

# INSPECTION REPORT

## **RUSHBURY C of E PRIMARY SCHOOL**

Church Stretton

LEA area: Shropshire

Unique reference number: 123497

Headteacher: Mrs V Clements

Reporting inspector: Mrs L Brackstone  
21872

Dates of inspection: 10<sup>th</sup> - 12<sup>th</sup> February 2003

Inspection number: 248466

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:             | Voluntary controlled                      |
| Age range of pupils:         | 4 - 11                                    |
| Gender of pupils:            | Mixed                                     |
| School address:              | Rushbury<br>Church Stretton<br>Shropshire |
| Postcode:                    | SY6 7EB                                   |
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| Appropriate authority:       | The governing body                        |
| Name of chair of governors:  | Mr D Rowland                              |
| Date of previous inspection: | April 1997                                |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|------------------|----------------------|--|--|
| 21872        | Mrs L Brackstone | Registered inspector | Mathematics<br>Information and communication technology<br>Art and design<br>Design and technology<br>Religious education  | What sort of school is it?<br>What should the school do to improve further?<br>How high are standards?<br>a) the school's results and pupils' achievements<br>How well are pupils taught?<br>How well is the school led and managed? |
| 9173         | Ms S McDermott   | Lay inspector        |  | How high are standards?<br>b) Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with the parents?                                  |
| 25203        | Ms P Ward        | Team inspector       | The Foundation Stage<br>English<br>Science<br>Geography<br>History<br>Music<br>Physical education<br>Educational inclusion | How good are the curricular and other opportunities offered to pupils?<br>English as an additional language<br>Special educational needs   |

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

### **INFORMATION ABOUT THE SCHOOL**

Rushbury is a small rural primary school dating from 1821, situated at the foot of Wenlock Edge and about four miles from Church Stretton. The school caters for 68 pupils, aged four to eleven years, from a large catchment area that includes several other villages. The numbers of boys and girls that attend are similar. The children come from a very wide mixture of backgrounds that include isolated farming families where several generations have attended the school and professional families that have moved into the area. The majority of children are transported to and from school by minibus. All pupils are of white UK heritage and no pupils use English as an additional language. However, there are a small number of pupils from a local travellers' community who attend the school. Hardly any pupils have free school meals. Twenty per cent of pupils have special educational needs and this is about average. The special educational needs include moderate learning difficulties, speech problems, behavioural issues and autism. One pupil has a statement for special educational needs. The majority of children who join the school have attended the very small pre-school group that is housed in part of the school. During the past academic year the school roll has increased by 33 per cent. The children are accommodated in one of three classes. Reception/Year 1 are taught by two part-time teachers, Years 2/3 is taught by a temporary teacher and Years 4/5/6 are taught by the headteacher for three days and by a part-time teacher for the remainder of the week. Apart from one of the part-time teachers, all teachers have been recruited in the last eighteen months. This includes the headteacher, who has been in post for just one year at the time of the inspection. Children start the reception/Year 1 class at the beginning of the term in which they will be five. There is a wide range of ability on entry into school that varies year by year in this small school. However, most children's level of attainment on entry into school is as expected for this age group. The school has not identified any pupils who are gifted and talented.

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

Having been in post for one year, the new headteacher has a secure knowledge of what needs to be done to move the school forward and is providing good firm leadership and management. Children start school with average levels of attainment and, by the time that they are ready to move on to secondary school, standards are as expected. Teachers know their pupils well and care very much for them. The quality of teaching and learning is satisfactory overall. Although overheads are high for this small school, satisfactory value for money is provided.

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

- The new headteacher has a thorough understanding of what is needed to move the school forward and leads by good example.
- Provision for pupils with special educational needs is good.
- The local community plays a very beneficial role in the life of the school and links with other schools are good.
- Activities outside of lessons are good and enrich the experiences of the pupils.
- Staff know the pupils and look after them very well.
- Specific grants are used well and funding is closely linked to educational planning.
- The school works well with parents and encourages them to be involved in partnership with them.

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

- Standards in information and communication technology.
- The behaviour of a significant minority of pupils and staff management of these individuals.
- The quality and range of teaching and learning opportunities in the Foundation Stage.
- The procedures used to check and monitor pupils' progress.
- The adequacy of staff to fully meet the needs of the pupils.
- The accommodation, which does not meet the needs of all the children.
- Learning resources, particularly in the Foundation Stage.

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

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

The school was last inspected in April 1997 and has made good progress since then. Policies and programmes of work for each area of the curriculum have been devised and the new headteacher is working hard to ensure that skills are taught progressively through the school by a consistent approach to planning. A homework policy was written in response to the last inspection but the school is aware that this needs to be revised and discussed with parents. The new headteacher has very sensibly balanced her classroom workload with her administrative role and is effectively managing to lead the school. At the time of the last inspection, standards in design and technology were judged to be unsatisfactory and this has improved. Opportunities for pupils to develop their information and communication technology skills were also considered weak and this has remained so. At the time of the last inspection, no overall judgement was made on attitudes and behaviour. However, some of the descriptive comments made in the report indicate that attitudes and behaviour are not as good as they were at the last inspection and this is a weakness. The headteacher is poised to move the school forward but is the only permanent, full-time member of staff and this limits the school's capacity to improve.

## STANDARDS

In the most recent National Curriculum tests of Year 2002, there was a very small cohort of pupils in Years 2 and 6. Therefore, it is not appropriate to compare results with other similar schools or nationally. However, progress can be measured from prior attainment and overall all pupils, including those with special educational needs and those from the travelling community, make satisfactory progress. Children start school at the beginning of the term in which they will be five with skills as expected for this age group in all areas of learning. This means that the younger children only have a minimal one term in the Foundation Stage before moving on to Year 1 of the National Curriculum. Insufficient progress in the Foundation Stage is made because the quality of teaching, learning and provision is unsatisfactory for this age group. As a result, not all children attain the expected level in all areas of learning. By the end of Years 2 and 6, standards in English, mathematics and science are average. Standards in art and design, design and technology, geography, history, music and physical education are as expected at the end of Years 2 and 6. Standards in religious education meet the expectations of the locally agreed syllabus. However, by the end of Years 2 and 6, standards in information and communication technology are below those expected. The school has set challenging targets for improvement, particularly in Year 6, and under the leadership of the new headteacher is well placed to meet them.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Attitudes are satisfactory overall. Most pupils are enthusiastic about coming to school and satisfactorily involve themselves in their lessons.   |
| Behaviour, in and out of classrooms    | Behaviour is unsatisfactory overall. A significant minority of pupils do not behave well in class and do not understand the implication of their actions for other people.  |
| Personal development and relationships | Relationships are satisfactory overall. At times, staff and pupils work positively together. However, there were several incidents observed when relationships between children were tense. Pupils do not always respect the feelings of their peers or the effect their behaviour has upon teachers. |
| Attendance                             | Attendance is satisfactory but a small number of parents do not understand that 10 days' holiday in school time is a privilege rather than a right.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception      | Years 1 – 2  | Years 3 – 6  |
|------------------------|----------------|--------------|--------------|
| Quality of teaching    | Unsatisfactory | Satisfactory | Satisfactory |

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

The overall quality of teaching and learning is satisfactory. The basic skills of literacy and numeracy are taught appropriately and a wide range of teaching methods is used to stimulate the acquisition of knowledge and skills. Support staff are used satisfactorily and, when the teaching is good or better, lessons move at a brisk pace. This maintains the interest of the pupils well and meets their intellectual efforts. Sufficient homework is given to support the pupils' learning. However, throughout the school there are weaknesses in the management of pupils and this has a negative effect on the quality of learning and the productivity of the pupils. Teachers provide regular day-to-day comments about their work, but pupils' books are not always marked consistently. Whilst the overall quality of teaching is satisfactory in the reception/Year 1 class as a whole, there are significant weaknesses in the teaching of the reception children. Knowledge about and understanding of this age group are inadequate and teacher expectations are frequently inappropriate. Planning does not sufficiently take into account the specific needs of this age group and this results in lessons that do not maintain the children's concentration and interest.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment   |
|--|---|
| The quality and range of the curriculum  | The curriculum is satisfactory overall. Activities outside of lessons are good and the community plays a very strong part in contributing to the richness of experiences enjoyed by the pupils. However, the full range of requirements for the National Curriculum is not met in information and communication technology and physical education. The curriculum for the Foundation Stage curriculum is unsatisfactory.                      |
| Provision for pupils with special educational needs  | Pupils with specific learning difficulties receive good-quality support. This enables them to be fully included in the lessons and to make effective progress. Individual education plans are implemented well. However, those children in reception with behaviour problems are not identified soon enough.  |
| Provision for pupils' personal development, including their spiritual, moral, social and cultural, development | Provision is satisfactory overall. Spiritual development is good because teachers help pupils to think about different aspects of life. Social, moral and cultural development is satisfactory. The school displays a set of moral codes, it fosters a sense of community and pupils are encouraged to participate in artistic and musical activities. However, the preparation for living in a multicultural society is less well developed. |
| How well the school cares for its pupils   | Staff know the pupils very well and are sensitive to their needs. However, systems for checking pupils' progress are not yet sufficiently detailed to enable teachers to track and plan for individual development and progress as they move through the school.  |

The school works well with parents and has established good links with them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The new headteacher has a good understanding of what needs to be done to move the school forwards and works hard to influence her staff. As the only permanent, full-time member of staff, delegation is very difficult. This means that the headteacher has a huge number of curriculum areas to manage.  |
| How well the governors fulfil their responsibilities             | Governors are very supportive of the school and use their professional expertise well to benefit the school. They fulfil all statutory requirements, except those linked to the National Curriculum, which are directly affected by the weaknesses in accommodation. Whilst recognising many of the strengths of the school, not all governors are fully clear about its weaknesses. |



|  |   |
|--|---|
| The school's evaluation of its performance | The school is in the early stages of checking the performance of its pupils. The headteacher has started to monitor and evaluate the quality of teaching and learning and has a clear indication of strengths and weaknesses within the school. |
| The strategic use of resources             | Best value is clearly understood. Specific grants are used well and funding is linked well to educational planning. However, resources are not always used to best effect.  |

The adequacy of staff is unsatisfactory and does not fully meet the needs of the pupils or the curriculum. Whilst the school is fortunate to have extensive grounds outside, the internal accommodation is poor and has a detrimental effect on the quality of education for the pupils. In addition to this, there is no staff base where teachers and classroom assistants can meet together away from the pupils. Learning resources are very poor, particularly in the Foundation Stage.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• The quality of teaching is good.</li> <li>• They believe that the school expects their children to work hard and achieve their best.</li> <li>• Staff make them feel comfortable when they approach the school with a problem.</li> <li>• Their children like school.</li> <li>• They feel that behaviour in school is good.</li> <li>• They consider that the school is helping their children to become mature and responsible.</li> <li>• They feel that the school works closely with them.</li> <li>• They are happy with the progress that their children are making.</li> </ul> | <ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The right amount of homework.</li> <li>• More information on how their children are getting on.</li> </ul> |

Inspection findings confirm that the school is well led and managed and agrees that the school works closely with parents and is approachable. It is also clear that the pupils like going to school. Unfortunately, the inspection team is not able to fully agree with all the other positive comments made by the parents. For instance, the inspection team does not entirely endorse the parents' positive views on consistently good teaching, high expectations and the behaviour of the pupils. They are also not able to confirm that the range of activities outside of lessons is limited. In fact, inspection findings indicate that they are good and a strength of this small school. The school is aware that homework needs to be considered again and plans to consult parents soon. A few parents feel that they do not receive enough information about their children's progress. The inspectors do not consider that these worries are substantiated and judge that parents are adequately informed about their children's progress.

