. Teachers' questioning is very effective in improving pupils' knowledge and understanding. A good example of this was seen when pupils were looking at the work of other artists to improve their observation skills. Learning support assistants give very good support, for example when working with a group of pupils creating clay masks. Teachers' confidence and knowledge in teaching art have improved since the last inspection. Teachers make first rate

use of display of pupils' artwork to celebrate achievements and the displays contribute much to the stimulating working environment.

109. Pupils have very good attitudes to art and really enjoy their lessons. They are conscientious in trying to do their best even when the techniques or questions are new or challenging. They work with patience and care, refining what they are doing. They enjoy making choices and describing to others and visitors what they have done and give their reasoning. They share equipment and resources well and work safely.

110. The co-ordinator provides very good leadership and management is good. Review sessions are held with staff and working alongside teachers, mainly in Key Stage 1, has improved teaching. There is a clear action plan and planning for learning is effectively monitored to ensure implementation of the planned curriculum. There is a need to focus on standards, such as by scrutiny of work, and assessment could be better used to further raise standards. Reports are evaluative and meet requirements but do not contain any areas for improvement. The co-ordinator has raised the status of art in school. Sketchbooks have been introduced and they are beginning to be used more consistently and effectively to develop skills. The development of skills, as pupils move through units of work, needs clarifying.

DESIGN AND TECHNOLOGY

111. During the inspection, satisfactory standards were attained in the three lessons seen in Key Stage 2. This is an improvement on the below average attainment at the last inspection. It was not possible to observe any lessons in Key Stage 1. Findings from the analysis of pupils' work and discussions with them indicate average standards by the end of Key Stage 1. The progress of pupils in both key stages is satisfactory. The new scheme of work has not been in place long enough for standards across all areas to be above average but there are examples of good work across the school. Progress since the last inspection has been good. Improvements have been made to assessment procedures and standards are higher at Key Stage 2. Sampling of work by the co-ordinator has also occurred to help monitor attainment and progress.

112. In Key Stage 1, pupils describe how they designed a puppet by drawing and then made a mock-up in paper. They were aware they had to get the size, shape and fit correct through evaluation with the teacher. They talk about changes they had made; for example the mock-up kept tearing. They describe the making process well; choosing materials, cutting a template, drawing round it and cutting it carefully with scissors. Pupils sewed two pieces together satisfactorily and attached features selecting from different adhesives. They give good reasons for what they found hard and what they liked. They know the puppets were to be used in a play. Interestingly, the teacher, at a key stage planning meeting, creatively decided to use them as part of story telling in World Book day. The pupils recall making Christmas cards with moving parts using paper fasteners and card levers. Two pupils described a visit to an engineering centre and the making of a parachute and container for a teddy bear. Making and evaluation skills are satisfactory, but pupils' knowledge of simple components is variable. Pupils talk about axles but are not sure what the term 'tools' means until prompted. There is a wide range of projects when pupils make and evaluate. Examples include; Christmas stockings, carrier bags, summer salads as part of healthy eating and structures using both rigid and flexible materials. There are some interesting models made from construction kits.

113. In Key Stage 2, Year 3 and Year 4 pupils explore stable structures in order to begin the making of a picture frame that could either hang from a hook or be free-standing. They understand the concept of stability and show a sound knowledge of the techniques needed to complete the task. Several pupils know the function of hinges and the use of triangles to

strengthen shapes. They use ideas they have seen in manufactured picture frames that have stands or attachments to hang by. They produce a good range of ideas, modelling in card. Most explain satisfactorily what they have done and give a reasonable appraisal of how they could improve. Their knowledge of the names of materials, fixing and fasteners is limited. They have also worked on projects making sandwiches, toys which move and shelters. Older pupils make picture frames using their sound knowledge of criteria for making strong frames. They complete the task using satisfactory making skills, which improve during the lesson. Year 5 and Year 6 pupils worked accurately and carefully when making a vehicle chassis. They used card to make cuboid shapes using the knowledge gained of nets in mathematics. They attach a base to hold a battery driven motor, wheels and a drive mechanism. They knew how to make a strong frame and had satisfactory making skills. The appearance of their vehicle is good because of the finishing touches they use. Their knowledge of tools and basic components is limited. For example, they explain clearly how they attach the motor to the chassis but are not clear how the axles and the motor will work. A few pupils have very good ideas on how to develop their models. A concertina-type presentation book had been made as part of work on the Tudors. There is little evidence of any control technology. This has been identified by the co-ordinator as an area for development. Pupils' ideas of technology in the home and the world around them are limited and require further development.

