

INSPECTION REPORT

ST PETER'S CE CONTROLLED PRIMARY SCHOOL

Bratton, Telford.

LEA area: Telford & Wrekin

Unique reference number: 123530

Headteacher: Mr R Dean

Reporting inspector: Sean O'Toole
20891

Dates of inspection: 24th – 27th February 2003

Inspection number: 248472

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 & Junior |
| School category: | Voluntary Controlled |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| School address: | Squirrel Meadow Bratton Telford Shropshire |
| Postcode: | TF5 0NT |
| Telephone number: | 01952 261628 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr G Horner |
| Date of previous inspection: | October 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|------------------|----------------------|--|---|
| 20891 | Sean O'Toole | Registered inspector | English as an additional language; Information and communication technology (ICT); Physical education. | The school's results and pupils' achievements; How well are pupils taught; How well is the school led and managed; What should the school do to improve further. |
| 14178 | Patricia Willman | Lay inspector | Educational inclusion. | Pupils' attitudes, values and personal development; How well does the school care for its pupils; How well does the school work in partnership with parents. |
| 2818 | Graham Warner | Team inspector | Special educational needs; English; Art and design. | |
| 23453 | Carole Cressey | Team inspector | Foundation Stage; History; Music. | |
| 21858 | John Pryor | Team inspector | Design and technology; Science; Religious education. | |
| 20350 | Vivien Davis | Team inspector | Geography; Mathematics. | How good are the curricular and other opportunities offered to pupils. |

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE (Controlled) Primary School, a larger than average sized primary school, is located in Bratton on the outskirts of Telford. Most pupils come from the surrounding area which is above average socio-economically. A total of 425 pupils aged between four and eleven attend the school with 197 boys and 228 girls. Almost all pupils are from white UK heritage backgrounds and none is at an early stage of English acquisition. Very few pupils are eligible for free school meals. Sixty-five pupils have special educational needs, including four with statements of special educational need (both figures are about average). Most pupils in the reception classes have benefited from some pre-school educational experience. Attainment on admission is average. Pupils joining and leaving the school at times other than the reception year have had an impact on the performance of some year groups. Since the previous inspection the number of pupils has increased and there has been an above average turnover of teachers. The school has achieved Investors in People status and two School Curriculum Awards.

HOW GOOD THE SCHOOL IS

This is a very effective school which provides high quality education. The teaching is very good and pupils are enthusiastic learners who contribute much to this purposeful and successful school. Standards are mostly above average and pupils achieve well. The leadership and management of the school are of high calibre. The school provides very good value for money.

What the school does well

- The pupils make very good gains in learning and achieve above average standards
- The pupils' behaviour and attitudes are very good and their relationships and skills in working independently are excellent
- The quality of teaching is very good
- The school is managed excellently and led very effectively
- There is an excellent curriculum which provides for the needs of all pupils
- The school provides a very caring environment in which pupils thrive

What could be improved

- There are no major issues for the school to tackle

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the previous inspection in October 1997. Good standards have been maintained at the end of Year 2 and there are signs of further improvement in Years 3 to 6. The school has successfully dealt with the issues raised in the previous inspection report. Teaching is better and more consistent. The curriculum has been strengthened and the provision for art and design and religious education has improved. Leadership and management continue to provide a very strong focus and the governors make an excellent contribution to school development. The school is well placed to build upon its many strengths.

STANDARDS

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

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

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

Standards in the current Year 6 are above average in English, mathematics and science. The apparent improvement in standards in English and mathematics is due to the variation between the cohorts – last year's Year 6 had a higher proportion of pupils with special educational needs - and improved development of mathematical skills. Given the pupils' prior attainment and variations caused by mobility standards are sufficiently high. The school sets suitably challenging targets and is on course to meet them. Analysis of attainment over time shows that the school has kept pace with the national improving trend.

Test results in 2002 at the end of Year 2 showed that standards in reading, writing and mathematics were well above the national average and the average of schools with similar intakes. Inspection evidence shows that standards in these subjects are well above average and are above average in science at the end of Year 2. Children make very good progress in the reception year and by the start of Year 1 attain the expected goals for their age in all of the areas of learning with a good proportion achieving beyond them. Throughout the rest of the school pupils make very good progress in developing learning skills and this is especially true in creative and aesthetic subjects and in using computers. Pupils make very good progress in speaking and listening and in using and applying mathematical and scientific ideas to solve problems.