## **PART B: COMMENTARY**

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

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

1. In a very small school it is not possible to make accurate judgement on trends in standards. This is because the effect of one additional pupil on the school percentage can be considerable. It is possible to measure progress from assessments made on entry into reception, although a small number of pupils have started Rushbury at differing points in their schooling. Data collected by the school indicates that all pupils, including those with special educational needs, make satisfactory progress in relation to their prior attainment. This progress is not evident from National Curriculum test comparisons with national and similar schools and, therefore, it is not appropriate to do so.
2. Children start school at the start of the term before they are five. Each year, cohort sizes are very small and there is a tremendous variation in standards on entry. Assessments are made when the children start school and inspection evidence suggests that overall skills on entry are average. The progress made in the Foundation Stage of learning is unsatisfactory. This is because many children spend a very short time as a reception child. For example, summer-born children only have one term in the Foundation Stage. In addition to this, the quality of teaching and provision for the Foundation Stage are unsatisfactory; there are very few planned opportunities for the children to benefit from exciting and stimulating learning activities. This means that they miss out stages in their development, particularly in relation to their personal, social and emotional development, knowledge and understanding of the world, physical and creative development. This has a negative effect on the behaviour and personal development of the children. By the time they officially are ready to start Year 1 of the National Curriculum, the children have maintained their satisfactory levels in communication, language and literacy and mathematics. However, their levels of skills in personal, social and emotional development, knowledge and understanding of the world, physical and creative development are not as expected for children of this age group.
3. The size of each cohort in Years 2 and 6 is small and individual achievement varies from year to year. For example, in the Year 2 cohort of 2002, ten pupils took the standardised assessment tests. All pupils achieved the expected level in reading and writing and nearly all in mathematics. In the teacher-assessed science tests, all pupils achieved the expected levels. However, few pupils achieved the higher levels. In this year group, there were equal numbers of boys and girls. No differences in attainment were noted between boys and girls in this year group in reading and writing but girls performed better than boys in mathematics. In the present Year 2, standards in reading, writing, mathematics and science are average. Both boys and girls achieve satisfactorily in relation to their prior attainment.
4. In the Year 6 cohort of 2002, six pupils took the national standardised tests. All pupils attained the appropriate level in English and science. Nearly all pupils achieved the appropriate level in mathematics. In English, the more capable pupils achieved the higher level but this was not evident in mathematics and science. In relation to their attainment in the standardised tests in Year 2, their achievement was satisfactory. Differences were noted between the attainment of boys and girls in science, where girls performed less well than the boys. In the current Year 6, inspection findings indicate that standards in English, mathematics and science are average, with both boys and girls making satisfactory progress in their learning.
5. Standards in literacy are satisfactory and are used appropriately to develop other subjects within the curriculum. For example, older pupils use the library well to find out information which will support their learning in subjects like history and geography. Numeracy is used satisfactorily when measuring in design and technology activities and when recording scientific observations. However, information and communication technology skills are not used sufficiently well across the curriculum to support learning. The main reasons for this are the poor accommodation and lack of resources. This makes the integral use of information and communication technology skills difficult to achieve.

6. Standards in Years 2 and 6 are in line with national expectations in art and design, design and technology, history, geography, and music. Standards are as expected in those aspects of physical education covered within the limitations of the accommodation. However, standards in information and communication technology are below national expectations. This is because not all programmes of study within the National Curriculum are being taught as yet. In religious education, pupils in Years 2 and 6 are appropriately meeting the expectations of the locally agreed syllabus.
7. Pupils make satisfactory progress throughout the school. The school sets realistic targets for pupils in Year 2 and 6 and there is a developing awareness of the need to challenge more capable pupils. Pupils with special educational needs and those from the travellers' community make good progress in relation to their prior attainment because they are provided with very good levels of support from their teachers and the learning support assistants.

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

8. In the Foundation Stage, children like coming to school to meet their friends and show satisfactory understanding of the class routines. In Years 1 to 6, pupils have satisfactory attitudes to school and learning. On the positive side, pupils like coming to school and enjoy socialising with their friends. They talk with animation about activities and events in which they have participated, such as the inter-schools cross-country race and the picnic for the Queen's Golden Jubilee. A group of Year 6 pupils keenly offered to take an inspector around the school and proudly described their organisation of the fruit shop for break times. No overall judgement was made on attitudes at the time of the last inspection so a comparison cannot be made.
9. The behaviour of children in the Foundation Stage and pupils in Years 1 to 6 is unsatisfactory. When compared with the descriptions given at the time of the last inspection, it has deteriorated. In many lessons observed, a constant undercurrent of chatter and fidgeting significantly spoiled the learning of the pupils. Many pupils were restless and did not settle sufficiently to concentrate or listen to instructions properly. Most pupils are not deliberately naughty, but they have acquired bad habits of talking over each other and their teacher. In consequence, the pupils' understanding of the impact of their actions on others is unsatisfactory, because they are not aware that they are showing disrespect to their teachers and that they are hindering the learning of their peers through their inappropriate behaviour.
10. Around the rest of the school, most pupils behave satisfactorily. Pupils make the most of their time in the playground and go in and out of class in a sensible manner. Currently there are a few pupils with challenging behaviour, who demand a disproportionate amount of time and support. This is particularly demanding on the headteacher as she is the only permanent, full-time teacher who is teaching more than half the week and has less time than many headteachers to sort out behaviour issues.
11. Most pupils get on well together and there is no more bullying and name calling than found in any other primary school. The older pupils willingly lend a hand to the younger ones. They help them to change for swimming and often play with them at break times. Most of the time the pupils have good relationships with adults in the school and are helpful to visitors. However, these are marred when pupils ignore their teachers' instructions and rudely continue with their own conversations.
12. Overall, the pupils' respect for feelings, values and beliefs are satisfactory. Of particular note is the sensitive way pupils in assembly discussed how they would feel if they were blind. One talked about missing *'her brother's smiley face'* and another *'the countryside and the lovely trees'*. For many pupils, their limited knowledge of the ways of life of other cultures and faiths hinders their ability to empathise. However, the good work in fund raising for Food Aid and Water Aid demonstrates that the pupils are beginning to share world concerns about famine and poverty. In lessons, pupils who do not listen find it difficult to give deeper thought to their fellow peers' views and ideas.
13. Pupils demonstrate satisfactory levels of personal responsibility and initiative. They take on a good range of jobs in the school community, such as arranging the assembly room, answering the telephone and organising the fruit shop. As yet, there is no school council, but pupils are involved in deciding their class rules. It is impressive that the older pupils are solely responsible for checking the

chilled water bottles and even ringing up the suppliers when levels are low. However, pupils' responsibility for their own learning is limited, particularly as many of them are not sensible enough to be quiet and single minded about listening in lessons. Pupils are coping well with the recent introduction of learning targets in English to build up their personal learning responsibility.

14. The attendance of the pupils is satisfactory because it is broadly in line with the national average for primary schools. It is not as good as at the time of the last inspection, when attendance levels were particularly high. It is to the school's credit that there is hardly any unauthorised absence, because the office staff regularly remind parents to let them know when and why pupils are absent. Most absence is due to illness. However, there is a significant amount of holidays taken in term time because the farming families find it difficult to leave home during the summer harvest and spring lambing seasons. The school is sympathetic to these requests, although the privilege of taking holidays in term time disrupts teaching and has a negative influence on pupils' learning. There have been no exclusions in the past academic year.
15. Pupils with special educational needs and those from the travellers' community are valued in the school. The level of support and encouragement that they receive has a significant impact on their self-esteem. For example, they confidently ask for assistance when they are not sure what to do.

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

16. The overall quality of teaching and learning is satisfactory. However, it varies from very good to unsatisfactory. Whilst the overall quality of teaching is satisfactory in the reception/Year 1 class as a whole, there are significant weaknesses in the teaching of the reception children. At the time of the last inspection, no overall judgement was made on teaching but it was considered to be *'almost always satisfactory or better throughout the school'*. The current picture is similar to that recorded at the last inspection.
17. The teaching of basic skills is satisfactory throughout the school. This is because of the good effect the recent national strategies have had upon these key skills, ensuring that pupils progressively acquire new knowledge. In the Years 4/5/6, class the teaching of literacy observed during the inspection was very good. In this lesson, the teacher used her very good knowledge of the literacy strategy to successfully motivate and interest the pupils in their learning. A good numeracy lesson was also observed in this class and the skilful use of dry-wipe boards maintained the pace of the introductory part of the lesson.
18. Teacher knowledge and understanding of the curriculum are satisfactory in Years 1 to 6. However, there are weaknesses in the knowledge and understanding of the needs of the children in reception and this is reflected in the way that the curriculum is planned. For example, many of the lessons taught are based on the National Curriculum and do not always meet the needs of the children. This has a negative impact on their learning experiences because they become restless and are not fully involved in the lesson. Lessons frequently involve the recording of information and this is inappropriate for the youngest children who have only been in school for half a term. In addition to this, the reception classroom lacks stimulation. There are no interactive displays or areas for the children to develop their personal, social and emotional skills. Consequently, these children lack concentration and interest in their learning and do not acquire skills at a satisfactory rate. In Years 2 to 6, the teachers plan their lessons satisfactorily and identify clear lesson objectives. They generally ensure that the needs of the differing age groups in the mixed classes are met and activities for the pupils are carefully identified.
19. Teachers make satisfactory use of a wide range of teaching methods, including working individually, in pairs and in whole-class situations. Teachers use time appropriately and the good and very good lessons move at a good pace so that pupils are productive. This was evident in a very good table-tennis session at the village hall. Pupils benefited greatly from professional coaching and were very well organised into a routine that the pupils eagerly responded to. This had a very good effect on the quality of their learning, particularly the acquisition of skills.
20. The management of pupils is unsatisfactory overall. Teacher expectations of behaviour are not always high enough and this has a detrimental impact on the acquisition of knowledge and skills.

This was evident in a Year 2/3 lesson where the high noise level impacted on the quality of the lesson. During most lessons, teachers make satisfactory comments to the pupils and intervene to extend their knowledge and understanding where appropriate. Pupils with special educational needs are generally well supported by the good use of learning support staff so they make good progress in relation to their prior attainment. On the other hand, pupils with behaviour problems are not identified soon enough when they start school and are not provided with sufficient support. This was evident in the reception/Year 1 class where a significant minority of pupils had difficulty with their behaviour. In a minority of lessons the quality of teaching was better than pupils' learning. This was because the pupils' behaviour was unsatisfactorily and this reduced the level of progress made.

21. On a day-to-day basis, most teachers provide their classes with helpful comments that help them understand how they are performing. However, the marking in books is variable and teachers do not always provide pupils with an understanding of how they can improve. Homework activities are satisfactory throughout the school and are linked to the work in class.
22. Teachers make good provision for pupils with special educational needs. There is a strong commitment to meeting pupils' specific needs and to raising standards of teaching and learning. The headteacher, class teachers and the new co-ordinator are involved in the planning of good-quality individual education plans and these are implemented well. Lesson plans also take into account pupils' particular learning needs. Good-quality support enables pupils to make satisfactory progress. Pupils' work is regularly assessed and attainment recorded so that targets in pupils' educational plans can be modified with full information to hand.

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

23. There have been several major improvements since the previous inspection. All areas of the curriculum, identified as significant weaknesses in the previous report, have been improved. Policies and schemes have been, or are in the process of being, rewritten and new schemes of work have been introduced. These schemes are enabling teachers to improve planning and are beginning to ensure that pupils build on previous knowledge as they move through the school.
24. A significant improvement is the implementation of the National Literacy and Numeracy strategies. The school is also implementing a further literacy programme to increase pupils' comprehension and writing skills. The increased opportunities for pupils to develop their investigation and experimental skills are having a good effect on the quality of learning. This is particularly evident in science, history and geography where experimentation and the opportunity to find out information and results for themselves have increased understanding of what they are doing and why. The provision for religious education is now in accordance with the appropriate agreed syllabus. A scheme of work for design and technology has been developed. All these improvements are beginning to have a significant impact on teachers' planning. Provision for information and communication technology has also improved and is beginning to enable pupils to gain knowledge in how to use computers. However, it is not yet being used sufficiently well to support work in subjects across the curriculum.
25. For children in the Foundation Stage of learning, the quality and range of learning opportunities are poor. The school is not sufficiently equipped to implement the recommended programme of work. The learning environment is lacking in stimulation and this restricts the development of pupils' personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.
26. For pupils in Years 1 to 6, the quality and range of learning provision are satisfactory. The curriculum provides all the expected subjects of the National Curriculum, except for information and communication technology and physical education, which do not fully meet requirements. This is as a consequence of the poor accommodation, which restricts the quality and range of activities. There is a strong emphasis on English, mathematics and science. The school has forged beneficial links with a local secondary school to enable pupils in Year 6 to complete units of work in mathematics and English to ensure that they are prepared for school transfer. There is good provision for pupils to learn to play a musical instrument.