114. No lessons were seen in Key Stage 1 so it is not possible to make a judgement on teaching in that key stage. Teaching in Key Stage 2 is good. Lessons are well prepared and teachers show good knowledge in the way they question and support pupils. Explanations are clear and encourage pupils to share ideas and evaluations. Teachers have good expectations, which help to develop good learning in lessons. Tasks are interesting but mainly teacher directed resulting in similar designs and products. Scope needs to be given to pupils to explore and experiment more freely by the provision of an appropriate range of materials and more careful consideration of design brief criteria. This will help develop their creative and imaginative skills.

115. All pupils enjoy their design and technology. They have good attitudes, working with care and due regard for safety. They share tools and materials well. They are enthusiastic about making and are often pleased with their efforts. When asked what he was really pleased with, one boy said he was thrilled because he never had a puppet before. Two pupils were delighted because the parachute they made had worked and teddy had not been hurt.

116. The co-ordinator has helped to raise standards of teaching and learning by her example, leading training sessions and supporting colleagues. She has an overview of standards and has a clear action plan for improvement. She has introduced some modifications to assessment and is informally evaluating the impact of the scheme through looking at pupils' recorded work and classroom observations. The new scheme has many varied and interesting designing and making opportunities for pupils. Generally the range and quality of learning resources are satisfactory. There are insufficient construction kits in Key Stage 2 for pupils to design and make models.

GEOGRAPHY

117. It was only possible to observe one geography lesson during the inspection. Evidence from teachers' planning, discussion with staff and pupils and an analysis of pupils' work shows that standards by the age of seven and by the age of eleven are above the expectations for pupils of their age. Pupils make good progress throughout the school. Pupils with special educational needs and those for whom English is not their first language

benefit from the effective support they receive from their teachers and this consolidates the good progress that they make. Standards have improved since the time of the previous inspection.

118. There is a detailed scheme of work which sets out clearly what themes need to be studied in each class. These themes are appropriately linked to other subjects and in particular to the work that is carried out in history. Pupils in Year 1 and Year 2 have a good knowledge of the local area and have carried out a study to identify features that would make the area safer. This work involved carrying out a traffic survey and identifying traffic controls. As a result of their findings, they decided that there was a need for a zebra crossing outside their school. Additionally, they have sketched the roads and routes in the immediate vicinity. They identify different places in the world as a result of the travels of 'Barnaby Bear' who has travelled to Greece and Austria. They have studied the weather and developed their good understanding of weather conditions by the identification of special symbols and learning specific vocabulary.

119. Pupils in Year 3 and Year 4 study contrasting localities. They look closely at maps to locate the United Kingdom and France in relation to the rest of the world. They locate their hometown of Telford in relation to Montreuil in France. During a good lesson for this age group, the pupils were fascinated by the map of the world. They are beginning to develop their understanding of the difference between a continent, a country and a town. Pupils in Year 5 and Year 6 have studied the environment. They have applied their skills to the study of waste management and have a good understanding of how waste materials must be effectively disposed of if they are not to pollute the environment. They have a sound understanding of the benefits of recycling materials. They are beginning to realise how decisions about places and environments affect the future quality of people's lives. A river study was carried out when pupils visited Carding Mill Valley. They made a profile of the river bed and measured the flow of the river. Pupils used their mathematical skills to construct graphs to record the species of wildlife found in the river.

120. Overall the quality of teaching is good. Lessons are well planned and follow the school's scheme of work. They are appropriately prepared with learning resources readily available at the start. Teachers have a good knowledge and understanding of the geography curriculum. The work presented captivates the interests of the pupils from the start, as in the work of contrasting localities with Year 3 and Year 4 pupils. The good quality of the teaching ensures pupils behave well and enjoy the subject. Geography makes a good contribution to the development of the pupils' literacy skills as they record their findings.