Pupils with special educational needs make very good progress as do the more able and gifted and talented. In some lessons the rate of progress of average pupils slows because the work set is not matched closely enough to their age and ability. In subjects outside the core of English, mathematics and science standards are considerably higher than in most other primary schools. Pupils achieve well above average standards in art and design, history and music and above average standards in geography. Standards in ICT are above average in Year 2 and well above average by Year 6.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils' enthusiasm for school bubbles over and they are very keen and hard working. |
| Behaviour, in and out of classrooms | Very good. Bullying and rough play are rare as pupils show much respect for and care of one another. There has been one exclusion. |
| Personal development and relationships | Excellent. Pupils are mature and have very effective social skills. They have high regard for others and show much initiative and independence. |
| Attendance | Very good. Pupils love coming to school and attendance is well above the national average. |

TEACHING AND LEARNING

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

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

The quality of teaching and learning throughout the school is very good and meets the needs of pupils in almost all lessons. In the lessons seen teaching varied between excellent and satisfactory. Teaching has improved since the previous inspection and contributes much to the pupils' success. Pupils with special educational needs are taught very well often supported by skilful adults. All areas of learning in the reception classes are taught very well and the children become proficient and independent learners very quickly. The staff meet the needs of more able and gifted and talented pupils through setting challenging work. In a few lessons, some average ability pupils are not set the right challenges and the pace of learning is slow. Strengths include a consistent approach to managing pupils' behaviour and successfully developing their understanding of responsibility and self-esteem. Staff explain lessons well so that pupils clearly understand what is expected of them. As a result the pupils work productively, try their best in most lessons and take pride in their own and other's achievements.

Most subjects, including English and mathematics are taught very well. There were some excellent lessons in ICT, music and in the Foundation Stage. Literacy and numeracy skills are taught very well and pupils are encouraged to apply these skills in other subjects with good success. The staff make use of a good variety of methods to enthuse the pupils and to meet their needs through additional support, particularly in English and mathematics. The teachers make exceptionally good use of ICT when planning, introducing and developing lessons and this has a significant impact on motivating the pupils. There is skilful and well focused questioning of pupils to check on their understanding and marking is often effective in guiding pupils on how they might improve. Homework is a regular feature in the school and older pupils enjoy developing their own ideas and work through additional research.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Excellent. Particular strengths are in the use of literacy and computer skills to support work in other subjects. Extra-curricular activities are very good. There are exceptionally good links with businesses. |
| Provision for pupils with special educational needs | Very good. Support staff contribute very well to pupils' learning. Individual education plans are used effectively to plan work. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. There is a very effective programme of personal, social and health education which equips pupils very well socially and morally. The teaching of respect for different traditions enables pupils to appreciate the richness of living in a culturally diverse society. |
| How well the school cares for its pupils | Very effectively. This is a very caring school. Assessment is used well to identify pupils' knowledge and understanding. |

The school works very well with parents, although a few have reservations about communication. Particular strengths include parental support for their children's learning and the way in which parents raise substantial funds to support the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher provides strong and well-focused direction ably supported by the deputy headteacher. The staff share a common vision and lead subjects very well. Management is excellent. |
| How well the governors fulfil their responsibilities | Excellent. Governors have a shrewd understanding of the school and are involved very well in overseeing its work. |
| The school's evaluation of its performance | Very good. The school makes very good use of data analysis to set targets and reviews them often to ensure improved performance. |
| The strategic use of resources | Excellent. The school draws on funds from many sources and the modest budget is managed robustly so that resources are in good supply. Careful consideration is given to maximising the impact of spending through using best value principles. |

The school's accommodation is good and staff make very good use of the space available. There are good resources for the subjects, especially ICT and a wide range of books. Teaching staff and classroom assistants have a good balance of experience and expertise and form a cohesive unit impacting well on learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children enjoy school and develop good attitudes to learning • Behaviour is good and pupils are mature and thoughtful • The quality of teaching and approachability of staff • The way in which the school is led | <ul style="list-style-type: none"> • The range of extra-curricular activities • Consistency in providing and marking homework • Information about their children's progress |