27. Provision for pupils with special educational needs is good. The school has effectively implemented the new Code of Practice<sup>1</sup>. The curriculum for pupils with specific learning difficulties fully meets the recommended requirements. Pupils follow the same curriculum as other pupils, through tasks that are well adapted to suit their learning needs. There are appropriate arrangements for identifying pupils with special educational needs; a comprehensive register is well maintained and the individual educational plans are of good quality. Pupils' progress is monitored carefully and reviews, which are held regularly, provide a good focus for further development. There is also very effective educational and social inclusion of pupils with special educational needs and those from the travelling community into every aspect of the school's life. However, the school does not make provision soon enough for pupils who experience behavioural difficulties. The school is aware of the need to identify gifted or talented pupils in the school.
28. Overall, pupils have equal access and opportunity to develop their skills, knowledge and understanding. Provision for personal, social and health education is at an early stage of development. The headteacher has included the process of reviewing the school's policy and provision for this area in the school action plan so that a more structured approach to teaching and learning will be developed. The school is successfully participating in a healthy schools initiative. Aspects of sex education, drugs awareness and health education are taught appropriately. Pupils are encouraged to think about issues such as caring for and sharing with others. For these sensitive areas, good use is made of external agencies and specialists, such as the school nurse. Provision for extra-curricular activities is good. Pupils have opportunities to be involved in a wide range of activities that include cross-country running, design and technology, and other sporting activities. Other activities, such as the gardening club, are seasonal.
29. Educational visits are used well to enrich the curriculum. Older pupils have the opportunity to benefit from a residential visit where a good range of exciting activities supports the science, geography, history and physical education curriculum and helps pupils to develop the importance of team spirit. The curriculum is suitably enriched by a variety of visitors and well-planned educational visits, which are appropriately linked to the curriculum.
30. Overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. No judgement on this provision was made at the last inspection so it is not possible to comment on whether it has improved or not.
31. Provision for pupils' spiritual development is good. The school provides an education that reflects the Christian faith. The requirements for a daily act of worship are met in full. During carefully prepared assemblies, pupils are given opportunities for quiet reflection and prayer and are encouraged to consider other people's feelings. Music is used to provide a spiritual uplift for the beginning and end of assemblies. Regular visits to the school by the vicar of the local church contribute well to pupils' spiritual development. A number of lessons, such as religious education, include elements of spirituality. During literacy and science lessons, spirituality is further supported when pupils' thoughts and ideas are valued and they are given the opportunity to find answers to questions posed.
32. Provision for pupils' moral development is satisfactory. The headteacher and all the adults working in the school set good examples. Each class has a set of rules, which the pupils have been involved in deciding. However, these rules are not implemented well enough. A significant minority of pupils show little respect for each other's views and do not exhibit a good understanding of right and wrong.
33. Provision for pupils' social development is satisfactory. Within classes, most pupils work together co-operatively and take on a variety of tasks. Younger pupils act as monitors and have responsibilities for collecting and returning resources. Older pupils have additional responsibilities, including handing out hymn books, organising the fruit shop at break times and working the compact disc player in assembly. Pupils confidently take part in assemblies, school concerts and other events. They are also encouraged to participate in the community. For example, pupils are involved

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

in sports activities and in church celebrations such as the Harvest Festival and Christmas events. In wider issues, they have raised money for charity to help with water shortages in other parts of the world. Pupils have also contributed poems to the parish magazine.

34. Provision for cultural development is satisfactory overall. Pupils are provided with the opportunities to participate in activities which promote the local culture. For example, they are involved in the Harvest festival and the village fair. In art and design, they are introduced to the work of famous artists and work with a resident sculptor and potter. Music played in lessons includes the work of a satisfactory range of composers. Cultural awareness is further developed through theatre visits. The awareness of the multicultural nature of society is raised in stories and poems that the pupils hear. It is also developed through visitors to the school such as a workshop with African drummers. Pupils also learn about other customs and festivals in religious education lessons. However, the school does not prepare the pupils sufficiently well to live and work in the multicultural society that Britain is today.

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

35. The school has very good procedures for child protection, first aid and welfare. The headteacher made it a priority on her arrival to review thoroughly all the most important safety aspects of schooling and consequently procedures have improved since the last inspection. Child protection procedures are very good. The headteacher is the person nominated to liaise with the child protection agencies and she has ensured that all staff, teaching and non-teaching, have been fully updated on the latest guidelines. There are effective first aid procedures in place; all accidents are logged and parents informed if the school is at all concerned. Health and safety procedures are very good. An effective team of the headteacher, staff and governor representatives regularly assesses potential risks. The recent introduction of a signing-in book and orange badges for visitors means that the school can now monitor adults coming on to the site. The small size of the school and the good community network mean that all pupils are well known to the staff and are given personalised support. In addition, there are confidential records that alert the teacher to pupils with particular medical or emotional needs.
36. Procedures for monitoring and improving attendance are satisfactory, although not as good as at the time of the last inspection. Registers are correctly called at the beginning of the morning and afternoon sessions. The teacher notes any absence, but leaves the office to identify the type of absence. However, the updating of the register is not sufficiently prompt enough to ensure that these legal documents are an accurate record of a pupil's attendance. For instance, at the time of the inspection, there was a six-week backlog. Should the school have any particular concern about a pupil's absence, the office is quick to call home immediately and check.
37. The school has ineffectual systems for managing behaviour. The discipline of pupils has become lax since the last inspection. Needless chatter and fidgeting is frequently left unchecked by teachers in lessons. As a result, pupils have come to accept that they can start conversations at will, with the resulting negative impact on learning. Pupils have worked with their teachers to devise class rules, but they are not followed strictly and consistently enough to make a difference to behaviour. The headteacher has identified the need to review the behaviour policy with the full involvement of all involved with the school. To date, all staff working in school and a parent governor have been consulted. The monitoring of incidents of inappropriate behaviour is satisfactory. Serious issues are recorded methodically in the central incident book, which is carefully checked by the headteacher. Pupils with particularly challenging behaviour are supported satisfactorily. The headteacher spends much time discussing with the pupil the impact of their wrongdoing and she liaises closely with the parents to give effective support to the whole family. Any incidents of bullying are dealt with swiftly and effectively. The recent innovation of the 'Good News Book' is working well to keep track of good behaviour and to raise self-esteem through reward at a weekly assembly.
38. Procedures for monitoring and supporting pupils' personal development are satisfactory. Young children are settled in well as they move from the pre-school to the reception class. During their time at school pupils learn to take on small responsibilities around the school. However, as yet they are not sufficiently involved in taking decisions for their community through a school council. Pupils receive satisfactory sex and drugs education. Personal, health and social education is not yet a structured programme. This means that it is difficult to ensure smooth and comprehensive learning and track progress accurately as the pupils progress through the school. Pupils are very well

supported in their transfer to Church Stretton High School. They have plenty of opportunities to see the school and meet their new teachers, as well as continuing set English and mathematics work from primary to secondary school.

39. Checking and monitoring procedures in the Foundation Stage indicate levels of attainment on entry into school. However, the results of these are not used to set future work. The current way in which assessment is used to plan future work in Years 1 to 6 is unsatisfactory. Teachers have worked hard to implement new checking and monitoring systems in literacy and numeracy but there are insufficient procedures in place for all other subjects. Monitoring in the classroom is not sufficiently accurate and, consequently, teacher expectations are not high enough. For instance, pupils who are more capable are often given the same piece of work as the rest of the class and teachers are not always sure which skills pupils need to achieve the higher level. Assessment procedures are not sufficiently included when planning for future work. There is a lack of coherence and consistency in the methods by which teachers assess pupils' work and the outcomes are not used as a tool to aid future checking and evaluating.
40. Pupils with special educational needs are identified through teachers' observations and through the formal assessments carried out on school entry. However, there are weaknesses in the formal identification and recording of pupils with behavioural problems when they start school and this must be rectified. Teachers and non-teaching staff know the pupils well. There are effective systems for the monitoring of progress of those pupils who have been identified and, where necessary, appropriate specialist provision is provided. The special educational needs co-ordinator meets with the educational psychologist and representatives from the learning support service and the behavioural support team to discuss the needs of individual pupils and to seek advice on how best their needs can be met within the school. This is endorsed by the school's commitment to inclusion. Provision for pupils who have statements is good and the school ensures that all other agencies, as outlined in their statements, are fully involved. Annual reviews of the statements are appropriately completed and, again, all agencies involved with the pupils either attend the review or submit reports.

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

41. Parents have positive views about the school and appreciate all that it does for their children. They have welcomed the new headteacher and are supporting her well as she establishes herself in the village community. The inspectors agree with the parents' favourable comments about the strong leadership and management. However, the inspection team does not entirely endorse the parents' positive views on consistently good teaching, high expectations and the behaviour of the pupils.
42. A substantial number of parents have concerns about the range of activities offered to their children out of lessons. The inspection team finds that the range of extra-curricular outings, residential visits and clubs is good for a small school with such few pupils and staff. This has a positive impact on the pupils' learning and promotes their social development. Some parents feel that the school does not set the right amount of homework for their children. After the last inspection, when a key issue related to the lack of clarity in homework procedures, the school agreed on the policy and ensured that parents were informed of homework expectations. Although levels of homework are as expected for primary-age pupils, the headteacher is aware that, since identified as a key issue in the last report, the curriculum has changed and she feels that the homework policy needs updating.
43. A few parents feel that they do not receive enough information about their children's progress. The inspectors do not consider that these worries are substantiated and judge that parents are adequately informed about progress, work and events. All staff are very approachable and teachers are more than willing to discuss any worries parents may have about their children's progress. The end-of-year reports give a clear overall message on how each pupil is progressing in work and attitude, but not all reports are sufficiently clear about the progress made in each subject over the year. It is useful for parents to have their child's general targets for improvement included in the report. As yet, parents are not being sent the specific targets set in the core subjects of English and mathematics at the beginning of each term, so they are unable to share in helping learning from home. The parents of new pupils in the reception/Year 1 class receive a very good induction pack to let them know about routines and work expectations. These children also receive good information on the subjects and topics to be covered. However, this useful curriculum information is not extended further up the



school so that the other parents can anticipate and talk about what is being learnt in class with their children.

44. Parents make a good contribution to their children's learning at school and at home. They want to see their children achieve well and take a keen interest in information sent home about their children's progress. The majority of parents appreciate the new opportunity to add written comments to their children's reports. Parents conscientiously attend parent-teacher consultation meetings and give good support to homework. Many pupils enjoy reading because their parents regularly share books with them at home.
45. Parents are well involved in the practical aspects of school life and make a good impact on the work of the school. The Friends of Rushbury, which also includes members of the community and past parents, raise substantial funds for the benefit of the school and pupils. The Friends have funded most of the theatre outings and inspiring visits, including the potter and the African drummers. Stalwart gardening parents regularly tidy the grounds and are responsible for the exciting and environmental willow tunnels. The separate minibus committee contracts very effectively with the local education authority to provide safe and regular transport for the pupils.
46. However, wider parental participation is less well established. Currently, there are no parents who regularly help in the classroom and the school is finding it difficult to enthruse parents to help run clubs. Very few parents attend the annual governors' meeting and the headteacher has had little response to her recent consultation on school uniform. On the positive side good numbers of parents attend events involving their children, such as church services and end of term productions, and they support their children's fund-raising activities. Overall, the school has good and effective links with parents, which benefit the pupils' achievement.
47. Partnership with parents is good. Parents are kept well informed as to the concerns of the school. They are encouraged to meet teachers to discuss progress and to contribute to reviews and the decisions made regarding the targets set. Parents support learning well where homework is concerned. For example, they help their children learn spellings and hear reading.