121. The co-ordinator for geography provides good leadership. She has worked hard to raise the profile of geography in the school. Since the previous inspection, she has introduced a new form of planning which ensures that all levels of pupils' ability are catered for. Assessment procedures are adequate and the co-ordinator is aware that she needs to carry out more specific analysis of pupils' work to inform future planning and raise standards. Resources are good and well used although there is a need to improve the use of information and communication technology to support learning. The subject makes a good contribution to pupils' spiritual, social and moral development. Pupils' cultural development is appropriately promoted through the study of countries in different parts of the world and the activities of the people who live there.

HISTORY

122. During the inspection it was possible to observe only two lessons. Evidence from an analysis of pupils' work, displays around the school, discussion with pupils and teachers about their themes indicate that standards at the end of Year 2 and Year 6 are above average. The good standards reported at the previous inspection have been maintained. All

pupils make good progress and pupils with special educational needs and pupils for whom English is not their first language make very good progress and benefit from the effective support they receive from their teachers.

123. Pupils in Year 1 and Year 2 are developing their enquiry skills as they infer information from pictures of the past. In a good lesson for this age group, pupils were given a picture of Florence Nightingale. They were able to use their skills to investigate when she lived and the likely work that she did. These skills were further developed as they created their own questions to find out more about her and the resources they would need to research. They have a good understanding of the type of clothes that rich and poor people wore in times past and are aware of some of the living conditions in Victorian times. They recall information about events and people, for example the great fire of London and the work of Samuel Pepys and Florence Nightingale.

124. In Year 3 and Year 4, pupils study ancient civilisations and have compared pictures of ancient Greece with photographs of Greece today. They have found out about the clothes that both rich and poor people wore and understand the importance of the Olympic games to the ancient Greeks. Pupils in Year 5 and Year 6 devised their own questions to investigate the Tudors. They used research skills to find out about clothes, schools, food and drink. They used their design and technology skills to make very attractive Tudor purses.

125. Work in history is enhanced by visiting places of special interest and by inviting people to the school. For instance, pupils in Year 3 and Year 4 visited Shugborough Manor as part of their Victorian study and a visitor to the school worked with pupils in role play about ancient Greece. Older pupils spoke enthusiastically about the time they all dressed up when a theatre group visited the school and they danced and banqueted in true Viking fashion. Occasions like these make the study of historical events more meaningful and help pupils to appreciate the events of times past.

126. The quality of teaching overall is good. Clearly teachers are enthusiastic about the subject and this inspires pupils to work hard and apply their investigative skills in exploration of the past. Very good links are made with geography as they explore the various themes and pupils are given every opportunity to develop literacy skills in their presentations and writing. Teachers involve parents in the themes that are studied and occasionally grandparents are invited in to school to share their experiences with the pupils.

127. The subject is well managed by the co-ordinator who has monitored and supported teachers' planning. Resources are good and well used although the use of information and communication technology needs to be used more widely. Teachers value pupils' work and displays are attractive and stimulating.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. By the age of seven and eleven, pupils are attaining standards in line with the national average. Standards have been maintained since the last inspection. Pupils of all abilities, including those with special educational needs are making steady progress.

129. The last inspection found unsatisfactory standards in control and monitoring in both key stages. Pupils in Key Stage 1 use a programmable vehicle and pupils in Key Stage 2 are using logo to produce images on screen. The oldest pupils are familiar with the use of a data-logger which monitors temperature and light. While standards in these areas are now

satisfactory, they need more firmly embedding in the curriculum. There is only one controllable vehicle and one data-logger. This results in the minimum of first-hand experience for all pupils. Logo work by the oldest pupils lacks structure. Pupils have produced a range of geometric patterns but have not recorded the programs they used to make them.

130. At the end of Key Stage 1, many pupils open files which contain their previous work. They know the procedures for saving and printing their work. More-able pupils are very competent in the use of drop-down menus and on-screen buttons to respond to programs. This was shown when they used these functions to navigate a search engine to find information on Florence Nightingale as part of their history studies. Most pupils use the correct terminology, for example image, double click, highlight and click-and-drag. Pupils respond very well in lessons in the computer suite. This was seen when Year 2 pupils were unsure of how to highlight text to change font size. After brief but effective guidance from the teacher, they made very good progress, becoming very proficient by the end of the lesson. There are several examples of pupils using good mouse control. For example, when they add symbols to a pictogram or move words to match the images they see on the monitor screen. They add appropriate clip art to their text. The routines for logging on and closing down are well known.