The inspection team agrees with the positive views of parents. The school provides a very good range of extra-curricular activities, mainly for pupils in Years 3 to 6. Homework provision is good and many pupils opt to do additional topics at home. The school communicates very well with parents and provides very good information about the pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. The most successful aspects of the pupils' work are their ability to investigate and explore ideas and to use language effectively. Pupils are skilful learners who have a broad range of understanding and secure knowledge in all areas of the curriculum. They are well equipped to carry out research, make use of aids such as computers to enhance their work and explain their ideas clearly. These aspects and an excellent curriculum contribute much to progress and prepare pupils well for the next stage of their education. Parents expressed positive comments about how well their children succeed at the school and were particularly impressed by the way they are equipped to learn independently.
2. Until recently, direct comparisons between the school's tests results at the end of Years 2 and 6 have been made difficult because of the numbers of pupils joining the school after Year 3. The school's analysis of the pupils' performance shows that the majority of new pupils join the school in Years 3 to 6 with a lower level of skills and understanding than those who have been at the school since the reception year. Overall, standards at the school have been maintained since the previous inspection and in 2002 were well above average in reading, writing and mathematics at the end of Year 2 in national tests. When results are compared with schools with similar intakes standards were well above average in reading, writing and mathematics at the end of Year 2. Teacher assessments in science showed that standards were above average. Attainment in national tests at the end of Year 6 has improved at a rate which is broadly in line with the national trend. However, there have been fluctuations in performance from year to year due to the above average proportion of pupils joining and leaving the school and, in 2002, the high number of pupils with special educational needs in Year 6. When compared with national statistics pupils attained average standards in English and mathematics and above average standards in science in the tests in 2002. Similar school comparisons of Year 6 test results showed that standards were well below average in English, below average in mathematics and average in science. When taking account of the performance of this cohort in tests at the end of Year 2 in 1998 pupils made satisfactory gains in their skills, knowledge and understanding. Other evidence, including the school's data on individual performance which includes analysis of pupils affected by late entry to the school, shows that the pupils achieved well overall. Test results also indicate that the more able pupils are given sufficient challenge and that pupils with special educational needs achieve very well.
3. There are variations from year to year in the pupils' levels of attainment on admission to the school and their levels of skills, knowledge and understanding have dipped slightly in recent years. Attainment on admission is average overall and most children have benefited from some pre-school educational experience. Children settle quickly into school and adjust to working alongside others in a caring and purposeful environment. They make very good progress in the areas of learning. By the end of the reception year almost all children have achieved the expected goals for their age in personal, social and emotional development, communication, language and literacy, mathematical, creative and physical development and knowledge and understanding of the world. The limited range of apparatus and opportunities to take part in imaginative and challenging outdoor play hampers some aspects of their physical development.

4. The school sets sufficiently challenging targets and inspection evidence shows that pupils are on course to meet them. Inspection evidence shows that the school is maintaining well above average standards in reading, writing and mathematics at the end of Year 2. The current group of Year 6 pupils are on course to attain above average standards in English, mathematics and science in national tests. This improvement on the 2002 test results is due to variations in the cohort and ability of the pupils, improved provision for mathematics as a result of thorough analysis of performance in tests, and successful management by the subject leaders. Target setting is sharper and support for the more able and pupils with special educational needs is well-focused. However, in a few lessons, the work set does not match the needs of average ability pupils and this hampers their progress in mathematics and science.

Standards in the work seen in English, mathematics and science.

- Standards are above average in English, mathematics and science
- Pupils are articulate and readily engage in purposeful conversation, ably expressing their views on wide ranging issues
- They listen very well and this contributes much to effective learning
- Pupils' performance in dramatic productions such as Shakespearean and Greek plays is of high quality and contributes very well to the pupils' skills of speaking in public
- The quality of writing, including handwriting, grammar and punctuation is good and pupils apply these skills very well in their work in other subjects
- Pupils are competent mathematicians and have a good knowledge of number and how to apply their knowledge to solving problems
- They make very good use of ICT to support their good standards in data handling and shape, space and measures
- Pupils have a good knowledge of scientific vocabulary and principles and attain above average standards
- They are especially effective in applying scientific procedures to make the results of investigations and experiments reliable

Standards achieved in other subjects

| Subjects | Years 1 and 2 | Years 3 to 6 |
|-----------------------|----------------------|---------------------|
| Art and design | Well above average | Well above average |
| Design and technology | Average | Average |
| Geography | Above average | Above average |
| History | Well above average | Well above average |
| Music | Well above average | Well above average |
| Physical education | Average | Average |
| ICT | Above average | Well above average |
| Religious education | Average | Average |