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

48. Leadership and management of the new headteacher are good. At the time of the last inspection, no overall judgement on leadership and management was made so it is not possible to make comparisons. The new headteacher works very hard to influence staff and is committed to creating a high-performing team. She leads by example and is successfully managing at a steady pace the necessary changes. The new headteacher is clearly aware of the need to carefully monitor and evaluate the performance of both staff and pupils. She fully understands the importance of communication in the day-to-day running of the school and has already tightened up a number of procedures so that best use may be made of all her staff. The new headteacher has a good understanding of what needs to be done to build a high-performing team but the determination amongst staff to improve is variable.
49. The school aims to build relationships based on mutual trust and respect between each other and staff. Each person in the school community matters and their contribution is valued. The school strives to maintain values such as good behaviour, care of property, courtesy and mutual respect. The school successfully ensures that pupils, staff, governors and parents are valued and that property is cared for. However, the school does not fully meet its aim with regard to good behaviour and mutual trust and the support of a significant minority of pupils.
50. The management of special educational needs provision is good. The headteacher provides good leadership and guidance to the new co-ordinator. The special educational needs co-ordinator ensures parents are kept well informed. She also helps teachers and non-teaching assistants to understand the procedures for identifying pupils with special educational needs. A detailed and comprehensive list of specific pupils is well maintained. Where necessary, arrangements are made to upgrade teachers' and the non-teaching staff's knowledge. Good advice is given regarding the planning of individual education plans. Accurate records of pupils' progress are well maintained. Appropriate arrangements are made for pupils' learning to be reviewed regularly, their progress evaluated and

decisions are made as to the next step in learning. Where external support is required, the recommended procedures are followed. The nominated governor for special educational needs is kept well informed and ensures that the priorities in the school development plan are met. Funding allocated for special educational needs provision is fully utilised to provide effective support to enable pupils to achieve well.

51. The school development plan is a detailed document that has successfully identified appropriate priorities and these are supported through budget allocations. Challenging targets have been set and are linked to clear programmes of action. For instance, there are now higher expectations for pupils in Year 6 and provision for pupils with special educational needs now meets the new Code of Practice. The headteacher is also fully aware of the lack of resources and the poor state of the accommodation and has prioritised these issues over the past year.
52. Governors are very supportive of the school and are clear about its strengths. During the past year they have become more informed about the work of the school and are now involved in the review of the school development plan. The governing body fulfil most of their statutory duties. However, the requirements for information and communication technology and physical education are not fully met because of the poor accommodation. Governors willingly share their professional expertise at committee level but have yet to influence standards and curriculum development within the school.
53. The school has an appropriate programme for the performance management of teaching staff and governors fulfil their statutory obligations. Reviews are appropriately linked to improving planning and recording and the training needs of staff. Teachers' records of pupil attainment and the results of regular assessments in English and mathematics form a part of the review documentation. As yet, projected levels for pupil performance are not established. Induction procedures for teachers and staff new to the school are satisfactory. However, until a consistent approach to behaviour is implemented, the school is not a suitable venue for the training of student teachers.
54. Financial planning is good and is linked closely to the educational priorities identified. All aspects of funding are carefully monitored throughout the financial year. The headteacher has made good use of specific grants and additional funds. For example, governors have agreed to fund additional hours for a classroom assistant to support specific learning difficulties until the appropriate funds are released from the local education authority. High-quality involvement from a very active 'Friends of the School' association makes a significant difference to the school budget. The new headteacher inherited a significant surplus of money that had not been fully utilised to provide release time for school management, despite this being a key issue at the time of the last inspection. However, the new headteacher has sensibly used these funds well to familiarise herself with whole-school affairs.
55. Day-to-day financial management and administration are very good. Routine administrative procedures operate efficiently and unobtrusively. The school secretary gives very good support to pupils and staff. Good use is made of information and communication technology systems to maintain financial control and accountability. The administration is highly efficient and fully supports the smooth running of the school.
56. The match of teachers and support staff does not fully meet the needs of the pupils and the demands of the curriculum. For instance, the headteacher is the only permanent full-time member of staff and this places a very heavy burden on her. She co-ordinates the vast majority of subjects and is unable to delegate responsibility to a senior member of staff when absent from the school premises. There is also insufficient support in the reception/Year 1 class to meet the needs of these young children, several of whom have behavioural problems. Although the outdoor area has extensive grounds and an attractive play area, the overall adequacy of accommodation is poor. Despite making good use of the new village hall, the school has no hall to enable the teaching of physical education. This results in dependency on the weather to teach sports outside on an inappropriate surface. The Year 4/5/6 class also accommodates the information and communication suite, which means that other classes only use this when these oldest pupils are not present. In addition to this, the photocopier is positioned in this classroom and disturbances occur each time it is used. The staff have no discrete area to go for break times or private discussions with parents or classroom assistants and this is most unsatisfactory. The adequacy of learning resources is very poor. There are insufficient resources and artefacts to meet the needs of most subjects. For example, there are no artefacts to

support the teaching of religious education and history. Resources for the Foundation Stage are virtually non-existent and this means that provision for this specific age group is unsatisfactory.

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

57. To improve the quality of education, the governing body, headteacher and staff should:

I. Raise standards in information and communication technology by:\*

- raising the profile of information and communication technology skills across the school and making more use of computer programs across the curriculum to help pupils' progress;

*(Paragraphs 115,26)*

- enabling maximum use of the information and communication technology suite and the individual computers within classrooms;

*(Paragraphs 5, 115, 117)*

- ensuring that statutory requirements are met.

*(Paragraph 26)*

II. Improve the behaviour of a significant minority of pupils by:\*

- ensuring that behaviour management is consistent throughout the school;

*(Paragraph 37)*

- identifying children with behavioural problems when they start school;

*(Paragraphs 40,58)*

- introducing a systematic programme for personal, social and health education across the school and ensure that it is timetabled regularly;

*(Paragraph 28)*

- helping teachers to manage their classes better and deal appropriately with pupils who are badly behaved.

*(Paragraphs 9, 11,9)*

III. Improve the quality and range of teaching and learning opportunities in the Foundation Stage by:

- planning a curriculum that meets the needs of the reception children;

*(Paragraph 25)*

- reorganising the available space and investing in stimulating equipment and appropriate resources to ensure that the work is challenging and meets all the children's needs;

*(Paragraph 59)*

- organising regular monitoring of lessons, providing detailed feedback and targeted support where necessary.

*(Paragraphs 16,18)*

IV. Improve the weaknesses in the checking and monitoring of pupils' attainment and progress by:

- introducing consistent procedures to check and monitor pupils' progress and ensure that they are consistently use to inform teachers' planning.

*(Paragraphs 39,95,99,103, 108, 113,122,128)*

- use consistent and detailed marking procedures to ensure that the pupils know what is expected of them.

*(Paragraph 21)*

V. Ensure that the needs of the pupils are fully met by:

- reviewing staffing levels, class organisation and curriculum responsibilities.

*(Paragraph 56)*

VI. Improve the quality of provision which has significant restrictions imposed upon it because of the poor accommodation, by:

- consulting with the appropriate authorities to seek ways of effecting improvement to the outdated building facilities.

*(Paragraphs 117, 126)*

VII. Rectify the very poor provision of learning resources.

*(Paragraphs 103, 113, 132)*

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan:

- prepare the pupils to live and work in a multicultural society:

*(Paragraph 34)*

- ensure that all reports are sufficiently clear about the progress made in each subject over the year.

*(Paragraph 43)*

- find ways to enable all governors to build a clearer and more comprehensive view of the school's strengths and weaknesses.

*(Paragraph 52)*

\* The school has already identified these weaknesses.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

|    |
|----|
| 25 |
|----|

Number of discussions with staff, governors, other adults and pupils

|    |
|----|
| 15 |
|----|

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 3         | 6    | 15           | 1              | 0    | 0         |
| Percentage | 0         | 12        | 24   | 60           | 4              | 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 five percentage points.

### 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)      | 68 |
| Number of full-time pupils known to be eligible for free school meals | 1  |

FTE means full-time equivalent.

#### Special educational needs

|         |
|---------|
| YR – Y6 |
|---------|

|   |    |
|---|----|
| Number of pupils with statements of special educational needs       | 1  |
| Number of pupils on the school's special educational needs register | 14 |

#### English as an additional language

|              |
|--------------|
| No of pupils |
|--------------|

|   |   |
|---|---|
| Number of pupils with English as an additional language | 0 |
|---|---|

#### Pupil mobility in the last school year

|              |
|--------------|
| No of pupils |
|--------------|

|  |   |
|--|---|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving           | 0 |

### Attendance

#### Authorised absence

|             |     |
|-------------|-----|
|             | %   |
| School data | 5.3 |

#### Unauthorised absence

|             |     |
|-------------|-----|
|             | %   |
| School data | 0.1 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

### **Ethnic background of pupils**

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

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

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 51                   | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 15                   | 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) | 3.3    |
| Number of pupils per qualified teacher   | 21 : 1 |
| Average class size                       | 24     |

#### **Education support staff: YR – Y6**

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 55 |

### **Financial information**

|  |             |
|--|-------------|
| Financial year                             | 2001 - 2002 |
|  | £           |
| Total income                               | 168,709     |
| Total expenditure                          | 148,541     |
| Expenditure per pupil                      | 2,636       |
| Balance brought forward from previous year | 10,594      |
| Balance carried forward to next year       | 20,168      |

### ***Recruitment of teachers***

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 2.2 |
| Number of teachers appointed to the school during the last two years   | 2   |
|  |     |
| Total number of vacant teaching posts (FTE)  | 1   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1   |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 68 |
| Number of questionnaires returned | 46 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 33            | 4                | 0                 | 0          |
| My child is making good progress in school.  | 50             | 48            | 2                | 0                 | 0          |
| Behaviour in the school is good.   | 57             | 39            | 2                | 2                 | 0          |
| My child gets the right amount of work to do at home.                              | 30             | 52            | 7                | 7                 | 4          |
| The teaching is good.  | 74             | 24            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 59             | 28            | 11               | 2                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 70             | 30            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 72             | 28            | 0                | 0                 | 0          |
| The school works closely with parents.   | 54             | 37            | 9                | 0                 | 0          |
| The school is well led and managed.  | 74             | 26            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 57             | 37            | 2                | 2                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 11             | 63            | 22               | 0                 | 2          |



## **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**

58. Children in the Foundation Stage<sup>2</sup> are accommodated in a mixed reception and Year 1 class that broadly follows the National Curriculum programmes of study. This is unsuitable because these youngsters, many of whom have very immature skills in all areas of learning, enter school at the start of the term in which they will be five and are entitled to receive the Foundation Stage curriculum. At the time of the inspection there were five reception children in the class, three of whom had only been in school for a very short time. In the reception/Year 1 class there are two part-time teachers, who are well supported by a part-time classroom assistant. A carefully planned induction programme helps children settle into school life with ease. Parents are invited into school to learn about how children are taught. Teachers and parents share information to ensure that individual needs are met well. There is close liaison with the staff of the pre-school provision that is located in the school. Not all children come to the school via this provision but most have had some pre-school nursery experience before they enter the school. Overall attainment on entry into school is generally average. The school liaises well with the appropriate support services to enable pupils with special educational needs to receive good-quality support to help with their particular learning difficulties. For example, there is a close working relationship with a speech therapist who is involved in the implementation of an individual language programme. However, children with behaviour problems are not identified soon enough. This has a detrimental effect on the progress they make and at times their challenging behaviour affects the rate of learning for other children.
59. Provision for the Foundation Stage children is unsatisfactory. The overall quality of teaching for this particular age group is also unsatisfactory and this means that the children do not make sufficient progress in this stage of their learning. Teachers lack an understanding of how these youngsters learn. Careful assessments of attainment in all areas of learning are carried out when children enter the reception class but these are not used to plan future activities. Consequently, teachers fail to meet the specific needs of this age group. There are weaknesses in the management of the children and the available resources are not used to best effect. The range of equipment and activities is too narrow to adequately promote all the skills in the six areas of learning. The class environment lacks interest. There are no stimulating and interactive displays that the children can explore and talk about. There is also an acute lack of good-quality resources and this is unsatisfactory. Although there is a safe and secure outdoor area, it is not used to teach the skills clearly identified in the Foundation Stage curriculum. At the time of the last inspection, no clear judgement was made on the teaching and provision for this specific group of children and, therefore, it is not possible to make a comparison.