131. Younger pupils in Key Stage 2 gain great excitement when they send their first e-mails. In a very short time, the vast majority of one class of Year 3 and Year 4 pupils were correctly completing e-mails. They sent messages from their work station and saw them appear on the large display screen in the suite. Older pupils are involved in e-mail communication with a school in Wales and another school in the neighbouring local education authority. This activity is providing well for pupils' social and cultural development. By the end of Key Stage 2, pupils produce good quality presentations involving text, images, animation and sound. An audience for these presentations is considered, for example when they produce one on life in their school they think of parents as the target group. While pupils are familiar with the use of clip art libraries, they have not used their information and communication technology skills for work in art. The stimulus of a school visit led pupils to present text and images to record an educational visit they made. Figures have been inserted in spread sheets but the nature of the figures or calculations involved have not been recorded. The use of information and communication technology to produce graph work is limited. Pupils appreciate that the internet contains so much information that searching for particular facts needs careful thought. In a lesson on the use of search engines, pupils learned several ways to narrow down a search and the different approaches used by different engines.

132. In both key stages, the quality of teaching is good. In the teaching observed, teachers were very familiar with the aspect of information and communication technology they were teaching. Very good use is made of the large display screen to guide pupils through the same images they see on their individual screens. The use of this screen captures pupils attention well. On occasion, the image on the screen could be temporarily removed while the teacher makes a particular point. Pupils respond very positively to the use of the computers in the suite. There are times when a particular machine will not work. Most pupils sensibly join other groups. When all the machines are working there is adequate provision for the Key Stage 1 classes. The larger classes in Key Stage 2, in both number of pupils and their physical size, makes working in the suite rather cramped. The suite gets very hot, particularly with these larger classes, and the poor acoustics do not create the best working conditions. Pupils work well together in these conditions. The odd ruffle of frustration or difference of opinion in a group is swiftly sorted by the class teacher or learning support assistant. Lessons are always purposeful with clear introductions, so that pupils know what they have to do, and often end with a plenary session when progress is evaluated through relevant questioning by the teacher. When a large proportion of the class is not sure how to move through a particular part of a lesson, teachers will, sensibly, bring the attention of the class to the large display

screen and sort out the problem encountered. Good use is made of pupils literacy skills. For example, when a search engine produces a large amount of text, the teacher directs pupils to relevant information that pupils need to know. This was seen in both key stages when a vast amount of information about famous people was narrowed down to the most important facts about them and related to texts pupils had used. There is a need to formalise the method by which pupils keep the work they do. At present, it is stored both electronically and on paper. The paper based work is stored in class sets and the pupils do not have a clear view of the way they name and store their files. There is a need to rationalise this so that pupils, staff and parents have a view of what has been done. It would not be sensible to print off all pupils' work, indeed this would go against the nature of the subject, but a 'paperless office' has its limitations.

133. The subject co-ordinator provides very good leadership and management systems are good. One particularly successful aspect of the development of the subject is when the co-ordinator works alongside another class teacher. These activities are carried out with very careful planning, meet personal and whole-school development needs and have a positive effect on teaching and learning. Assessment for the subject is carried out by teachers using their own systems. Previous systems have proved unwieldy and been abandoned. The co-ordinator is well aware of this and has ideas to propose for a common formal system. Other plans for development of the subject are appropriate. The ratio of pupils to computers in the school (at 13 to 1) is less generous than the national average (of 10 to 1). The grouping of most of the computers in a suite has a positive effect on teaching, particularly with the use of a network and large display screen. The suite is limited in accommodating classes of older pupils. The location of most of the remainder of computers gives good access for small groups of the oldest pupils but not for the remainder of the school. The arrangements for timetabling the suite for all classes to have information and communication technology lessons is well established but its use to support other subjects is less so. There is a need to extend the use of information and communication technology to support subjects across the curriculum.