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

60. Overall progress in this area of learning is unsatisfactory for all children, including those with special educational needs. Whilst a small number achieve the expected level, many are still working towards the final stage or 'stepping stone' in their personal, social and emotional development. This was particularly evident when the children who were in reception last year were observed and were still working towards the final 'stepping stone'.
61. Children are eager to learn and show satisfactory understanding of the class routines. For instance, during registration and assemblies they are developing their ability to sit patiently and are encouraged to say 'please' and 'thank you'. Although help is needed when preparing for physical education, the children demonstrate growing independence in their dressing skills. Most are confident when trying new activities and enjoy being given responsibilities such as holding doors and leading the class

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<sup>2</sup> This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or 'stepping stones', from which both progress and standards can be measured.

through to assembly. They show growing independence in selecting an activity and are learning to share, take turns and work as part of a group. This means that they are working within the second stage or 'stepping stone' of the Foundation Stage curriculum. However, many do not have an understanding of what is right and wrong and do not consider the consequences of their actions upon others. The children are yet to develop their feelings and be sensitive to the needs of others.

62. The overall quality of teaching in this area of learning is unsatisfactory. There is no formal planning for personal and social development and this is poor. Displays in the room do not challenge children's thinking and the narrow range of activities limits the opportunities for children to select resources for themselves and to work independently. However, relationships between adults and children are friendly and usually positive. Teachers and classroom assistants guide children to develop understanding of right and wrong through role modelling and by displaying class rules.

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

63. Children's attainment in communication language and literacy is satisfactory and the majority of children, including those with special educational needs, are likely to achieve the final stage or 'stepping stone' in this area of learning.
64. When children enter the school, they are already using a developing vocabulary, speak with increasing fluency and are able to express their thoughts well. When given the opportunity, children initiate conversation and explain what they are doing. However, children's listening skills are not quite as well developed as their speaking skills. Children listen and respond to what their teacher says. They enjoy listening to rhymes, and stories and sharing books, but some find it difficult to sustain concentration. The more capable children link sounds to letters, read some familiar words and, with guidance, write simple sentences. Others who are in an earlier stage of development recognise some letters of the alphabet and attempt to write simple words. Their letter formation is developing well. They are beginning to read simple texts with the aid of picture clues and the sounds that they have learnt.
65. Overall teaching in this area of learning is satisfactory. Pupils make appropriate progress when the teacher quietly engages children in discussion. Questioning is effective and this challenges them to think and to share their thoughts. For example, this was evident when pupils were learning letter sounds and were encouraged to say them in different ways. However, although the teacher tried to motivate all children through this interesting approach, not all joined in. The classroom assistant provides good teaching. For instance, she was observed showing the children how to turn the pages over and read from left to right using a big book. Her constant good-quality interaction and positive discussion about the pictures and letter sounds enabled them to achieve well in their reading of 'Buster puts on his coat.' There are planned opportunities for children to watch adults writing and to experiment with writing themselves. However, the quality and use of resources for the development of communication, language and literacy are poor. Computers are not used effectively to reinforce knowledge of letter sounds or writing skills. The 'Rushbury Toy Factory' has been set up as a role-play area but it provides limited opportunities for the children to use their imagination and extend their experiences. The quality of the reading area is also poor. Displays celebrate children's writing and captions promote the knowledge of basic key words and word building. However, there are too few resources available where the children can promote the communication of their thoughts and feelings through their emergent writing skills.
66. Planning for communication, language and literacy is based on the National Curriculum programmes of study for Year 1. Slight differences in the provision from the pupils in Year 1 are highlighted, but do not sufficiently identify the recommended programme of work for the Foundation Stage. This means that the individual needs of the pupils are not met.

### **Mathematical development**

67. All children, including those with special educational needs, make satisfactory progress in mathematical development. By the end of the Foundation Stage, almost all children have attained the recommended level before starting Year 1 of the National Curriculum. Children recognise numbers up to 20 and put them into sequential order. The more capable children work on simple addition and are

able to take two away from 12. Children identify two-dimensional shapes such as circle, square and triangle accurately and use them to create pictures. They also recognise picture sequence patterns and confidently predict what comes next in a line of shapes. The quality of teaching in this area is satisfactory overall. In one lesson observed, the teacher made good use of a glove puppet to gain the interest of the children. Good use was also made of a flip chart to support a question-and-answer session. However, behaviour management strategies are ineffective and this has a negative impact on the children's learning. This leads to noisy sessions where poor behaviour is not corrected. For example, one child threw a rubber at another one across the room and the teacher did not correct this.

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

68. Children, including those with special educational needs, do not make satisfactory progress in their knowledge and understanding of the world and most will not attain the final stage or 'stepping stone' of this area of learning by the time that they are ready to start Year 1 of the National Curriculum.
69. Children successfully put sails on prepared boats and investigate whether or not they will float in the water tray. They look at the light created by different types of torches and have also explored different types of houses. For example, they have used building blocks to successfully make a Malaysian house on stilts. Children have also investigated and discussed Victorian artefacts, made comparisons with the present day and successfully recorded their findings using simple drawings and words.
70. Photographic evidence shows a satisfactory range of visitors and educational visits that are used to broaden children's knowledge. These include visits in the locality, to the theatre, to a food store and a Victorian farm. Children's knowledge and understanding are also promoted by participation in Christmas celebrations and the Harvest Festival. Teachers encourage the children to make predictions. For example, they are helped to discuss what will happen when different types of toys fall to the floor. They also investigate what will happen to paint when they blow it through a straw. The children, supported by adults, look at large maps of the world to see where one of their friends has visited and this helps them acquire appropriate geographical knowledge and skills.
71. However, the overall quality of teaching for this area of learning is unsatisfactory. Planning documents show that the children follow the same curriculum as the Year 1 pupils and this is not appropriate. Within the classroom there are too few opportunities to broaden the children's knowledge and understanding of the world. The range of activities and resources provided to stimulate children's interest and curiosity, and encourage them to explore and use their senses, is too narrow. For example, they have been given the French flag and Thai fish shapes to colour in, but the end result is not their own creativity. There are insufficient opportunities for children to experience sand and construction materials, investigate living things, the wonder and beauty of nature or to learn about other cultures and lifestyles in greater depth.

## **Physical development**

72. Despite most children starting school with average skills in this area of learning, all children make slow progress. This includes those with special educational needs. As a result, the expected levels are not attained by the time they are ready to start Year 1 of the National Curriculum.
73. Children cut paper using scissors and use paintbrushes with developing control. They handle wooden and plastic building blocks satisfactorily. The children also move the mouse when investigating the computer. However, the very poor resources in the Foundation Stage limit the range of handles and objects available for use. During physical education lessons most children find spaces and try to move without bumping into each other. They also show developing control skills when they throw beanbags to each other. A weakness in provision is the limitation of hall space in the school. There have been good improvements in the outdoor playground area and secure arrangements are made for the children to use the village hall. Parents have developed an adventure playground and willow tunnels have provided good opportunities for the development of physical skills, investigation and imaginative play. However, these were not seen in use during the inspection. The reception children

have no access to climbing apparatus, large construction equipment or wheeled toys. This restricts the development of their physical skills.

74. Teaching in this area of learning is unsatisfactory overall. During the inspection some satisfactory teaching was observed when the teacher encouraged the children to cut out shapes, use construction toys, and model with plasticine. However, the teaching observed in a physical education lesson was unsatisfactory. This was because the content of the lesson was not inappropriate for the children and it showed a lack of knowledge and understanding of this age group. The teacher also had poor management skills and led to the children misbehaving. This interrupted learning and no progress was made in the development of their physical skills. Prior to the outdoor activity the teacher did not provide enough attention to their welfare when they were changing into their physical education kit. She did not interact sufficiently well with them to develop their dressing and communication skills and this indicated unsatisfactory practice.

## **Creative development**

75. The teaching of creative development is unsatisfactory overall and this has a negative effect on the progress made by all children in this area of learning. As a result, not all children meet the agreed levels by the time they are starting Year 1. The activities planned are narrow and tend to be taught in whole-class sessions. Consequently, these young children do not always get many opportunities to express themselves freely and choose activities as and when they need. For example, the children learn to sing a range of songs and action rhymes such as 'Hickory, Dickory, Dock' and 'Sing a song of sixpence'. However, they are not given adequate opportunities to explore sound on their own. Consequently, when their teacher asks them to respond to music within a class lesson, not all children understand how to move to the rhythms and beats. This results in sessions that do not fully involve all the children. The children are given appropriate opportunities to experiment with a range of art materials and techniques. For instance, children are reasonably confident using paint and create colourful collages to illustrate the difference between the town and the countryside. However, there is very little equipment for them to play imaginatively with. The role play area is dull, lacks stimulation and certainly does not attract the children to play alongside one another and take turns.

## **ENGLISH**

76. By the end of Years 2 and 6, standards are average in listening, reading and writing. All pupils, including those with special educational needs and those from the travelling community, make good progress. Standards in speaking are above average and this indicates good progress. No differences were noted between boys and girls.
77. In Year 2, standards in speaking are above average. In Year 1, most pupils speak audibly and express their feelings and thoughts. The majority of pupils in Year 2 respond with good confidence to the teacher's questions, speaking with clear diction and appropriate intonation. When discussing the content of the stories they are writing, they explain their ideas well and use appropriate terms such as character and fable. A small number of less capable pupils in Years 1 and 2 have a more limited range of vocabulary and need adult intervention to help them to structure their thoughts and express their feelings. Pupils make good progress in their speaking skills. Pupils with special educational needs are well supported by adults and this helps them to make good progress too.
78. Standards in speaking are above average in Year 6. Pupils talk with confidence and ask questions to clarify meaning. For instance, when they discuss facts about mountain animals they speak audibly with good diction and use a good range of vocabulary. More capable pupils are able to identify passive and active speech. When discussing their work, they chat enthusiastically using a good range of technical terms. Although pupils with special educational needs have a more restricted vocabulary, they show levels of confidence similar to their peers. This is because of the very good help and positive interaction they receive from the classroom and learning support assistants that effectively promote their self-esteem.
79. Pupils' standards in listening are not as well developed as their speaking skills. In Years 1 and 2, a significant minority of pupils have difficulty in sustaining concentration when expected to listen to their teacher or to other pupils' contributions. By Year 6, most pupils in whole-class sessions listen and

respond appropriately to the views of other people and take satisfactory account of what is said. However, there is still a minority of pupils in Years 4, 5 and 6 who soon become distracted and restless. For example, in a music lesson, they talked instead of listened. This interrupted the flow of lessons and hindered their own progress and that of other pupils. Listening is better in small groups because the teaching is focused more to their individual age and learning needs.

80. By Year 2, pupils achieve satisfactory standards in reading. In Year 1, pupils have a good understanding of the sounds letters make. The more capable pupils show that they are beginning to understand technical terms such as fiction and non-fiction. Most are in the earlier stages of using their knowledge of letter sounds and pictures to find the meaning of their simple stories. This work is extended in Year 2 where the majority of pupils read with fluency, accuracy, understanding and enjoyment. They confidently tackle words they do not know and understand the difference between an author and an illustrator. The small minority of more-capable pupils clearly enjoy reading short stories and poems. They read with greater fluency and expression and are able to talk about the content of books they have read. Less-capable pupils receive intensive assistance in interpreting the meaning of what they read and they achieve satisfactorily. Reading records show that by the end of Year 2 pupils read regularly. Sometimes this is in groups where teachers guide their work and focus on teaching particular skills. At other times pupils read individually. Their work covers a satisfactory range of fiction and non-fiction. Pupils are encouraged to take their reading books and library books home to read. Most parents ensure that their child reads regularly. This supports the work of the school and has a good impact on the quality of pupils' reading skills.
81. The majority of Year 6 pupils have become competent readers. More-capable pupils discuss their preferences readily and use dictionaries, thesauruses and a variety of books to research information. These pupils are on target to attain the higher national curriculum level. A significant minority of less capable Year 6 pupils are more hesitant in their reading and still rely on their knowledge of letter sounds and illustrations to assist them in interpreting the words they are not sure of. Pupils are knowledgeable about the books in the school library. They make good use of them in their history and geography work and also in reading for pleasure. Pupils are encouraged to take their reading and library books home to read. Pupils have started to use information and communication technology to extend their reading skills, but this is in the early stages of development.
82. In Years 2 and 6, pupils' standards in writing are satisfactory. In Year 2, almost all pupils are able to write correct sentences using capital letters and full stops. Most pupils write for a good range of purposes. This includes sequencing stories, writing instructions for planting a crocus, letters and telling their own version of a favourite traditional story. Less-capable pupils need reminding to consistently use capital letters and punctuation appropriately. A small number of more-capable pupils are attaining standards that are above average. They use a wider range of speech marks, descriptive vocabulary and present their ideas in an interesting and organised way. For instance, they responded well to the challenge to substitute their own character for the one in the fable of 'The Boy who Cried Wolf'. Less-capable pupils develop their ideas in short simple sentences using their knowledge of letter sounds in their spelling of simple words and tend to require more adult intervention whilst working. Pupils use their writing skills well in other subject areas. For example, in history they wrote at length about Florence Nightingale. Standards in handwriting are variable; some pupils join their letters but others do not. There is also inconsistency in the size and formation of letters and in the presentation of their work.
83. Pupils in Years 4, 5 and 6 write for a range of purposes including evaluations of poetry, preparations for an interview and features of play script writing. Most Year 6 pupils communicate in a way that holds the attention of the reader, using appropriate grammatical rules. Pupils also use different forms of writing appropriately, for example, their findings of science investigations. A small number of more-capable pupils make adventurous choices of vocabulary and use words more precisely, such as in their detailed recounts of a visit to Wenlock Pottery. The sentences are written in an effective style that is informative and spelling is generally accurate. These pupils are expected to attain the higher national curriculum level. Standards of presentation in Year 6 are variable. Most pupils are developing a joined style of handwriting, but, at times, they write in pencil then change to pen. Less-capable pupils have a narrower range of vocabulary and the quantity of the writing they produce is not so great because it takes them more time to complete their work. Pupils have responded well to the challenge set to write poems using metaphors and to research facts about William Shakespeare.

Although some of this work has been word processed, using information and communication technology for independent learning and as an alternative form of recording is in the early stages of development.

84. The overall quality of teaching and learning is satisfactory. A number of good lessons were observed but examination of pupils' work indicates that progress over time has not been as good as in the individual lessons seen. However, the recent staff changes are beginning to have a positive effect on the achievement of pupils, particularly towards the upper end of the school. Teachers have a sound understanding of the literacy strategy. Lessons usually start with a thorough recap of previous learning. Pupils are made quite clear of what it is they are to learn in the course of the lesson. In Year 1, teaching is generally satisfactory, enabling pupils to make progress in knowledge of their early reading and writing skills. There is a strong emphasis on the knowledge of sounds to assist word building. Pupils enjoy experimenting in the writing area but the learning environment and the quality of resources provided in this class are poor. There is little of interest or excitement in the room and this results in restlessness and lack of concentration. In Year 2, the teacher provides good explanation and demonstration. For example, in a good lesson observed the pupils progressed well and learnt how to write an ending to a story. One lesson observed, in the Year 4/5/6 class took into account the needs of the varying ages and levels of attainment within the mixed-aged class. The methods she used enabled small groups and individuals to consolidate previous knowledge and build on what they already knew. Pupils responded to the teacher's good challenge and made very good progress in their reading and research skills. Throughout the school the provision for pupils with specific learning difficulties is very good. The contributions made by classroom assistants, the learning support worker and student are good, enabling pupils to focus their thoughts, grow in self-esteem and improve their reading and writing skills. However, marking of pupils' work is variable. There are examples of teachers improving skills through helpful comments but this is not consistent enough throughout the school. Pupils from the travelling community are fully included and make similar progress to their peers. Most pupils are enthusiastic about their work but there are times in some lessons when a minority of pupils behave poorly, are disrespectful and occasionally choose not to participate. This affects the quality of teaching and learning.
85. Subject management is good. The new headteacher is the co-ordinator and she fully understands what the school needs to do in order to raise standards further. There have been several significant improvements since the previous report, including the monitoring of teachers' planning. The greater analysis of results has led to the setting of class and pupil targets but these are in the early stages of implementation. A satisfactory start has been made on assessing individual pupils' performance. However, this is not used to track pupils' progress, nor is it used to plan work to further raise standards of teaching and learning.
86. The school has identified the need to implement systems to raise standards in writing. A very good decision made by the governors and headteacher has been for pupils in Year 6 to have some single-aged teaching in order to increase their knowledge and skills. This is enabling the pupils to achieve the school targets set for performance in the National Curriculum tests, which take place in the summer term. Recently, further literacy support has been introduced for those pupils who need that extra boost to extend their comprehension and writing skills. The quality of this provision is good but it is too early to judge the impact. Another good initiative is the close links with the secondary school. For example, pupils are required to complete work that prepares them for the next stage of their education.
87. The contribution made by visitors, the use of the mobile library service, participation in a book week, visits to the theatre, as well as the good opportunities for pupils to participate in performances support the quality of teaching and learning and the achievements of pupils.

## **MATHEMATICS**

88. Standards in Year 2 are average and have been maintained since the last inspection. At the time of the last inspection no overall judgement was made on standards in Year 6 but current findings indicate that they are average. In relation to their attainment on entry into school, pupils make satisfactory progress. Those pupils with special educational needs and those from the travelling community make satisfactory progress when they are supported in class. However, those pupils with

behavioural problems do not make sufficient progress in lessons and their conduct has an unsatisfactory impact on the quality of learning in these classes. No differences were noted in the attainment of boys and girls.

89. In Year 1, pupils are forming their numbers accurately and complete the missing numbers on a number line. They identify simple number bonds and understand the difference between 'big' and 'small'. By Year 2, the pupils are familiar with numbers up to 100 and add and subtract numbers within this range. They recognise two- and three-dimensional shapes and understand why patterns are symmetrical. Pupils in Year 3 work out money problems and add three numbers together at the same time. They tell the time on the hour and half hour and the more capable pupils cope with each quarter of an hour. By Year 4, they have become confident working with two- and three- figure numbers and solve problems accurately. They measure carefully using standard units measurement such as millimetre and tell the time using digital clocks. By Year 5, pupils record their findings using a range of graphs and understand how to work out percentages. Year 6 pupils have a good knowledge of fractions and know the properties of solid shapes. They multiply with decimals and divide numbers with hundreds, tens and units. They are able to recognise right angles and know that the angle on a straight line is 180 degrees. More-capable pupils understand the difference between acute and obtuse angles. There is satisfactory evidence of investigation and problem-solving activities that both promote well the use of literacy and numeracy skills. However, there was very little use of information and communication technology to support learning, and mathematical skills are not used satisfactorily to promote learning across the curriculum.
90. The overall quality of teaching and learning is satisfactory and this is similar to that found at the last inspection. An example of good teaching was observed in the Year 4/5/6 class where the headteacher started the lesson at a brisk pace. She continually challenged the pupils through careful questioning and this maintained their interest and involvement in the lesson. Good use of small dry-wipe boards was made to fully involve all pupils in the introduction to the lesson. This session had been well planned to meet the needs of all pupils and good use was made of the learning objective to ensure that the class understood what they were learning. Positive encouragement of good behaviour reinforced the teacher's high expectations. Her interactions, positive relationships and good humour enabled pupils who were not naturally interested and enthusiastic about their learning to improve their work and deepen their knowledge. Teachers in the other classes have adequate subject knowledge and teach the basic skills of numeracy satisfactorily. Lesson planning is satisfactory but good use is made of introductions to build on knowledge gained during previous sessions. This was evident in a reception/Year 1 lesson where the teacher used a puppet to encourage the pupils to listen carefully and respond to the questions asked. However, weaknesses in class organisation were evident in Years 1 to 3 when pupils start their group activities. For example, they are noisy and take a great deal of time to settle. This is frequently because there is insufficient support staff to meet the needs of the pupils, particularly during afternoon sessions with the youngest pupils. However, when pupils with behavioural problems are supported in small groups, it has a good effect on their learning. For example, in the Year 2/3 class, a classroom assistant worked well with a small number of disruptive pupils. In fact, these pupils settled down better to their tasks than the rest of the class. At the time of the last inspection there was no scheme of work. The National Numeracy Strategy has provided the school with a structured programme of work, which ensures that skills are taught consistently and this represents good improvement since the last inspection. As at the time of the last inspection, assessment procedures are satisfactory and are used well to inform lesson planning. In the Year 4/5/6, class the teacher has set targets for improvement and has predicted what the pupils will achieve at the end of the year. Marking is satisfactory overall but there are some good examples of helpful comments used in the oldest pupils' class.
91. The new headteacher manages the subject well and has a good awareness of standards and the quality of teaching throughout the school. She understands the need for further focused monitoring of teaching and learning as part of the shared commitment to improvement. The school is not well equipped with learning resources but uses what it has well.

## **SCIENCE**

92. By the end of Years 2 and 6, standards are average and all pupils make satisfactory progress. This is a similar picture at the time of the previous inspection.

93. Year 1 pupils confidently observe and comment on the movement of air as it is released from a balloon. This work is reinforced as they sing rhymes to help them understand how paper planes move through the air. Pupils confidently sort materials according to hardness and smoothness. They successfully use torches to compare the brightness of light. Most pupils capably explore and describe investigations and experiments. They carefully communicate their observations in simple drawings, words and symbols. For example, most pupils explore and then describe how ice cubes change when they are heated. Having measured the cubes at regular intervals, pupils make good use of their mathematical knowledge in their simple recordings in graph form and pie charts. More-capable Year 2 pupils show a good knowledge of scientific terms and record experiments in detail. Less-capable pupils, including those with specific learning difficulties, use pictures to record their work. Year 3 pupils understand the importance of healthy eating. They are growing in knowledge about living things through observation and investigation and show satisfactory knowledge of what is meant by a fair test. They communicate their findings using appropriate scientific language, drawings and tables. However the content of their work is very similar to that in Year 2 and consequently, pupils only make satisfactory progress in their scientific knowledge and skills. In Years 4, 5 and 6, pupils have covered a good range of scientific enquiry. They evaluate evidence, make predictions and write conclusions using appropriate scientific terms such as 'Newton's theory of gravity'. A minority of more-capable pupils in Year 6, when discussing their work on vibration and changes in pitch, demonstrate good knowledge of what makes an experiment more accurate. These pupils are on track to attain the higher National Curriculum level. Pupils with special educational needs and those from the traveller community are fully included in lessons. These pupils receive additional support and this enables them to improve their knowledge and understanding of science and make similar progress to their peers. However, pupils are not as yet using information and communication technology sufficiently to record their findings or investigate further using the Internet or CD ROMs.
94. The quality of teaching is satisfactory overall. During the inspection the quality of teaching in the Years 4/5/6 class was good. In this session the pupils had been challenged to predict, investigate and write their findings in a scientific way. A key strength in the quality of this lesson was the way in which pupils were made aware of the purpose of the lesson. This enabled them to be fully involved in their learning and actually understand what they were learning. Investigative and experimental work featured prominently in this lesson and very good use was made of probing questions to consolidate and extend pupils' learning. It was evident that pupils were encouraged to explain what they thought might happen and expert teacher intervention helped them to consider the evidence and reach the appropriate conclusions. Although the teacher in this oldest class makes helpful comments to aid the pupils to make improvements, this is not yet consistent enough across the school. In lessons taught elsewhere in the school, pupils fidget and whisper. They lack appropriate concentration levels, have a negative effect on teaching and interrupt the learning. This tends to happen when pupils are not sufficiently stimulated, or are expected to sit for too long and watch others rather than be involved.
95. Subject management is good. The new headteacher is the science co-ordinator and she has a good understanding of the areas for development. The policy and programme of work are appropriate, but are under review and there is a clear action plan including more staff development and the need to improve assessment. However, the present procedures do not yet check pupils' work sufficiently accurately, in order to track pupils' progress effectively and maximize learning. The adequacy of learning resources is very poor and the weaknesses in accommodation make practical sessions difficult.