MUSIC

134. Pupils' attainment at the age of seven and eleven is in line with national expectations. At the last inspection, an overall judgement could not be made because of insufficient evidence. All pupils, including those with special educational needs, make satisfactory progress.

135. Pupils in Year 1 explain the meaning of the word 'pitch' and can mirror the pitch of a tune with their voices. Most pupils in Year 2 recognise the sounds made by various instruments including the saxophone, they sing with clear diction, rhythmically observing the tempo of a variety of hymns including *The dance of life*.

136. All pupils in Year 3 and Year 4, compose simple, rhythmic tunes on the metallaphone using the pentatonic scale and correct musical notation. Pupils in Year 5 and Year 6 listen attentively to the melody from, *Grossienne* by Satire. They identify the instruments, likening the harp melody to 'birds tiptoeing on water' and the flute to 'an Indian snake moving'.

137. The quality of teaching and learning is good in both key stages. All teachers use the new scheme of work, lessons are well planned and the pace of learning brisk. In a good lesson in a Year 5 and Year 6 class, the teacher constantly increased the challenge as pupils perfected their composition of a melody. Pupils gave group performances of their work to the class, who were an appreciative audience. Almost all pupils work very industriously at the practical tasks and with obvious enjoyment. The very good relationships between staff and

pupils are evident in the good class control. Pupils with special educational needs performed equally as well as their peers, especially when a learning support assistant worked with them.

138. All teachers develop pupils' musical language by their careful questioning and requesting them to comment knowledgeably upon their fellow pupils' compositions. Music promotes pupils' spiritual, moral, social, and cultural development well. Pupils in Key Stage 2 collaborate together to compose tunes. Key Stage 1 pupils take their turn when waiting quietly in a musical game. Pupils listen to a wide variety of music as they enter collective worship including jazz such as *Natural Calling* by Andy Sheppard. They sing music from a range of cultures including Rastafarian, West Indian and British. They dance to music including Spanish flamenco, Indian and English Morris dancing. Pupils in Year 1 and Year 2 sing hymns rhythmically including *One more step along the world*, reflecting quietly upon the words, until a Year 2 pupil remarks, 'It is about God telling us what to do'.

139. Some of the older pupils learn keyboard, violin and guitar from visiting teachers. These lessons are well-organised and enthusiastic pupils make good progress. Pupils take part in annual school performances, pupils in Year 1 and Year 2 performed *The Bossy Christmas Fairy*. There is an after-school music club for older pupils.

140. Music is well led. The subject co-ordinator is knowledgeable and has recently had the opportunity to support music teaching in all years with the introduction of a new scheme of work. There are plans to introduce a new assessment sheet to record pupil's progress through the school. The school is well resourced with tuned and untuned instruments from many different countries. However, there is little evidence of information and communication technology used to support learning.

PHYSICAL EDUCATION

141. Standards in physical education are above average at the end of Year 2 and Year 6. The good standards observed in the previous inspection have been maintained. All pupils, including those with special educational needs and those pupils for whom English is not their mother tongue, make good progress in the acquisition of physical skills. All lessons include a warming up and cooling down session and pupils understand the importance of these activities. They have an appropriate understanding of how exercise affects pulse rate. Boys and girls participate in physical education lessons with equal enthusiasm and work well individually, in pairs and in larger groups.

142. Year 1 and Year 2 pupils were observed taking part in an indoor games lesson. They performed a range of exercises to develop throwing and catching skills. They responded well to each other as they watched the ball, remembering to throw sympathetically to their partner and to draw the ball into their body as they caught it. They performed with good awareness of safety and the space around them. Having practised these skills in pairs they applied them to a team game with great enthusiasm. The teacher set relevant challenges for pupils of all capabilities through good intervention and prompts. All pupils tried very hard to throw and catch quickly and gave the rest of the team great support as they tried to win.

143. Pupils in Year 5 and Year 6 are taught swimming at a nearby pool during the summer term. The majority of pupils are able to swim at least 25 metres by the time they leave the school.

144. In a very good gymnastics lesson, pupils in Year 5 and Year 6 created sequences of several different gymnastic movements on the apparatus making very good use of the space around them. They were adept at varying the area and speed of their movements. Many pupils realistically evaluated the quality of their own movements and the sequences that

others performed. They worked very sensibly together in groups of mixed gender, supporting each other as they performed a variety of balances and created different shapes. Pupils of all ages dress suitably for physical education and there is a strong emphasis on safety in relation to correct clothing, handling of apparatus and behaviour during lessons.