## **ART AND DESIGN**

96. By the end of Years 2 and 6, standards are as expected for these age groups and have been maintained since the last inspection. Pupils' progress is satisfactory overall for all pupils, including those with special educational needs and those from the travelling community.
97. In Years 1 and 2, pupils sketch confidently with pencils and use a wide range of colours to illustrate their work. They have used wax crayons to make rubbings of a range of materials and they show a satisfactory understanding of textures. Pupils understand how to mix colours and have used these skills to create self-portraits that have accurate skin tones. They also successfully make collages from paper and different types of fabrics. For example, pupils in Year 1 have created 'Villages and



Townscape' using a variety of different materials. Oil pastels have also been added to ensure that there is colour and clear definition. Pupils in Years 1 and 2 have also looked at the paintings of famous artists such as Paul Klee, Fernand Leger and Georgia O'Keeffe and have benefited from visits made by a local sculptor. In Year 3 the pupils carefully use their pencils to create lines and patterns. They also shade satisfactorily with their pencils to make visual images, such as when they sketch the church. In Years 4 and 5, the pupils satisfactorily draw a wide range of objects and use their pencils to include fine detail such as lines and patterns. They have also made clay pots using a range of techniques. Year 6 understand the concept of perspective and have used charcoal to create a mountain scene used to illustrate their geography work. They have a suitable knowledge of arranging materials to gain a tactile effect and this is clearly evident in the work based around the Snow Queen. Year 6 pupils talk with enthusiasm about their art work and are able to explain how they are taught specific techniques such as brush work, shading and sketching. They have successfully used these techniques in their still-life water paintings of hyacinths that have been attractively displayed in a prominent place to enable all the school to benefit from the beauty of these pictures. This influences the spiritual development of the pupils.

98. No lessons were timetabled during the inspection so it is not possible to make a judgement on the quality of teaching and learning. However, planning and examination of sketchbooks indicate that teachers have a satisfactory knowledge of the subject and endeavour to teach skills progressively. Although pupils were able to talk about using a paint program on the computer, it is evident that information and communication technology skills are not used sufficiently to develop art and design. Pupils have a basic knowledge of a small number of artists but the subject is not used well enough to promote the richness and diversity of other cultures.
99. Subject management is satisfactory. Since the last inspection, a programme of study has been devised which ensures adequate coverage in the three classes. The previous report highlighted the need for the methodical checking of pupils' attainment. The co-ordinator holds informal discussions with class teachers and regularly looks at pupils' work. However, there are no systems in place either to monitor the quality of teaching and learning in each class nor check individual progress, and this is unsatisfactory. The last inspection team felt that the pupils had insufficient opportunities to work in three dimensions and this has been satisfactorily rectified through the expertise of a local sculptor and the experience of pot-making linked to a local pottery company.

## **DESIGN AND TECHNOLOGY**

100. Standards at the end of Years 2 and 6 are as expected. Overall, most pupils, including those with special educational needs and those from the travelling community, make satisfactory progress. However, those pupils with behavioural problems do not make sufficient progress in lessons and their conduct has an unsatisfactory impact on the quality of learning in these classes. At the time of the last inspection attainment and progress were judged to be unsatisfactory. This was mainly because provision did not meet the requirements of the National Curriculum and there was no programme of work in place to ensure adequate coverage. There is now a detailed scheme of work in place that enables skills to be taught consistently. Inspection findings confirm that good improvements have been made since the last inspection.
101. Pupils in Year 2 make a colourful vegetable snack and show a suitable awareness of food preparation hygiene. They design strong and stable playground equipment and discuss the success of their plans. Pupils in Years 1 and 2 draw and label a product with a moving part. For example, they carefully select the appropriate tools to make a door with a hinge and combine materials such as paper and clips to achieve this. Pupils design toys that move and are able to explain what they have done well. They also confidently suggest improvements to their designs. For instance, pupils have designed toys that have moving parts and are able to suggest to each other how their designs could be improved. In Year 3, pupils show satisfactory motivation and concentration skills when they design cards for special events, such as Easter and Christmas. They plan, make and then evaluate simple puppet designs. They have also created model houses that are powered by batteries. Years 4, 5 and 6 use tools accurately and carefully use a range of techniques to fasten materials to each other. For example, pupils explain with some enthusiasm that they have made fabric recorder cases and have joined the materials together using blanket stitch. Pupils use technical terms and specific vocabulary well. For instance, Year 6 pupils are able to describe accurately rotary motion whilst

Years 4 and 5 have a satisfactory knowledge of horizontal and vertical movement. By Year 6, pupils confidently collect information, use this to consider ideas for designs and then work out which one is the most suitable. For example, pupils were observed considering the use of mechanical apparatus to make a toy.

102. The overall quality of teaching and learning is satisfactory. Teachers have a suitable knowledge of the curriculum and teach the basic skills of cutting, measuring and fixing satisfactorily. Termly and yearly planning indicates that skills are taught progressively. However, there are no assessment procedures in place to check that all pupils have adequately grasped the required skills. One lesson in the Year 4/5/6 class was observed and the teaching was of good quality. The session had been carefully planned with a learning objective clearly identified. Good use was made of questioning skills to ensure that all age groups were fully included in the lesson. The teacher was calm and worked very hard to maintain discipline by using positive praise. However, the unsatisfactory behaviour of a significant minority of the class had a disappointing effect on the quality of learning. Despite insisting on high standards of behaviour, a small number of pupils showed little respect for their teacher. For instance, they swung on chairs, perpetually hummed and were disrespectful of a picture drawn by their teacher. This behaviour by a minority of pupils challenged the good teaching techniques of the teacher and resulted in a slow pace to the lesson. As a result, the learning did not match the good quality of teaching.
103. Subject management is satisfactory. Plans for each class have been monitored and informal discussion has taken place between teachers to evaluate standards. However, there are no procedures to check the quality of teaching and learning in each class and this is a weakness. Although teachers work hard to prepare their own resources for learning, resources are inadequate. This was a similar situation at the time of the last inspection.

## **GEOGRAPHY**

104. By the end of Years 2 and 6, standards are in line with national expectations. All pupils, including those with special educational needs and those from the travellers' community, make satisfactory progress. Standards have been maintained since the last inspection.
105. Year 1 pupils learn about homes around the world and investigate the immediate neighbourhood. Year 2 pupils make lists of questions to ask in order to find out more information about what life is like in the Caribbean. They have collated fact files on life in St Lucia using their own observations, and also information they have acquired from a satisfactory range of sources. On a map of Europe, pupils show the route Florence Nightingale took on her travels away from London.
106. By Year 6, pupils have developed a satisfactory understanding of geographical vocabulary and use terms appropriately. They have a satisfactory knowledge of the major oceans around the world. Pupils confidentially use geographical language to explain the water cycle and when discussing their work on mountains. They know that the highest mountain is in the Himalayas and talk satisfactorily about the Andes, Rockies and Mid-Atlantic Ridge. More-capable Year 6 pupils locate the Eiffel tower and Euro-Disney, near Paris, on a map of France. However, pupils in Years 4, 5 and 6 cover the same range of work; the only difference in achievement is the quality and quantity of writing and their progressive use of maps and keys.
107. No teaching was observed during the week of the inspection but evidence from previous work indicates that it is satisfactory. Pupils respond well when given the opportunity to carry out interesting enquiries and seek explanations using their research skills. For example, they are knowledgeable about fieldwork and show a good understanding of the country code. Teachers encourage the pupils to use appropriate geographical vocabulary and record information accurately. However, the pupils are not yet using information and communication technology sufficiently in their work. Teachers' marking of pupils' work is variable. In the Year 4/5/6 class it is good because the teacher has provided comments to aid improvement. In some classes, although there are positive marking comments, there is little to guide or extend pupils' geographical skills.
108. The knowledgeable co-ordinator is beginning to have a good impact on the quality of teaching and learning. She leads by example and is in the process of reviewing the scheme of work for geography. There is a good action plan, which has identified the skills to be taught and a progressive vocabulary

progression. The co-ordinator has also started to collect samples of work to assist teachers in their planning. However, assessment is in the very early stages of development. Fieldwork activities and the annual residential experience are used well to extend pupils' geographical knowledge and skills.

## **HISTORY**

109. By the end of Years 2 and 6, the majority of pupils attain standards as expected for this age group. All pupils, including those with special educational needs and those who are travellers, make satisfactory progress. Standards have been maintained since the last inspection.
110. In Years 1 and 2, pupils study the life of famous people such as Guy Fawkes and Florence Nightingale. They recall important historical events, such as the Great Fire of London. They understand that life was different long ago and make comparisons with features found today. They show a developing sense of chronology and use terms that explain the passing of time. Pupils have a satisfactory vocabulary for talking about the past. For example, they confidently use words such as old, new, past and present. Pupils ask and answer questions sensibly. They also select and record information relevant to the topic.
111. In Years 3 to 6, pupils use sources to find out about ancient Egyptians. They have satisfactory knowledge of how to find out about the past. For instance, they have carried out independent research activities to discover information about Tutankhamun's tomb. The pupils devise questions that they would like answers for and then search out the relevant information. They make good use of books, but there is less evidence of pupils accessing facts through the use of information and communication technology. The pupils record information relevant to their enquiry. When presenting their findings, they demonstrate that they select and organise information well, using dates and historical vocabulary to describe the period studied. For example, pupils confidently recall their earlier work on the Tudors, Victorians, Greeks and World War Two. They also recount in detail a visit to a Birmingham museum, where the viewing of Egyptian mummies, tombs, pots and jewellery had a good impact on their learning. Their work demonstrates growing understanding that the past is represented and interpreted in different ways.
112. No teaching was observed during the inspection but it is clear from looking at books and talking to pupils in Years 2 and 6 that they make satisfactory progress over time and attitudes to learning are good. Although there is very little difference in the content of pupils' work in the mixed-aged classes, the more capable produce greater detail. Teachers also plan extension activities for competent pupils who have good historical knowledge and well developed skills.
113. Subject management is satisfactory. The co-ordinator is committed to raising standards in teaching and learning in the subject. However, the monitoring of teaching and the checking of learning are not yet sufficiently developed to provide an accurate overview of individual progress as they move through the school. There have been several improvements since the last inspection. There is now a suitable policy for history. The units of work, which are planned across the school, meet the requirements of the National Curriculum and provide increased opportunities for pupils to develop their knowledge and skills. More opportunities have been provided for pupils to investigate a range of sources and to participate in visits. For example, they have visited museums to gain first-hand experience, which has enabled them to have increased understanding of the passing of time. However, resources to support learning are very poor and this has a negative effect on the quality of learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. Standards in Years 2 and 6 are below national expectations and achievement for all pupils is unsatisfactory overall. At the time of the last inspection, standards were judged to meet expectations in the communication and handling aspects of information and communication technology. However, it was felt that the pupils had few opportunities to achieve sufficiently well in the modelling, monitoring and controlling aspects of the subject. In addition, it was felt that there was not a consistent plan of work in place to ensure that skills were taught progressively. Pupils' skills have improved in control technology and there is now a detailed scheme of work in place. However, there has not been a sufficient improvement in overall standards and this is a weakness.

115. In Years 1 and 2, pupils use simple word-processing skills to write out sentences. However, only the more capable pupils are able to save their work, print it out and then reload their work to edit it. Only a small number of pupils work on simple literacy and numeracy games because only a few select these activities when they are on offer. Pupils confidently discuss how they make programmable toys move across the classrooms and, when supported by teachers, they are able to produce simple graphs to record their findings. For example, Year 2 pupils have carried out a school meals survey as part of their work on healthy eating. During the inspection, no pupils were observed operating tape recorders independently. They are unaware of how to use CD ROMs and have little awareness of the use of information and communication technology in everyday life. In Year 3, the pupils are developing their knowledge of communicating by electronic mail. Most pupils in Years 4,5 and 6 change the size and colour of print and use paint programs to illustrate their work. They confidently explain how they make the programmable robot toy move around the classroom and use control programs on the computer. However, their knowledge of databases is limited and this means that they are unable to use this skill to illustrate their findings in subjects across the curriculum. The pupils' overall lack of knowledge and skills limits their ability to compare the use of the computer with manual methods of recording. Their understanding of sending and retrieving electronic mail is at an early stage of development.
116. Evidence from teachers' planning indicates that the quality of teaching is satisfactory overall. Only one lesson in a Year 2/3 class was observed. In this session, the teaching was satisfactory for the pupils in Year 3 but did not meet the needs of Year 2. This was because electronic mail was being taught to the whole class and this was not appropriate for the younger age group. Although relationships were positive between the teacher and pupils, noise levels were high and one or two pupils with challenging behaviour needed a great deal of personal support from the classroom assistant. After the introduction to their lesson in their own classroom, the class moved in to use the suite in the Year 4/5/6 classroom. Although attitudes were satisfactory, the teacher had to work very hard to maintain discipline, especially when the equipment failed to work. At the time of the last inspection, attitudes towards information and communication technology were judged to be good, although one or two pupils achieved little when left to their own devices. This is similar to the current inspection findings.
117. Subject management is good. The co-ordinator is working hard to manage the subject and is fully aware of the weaknesses in attainment and overall coverage. Good use of specific grants and funds has enabled the installation of a new computer suite in the Year 4/5/6 class. In the week prior to the inspection the school gained access to an instant communication site that enabled the use of electronic mail. However, standards are not as expected because computer skills are not used to support learning in other areas of the curriculum. Too frequently, computers in classroom remain unused in lessons, indicating poor use of the available resources. This is a decline since the last inspection, when frequent use was made of the computers in each classroom.

## **MUSIC**

118. Standards at the end of Years 2 and 6 are in line with nationally expected levels and all pupils make satisfactory progress. This is similar to the findings at the time of the last inspection. This includes pupils with special educational needs and those from the travellers' community who are well supported to enable them to be fully included. However, those pupils with behavioural problems do not make sufficient progress in lessons and their conduct has an unsatisfactory impact on the quality of learning in these classes.
119. By Year 2, pupils sing clearly and in tune. Pupils in Year 1 sing a satisfactory range of songs from memory. They keep good time and are developing an appropriate awareness of patterns in music. For example, they remember that the chorus is repeated after each verse and, when singing action songs, show a good sense of rhythm. By Year 6, pupils perform well together. The majority of pupils read, remember and repeat quite complex rhythmic clapping patterns. They maintain these, irrespective of other groups also clapping rhythms. Pupils are introduced to a wide range of music from different periods of time such as the jaunty 'Unsquare Dance'. This increases their knowledge about beat and pulses. The more capable pupils explain quite clearly when they made musical instruments and this work also supports their scientific knowledge of vibration. However, their

experiences of music from other cultures are limited and pupils are not forthcoming about the names of different composers.

120. A good number of pupils have instrumental tuition and they talk enthusiastically about playing recorders, the keyboard, guitar and trumpet. A classroom assistant effectively teaches all pupils how to play the recorder. Those heard playing their descant recorders show growing musical and technical skills as they begin to follow notation. The church organist and visiting specialists teach more advanced skills. Occasionally, pupils play in concerts, perform for senior citizens and sing in the local cathedral. During an assembly a talented pupil performed her examination piece well on the piano whilst the other pupils suitably appreciated her achievement. Pupils with special educational needs and those from the travelling community are fully included in these lessons.
121. The quality of teaching and learning is satisfactory. In the reception/Year 1 class, the teacher had a satisfactory knowledge of the subject and this enabled the pupils to acquire the skills of pulse and beat. The activity was well planned and a suitable homework activity was given to extend learning. However, the teacher lacked secure behaviour management strategies. This led to three pupils not being fully included in the musical activities, which was unsatisfactory. The Year 4/5/6 lesson observed had well-prepared resources. A brisk recap of previous learning consolidated knowledge and was used satisfactorily to assess pupils' understanding. Appropriate technical language supported pupils' language development and a good demonstration was made by the teacher on how to keep a rhythm going. The classroom assistants energetically joined in to encourage the pupils and this had a significant impact on the overall achievement within the lesson. Pupils with special educational needs and those from the traveller community were fully included and also made satisfactory progress. However, the development of skills in the planning did not sufficiently take account of pupils' variations in age or musical capabilities. Towards the end of the lesson, pupils lost concentration, became restless and a minority misbehaved because they had been expected to sit for too long in rather cramped circumstances. This disrupted learning and affected the overall quality of progress made.
122. Subject management is satisfactory. The co-ordinator has ensured that the school has a suitable programme of study. She is aware that there is little use of information and communication technology to extend musical skills. Teachers are not yet checking and tracking pupils' attainment through the school. This means that no information is gathered to help them with future planning and ensure the development of pupils' skills. Musical resources are very old and urgently need replacing and extending. The music played in assemblies and lessons, such as Handel's Firework piece, effectively extends the pupils' spiritual and cultural development. The good opportunities for all pupils to participate in school productions in concerts and in church, contribute well to pupils' self-esteem, their enjoyment and social development.

## **PHYSICAL EDUCATION**

123. In Years 2 and 6, pupils are attaining the expected standards in those areas of the subject that the accommodation and available provision allows. All pupils, including those with special educational needs and those from the travelling community, make satisfactory progress. This is similar to judgements made at the time of the last inspection.
124. In Year 1, most pupils show a satisfactory awareness of the use of space. Year 2 pupils show sufficient understanding of the need to warm up in preparation for physical activities. For example, pupils enjoy dodging and running activities to prepare themselves and this develops their agility well. Most pupils show adequate competency in throwing and catching balls, and with practise they improve their skills.
125. In Years 4, 5 and 6, pupils are developing their table tennis skills and demonstrate their ability to work co-operatively with others. The more competent Year 6 pupils show precision in their performance. They also capably compare and comment on the ideas and skills they use. The majority are learning how to hit the ball over the net and know how to use attack and defensive movements. Very good opportunities are provided for pupils to practise and improve their performance because the expertise of a professional coach is used. For example, in one lesson observed the pupils achieved well and

made very good progress in their table tennis skills because they were skilfully taught. Pupils throughout the school learn to swim and by Year 6 the majority are competent swimmers.

126. Teaching and learning are satisfactory overall but lessons observed ranged from very good to unsatisfactory. There is no school hall available to teach physical education but good arrangements are made for pupils to use the village hall. One lesson was observed there with the Years 4/5/6 class and this was of a very good standard. The class teacher, with her assistants and volunteer parents, worked effectively with the professional coach. This enabled the pupils to increase their table tennis skills. All adults successfully interacted with pupils to maintain very good order. The well-planned and structured sequence of events challenged pupils physically and intellectually, enabling them to find their own ways of improving their performance. Skilful questioning encouraged pupils to evaluate performance. There was good use of time so that pupils could consolidate and refine their skills. Pupils with special educational needs or behavioural difficulties, and those from the travelling community, received very good support from the learning assistant. This enabled them to be fully integrated into the lesson. The high-quality relationships during this lesson between adults and pupils had a significant impact on the quality of learning.
127. However, in one lesson observed in the reception / Year 1 class, the quality of teaching and learning was unsatisfactory. This was because the teacher did not have the necessary management skills to ensure pupils behaved appropriately. The lesson planned was not appropriate for the age of the pupils. Consequently, they became disinterested, misbehaved and made no progress in their throwing and catching skills. One pupil had not brought the correct kit and was not able to join in with the activities. This meant that this was not a fully inclusive lesson and was not an appropriate response to a pupil of this age. In a satisfactory lesson observed in the Years 2/3 class, the planning was of a good standard, there was sufficient emphasis on the development of skills and clear explanations were given. The teacher demonstrated the chosen skills for focus and this enabled pupils to make satisfactory progress in their receiving and sending abilities. However, when some pupils misbehaved, the teacher did not show sufficient knowledge of strategies to improve their understanding of right and wrong.
128. The new headteacher, as the only permanent and full-time member of staff, satisfactorily co-ordinates the subject when time allows. The school has a satisfactory policy but the lack of indoor facilities and appropriate apparatus restricts the opportunities for pupils to develop their skills. Assessment for physical education and the tracking of pupils' progress as they move from class to class is in the early stages of development. There is satisfactory motivation for pupils through participation in competitive sport such as football. Many pupils take part in cross-country running and reach a good enough standard for the school to enter the county championships. The annual residential experience also provides pupils with additional adventurous challenges. The parents support the teaching of physical education and are involved in supporting extra sport activities.

## **RELIGIOUS EDUCATION**

129. At the end of Year 2 and 6, standards meet the expectations of the Shropshire locally agreed syllabus and overall achievement is satisfactory. Standards have been maintained since the last inspection.
130. By Year 2, pupils have a clear understanding of the term 'special'. They know that different religions celebrate particular events by eating special meals. For instance, they understand that Christians celebrate Christmas with a special meal and recall the significance of the Feast of the Passover for Jews. Year 1 pupils identify Jesus as a special leader and recognise the vicar as a local religious leader. They know that the church is a special place and most are able to identify features such as the stained glass windows, cross, bell tower and graveyard. By the end of Year 6, pupils talk confidently about the Christmas story and relate the experiences of Mary and Joseph's special journey to Bethlehem. More-capable pupils are able to eagerly explain how Christingles, made from oranges, red ribbon, sweets and a candle, represent the world. They also retell St Paul's journey to Rome and the journey made by Moses. However, they lack the depth of knowledge and interest to reflect on these stories and relate them to everyday experiences. Pupils have a limited knowledge of other faiths. They know that Sikhism consists of five special features but are unable to explain exactly

what they are. Pupils also talk about the special Hindu festival of light but do not remember that this is called Diwali.

131. The quality of teaching and learning is satisfactory. No judgement was made on the quality of teaching at the time of the last inspection so no comparisons can be made. Teachers have adequate subject knowledge and plan their lessons appropriately. They work hard to make the lessons interesting and use a wide range of strategies to maintain the discipline of the pupils. This is achieved with varying degrees of success. For example, in a reception/Year 1 lesson the teacher used a soft but positive tone to encourage the pupils to listen to her. She explained that they should respond to her questioning by putting their 'hands up' but several pupils still shouted out. The teacher then prepared the pupils well before she read a bible story and suggested to one pupil that he might like to move so that he could see the pictures. However, he was adamant that he was not going to move and argued with the teacher. This weak behaviour did not help the pace of the lesson and affected the learning of the others. More successful behaviour management was observed in a Year 2/3 class, when the teacher proactively moved around the classroom and interacted individually with the pupils. This maintained their concentration and ensured that pupils remained on task. Teachers try to motivate pupils' creative development by organising interesting activities, which stimulate their thinking. This was evident in the Year 2/3 class where the pupils were asked to design a poster that illustrated the 'do's and 'don'ts' of special mealtimes. For instance, one pupil illustrated that it was not appropriate to 'burp' or 'feed a dog from the table' during special mealtimes. Pupils with special educational needs make satisfactory progress when classroom assistants support them in small groups. However, when pupils with behaviour problems are not dealt with on a one-to-one basis or within a small group, they become disruptive and this affects the pace of learning. For example, in an afternoon lesson in the reception/Year 1 class where no support was available, a challenging pupil threatened another with an open pair of scissors whilst the class teacher was involved elsewhere.
132. Subject management is good. The new headteacher is responsible for the management of the subject and has worked hard to establish a scheme of work that reflects the locally agreed syllabus and ensures that skills are taught progressively throughout the school. This is a good improvement since the last inspection when there was no effective planning to ensure consistency of provision. Regular close links with the village church and the local vicar have been maintained since the last inspection. Her input in assemblies and discussions in religious education sessions have a positive impact on the spiritual development of the pupils. However, as at the time of the last inspection, little work is recorded and literacy skills have a minimum impact on the quality of work produced. Information and communication technology skills are not used to support learning. At the time of the last inspection resources were considered to be insufficient. Current findings indicate that this weakness has not been rectified and resources are very poor.