145. The enthusiasm, skill and expertise of the co-ordinator are a strength of the subject. She provides very good support to other teachers by monitoring and modelling teaching. She has recently re-written the scheme of work and plans to raise the profile of assessment by using the new assessment sheet she has devised for each year group. The co-ordinator has produced a very good portfolio for physical education, which illustrates the development of the subject in the past year and covers the areas of study. Some opportunities are provided for pupils to compete against other schools in games and in athletics. The school broadens pupils' cultural awareness by providing a good range of activities within the curriculum and as extra-curricular clubs. Such activities develop good attitudes to competition, teamwork and sportsmanship. There is a wide range of good quality resources, which are well used.

RELIGIOUS EDUCATION

146. At the end of Year 2, pupils' attainment in Religious Education is in line with the expectations of the locally agreed syllabus and they make satisfactory progress, as at the last inspection. At the end of Year 6, attainment is above average with good progress, this is an improvement on the last inspection. Pupils with special educational needs make the same progress as other pupils in relation to prior attainment.

147. Pupils in Year 2 reflect upon their feelings with a more-able pupils noting, 'My favourite colour is indigo because it reminds me of the sea and sky and makes me feel happy, not sad'. They study Bible stories, such as that of Jonah and the whale. Most know and use correctly some of the specialist vocabulary associated with the Jewish faith, such as Torah, synagogue and scroll. The higher attainers can equate these with special symbols of the Christian church.

148. Pupils in Year 6 have a good knowledge of the Christian year, noting specific Christian values of love, hope and charity and the importance of being a good disciple. A particular strength of the work studied is linked to the pupils' social, moral, spiritual and cultural development. Pupils reflect on what is important for them such as love, family and water. They appreciate that possessions are not the most important things in life. They are familiar with the scarcity of water supplies in many countries. Pupils in Year 3 and Year 4, investigate the special food customs of the Jewish, Islamic and Sikh religions.

149. The quality of teaching and learning observed was good overall. No lessons were observed in Year 5 and Year 6, but the work displayed, pupils' books and discussion show that teachers provide a balanced religious education programme based upon good subject knowledge. Pupils in Year 1, learn through story telling. For example, they listen to the story of Zaccheus, with their teacher recording pupils' feelings about Zaccheus. In a good lesson in Year 2, about Jewish special books, the teacher planned the lesson well with clear learning objectives for each level of ability. Pupils responded very well, to the clear explanation from the teacher on how the Torah is treasured as a special book by the Jewish people. However, the lack of any religious artefacts, apart from pictures, connected with any of the major religions limits pupils' understanding. This is an area for development. Pupils in Year 3 and Year 4, learn about the temptations of Jesus at Easter by role plays about being tempted to eat sweets, which some have given up for Lent, with the majority describing the emotions they felt.

150. Assemblies contribute well to pupils' religious understanding. Pupils aged eight to eleven years old organise their own class assembly based on the themes of the week, such

as 'courage'. Pupils share their examples, often poignant, of what 'courage' means to them, while others listen with respect. This work is recorded using information and communication technology into a class book. A very well acted and humorous performance about David and Goliath by some Year 5 and Year 6 pupils introduced pupils in Key Stage 2 to this story. Children value the quiet, reflective time, that collective worship gives them.

151. Overall, pupils' written work is very well presented, using a wide range of skills taught in the literacy lessons. Marking often picks out what was really good in a piece of work and suggests ways to improve. The pupils visit the local Christian church but do not visit the special places of any other religions. The vicar and curate of the local church regularly visit the school to lead assemblies or, in the case of the curate, after-school football. However, there are very few visitors from people of other faiths other than Christian.

152. The new subject co-ordinator is knowledgeable and has monitored teachers' planning. She has not yet had the time to monitor and evaluate standards across the school sufficiently, and then act to improve provision. There is no formal system for the assessment of pupils' work. Resources for learning are unsatisfactory due to the lack of artefacts and information books about world faiths and customs.