Particular successes in the subjects

- Pupils apply a wide range of skills and techniques in art and design creating vibrant and detailed observational work in a variety of media
- They have very well developed skills of historical research
- Pupils' musical prowess enables them to excel in performance

5. The vibrant and challenging curriculum contributes much to the pupils' success. A particular strength in the work seen is the way in which pupils use their literacy and numeracy skills and computers to support their learning. Pupils have a good

awareness of grammar and punctuation and apply them well, although spelling could be more accurate. In history they write imaginatively and make good use of information to create accurate historical accounts. Scientific work includes the good use of correct vocabulary and effective presentation to make the results of investigations clear. In religious education the pupils thoughtfully express ideas and values writing sensitively about feelings and emotions. Improvements in the teaching of mathematics have brought benefits in pupils' skills in applying mathematical understanding to other subjects. Pupils measure accurately when planning models in design and technology. In science they use graphs and charts to present data. Pupils' confidence in using computers enhances their work across the curriculum especially when carrying out research.

Specific groups of pupils achieve well

- Test results and inspection evidence shows that there is very little variation in the achievement of boys and girls, although girls are generally more successful in national tests in English in Year 6
- Gifted and talented pupils are set challenging work which stimulates them to work hard and to extend their thinking and learning skills
- More able pupils make very good progress in most aspects of their work
- Pupils with special educational needs are on course to meet their targets; they make very good progress because they are supported well and their work is planned using well-crafted individual education plans
- Those with statements of special educational needs make very good progress because of the level of individual support which enables them to achieve very well in relation to their targets

Pupils' attitudes, values and personal development

6. Because of the very strong spiritual, moral, social and cultural values promoted by the school, pupils have very good attitudes to their learning and play a full part in school life. Parents are very supportive of these Christian values. As a result of the consistency between home and school, pupils develop into mature, self-reliant and caring members of the school community. Pupils and staff respect the 3C's - courtesy, consideration and common sense - and the school functions as a mutually supportive and cohesive community. Pupils comment that staff are consistently fair in their approach to recognising their hard work and good behaviour and this motivates them to try harder. Pupils' behaviour is very good overall and there is little concern about bullying because they trust the school to deal with these issues quickly and effectively. There was one permanent exclusion during the last academic year and there have been two instances of fixed term exclusion this year. All exclusions have been as the result of unacceptable behaviour. The high quality of this aspect of the school's work has been maintained very well since the last inspection and is a very significant strength of the school.

7. The pupils' attitudes and behaviour are very good.

| The contribution by pupils | How the school promotes success |
|---|---|
| <ul style="list-style-type: none"> • The children in the Foundation Stage attend regularly, arriving happily each morning, keen to get started • They are enthusiastic and inquisitive learners who apply themselves very well to their tasks and their behaviour is usually excellent • Pupils comment that they really enjoy coming to school and they participate enthusiastically in all aspects of school life • Most pupils work hard in their lessons and show determination to do well • They say that their lessons are rarely boring and they feel that they learn a lot • They take obvious pride in the presentation of their work • Older pupils take part in the very good range of school clubs with interest and enthusiasm • Most pupils behave very well throughout the day and behaviour is excellent both in assemblies and in the many lessons that are particularly interesting and challenging • All pupils are proud when their good behaviour is praised and they disapprove of those who behave inappropriately • Pupils are unfailingly polite and helpful to each other, to their teachers and to visitors • They tidy up carefully and most take care of the school's resources and each other's belongings | <ul style="list-style-type: none"> • Reception staff welcome the children into school and provide an exciting range of interesting activities for them to enjoy • Classroom routines are clearly established and this helps the children to feel secure • Staff provide a very good level of pastoral care for each individual pupil and this makes them feel safe and valued • Teachers expect pupils to work hard in their lessons and often make learning fun • The school provides a very good range of extra-curricular activities • Staff expect pupils to behave well and encourage them to do so by the consistent, kind and firm application of the school's procedures • Staff treat each other and pupils with courtesy and respect and are excellent role models • The congestion on the playground at certain times of the day exacerbates the over-boisterous behaviour of a small number of pupils |
| Area for development | |
| <ul style="list-style-type: none"> • Improve the behaviour of the small number of pupils who sometimes cause problems for others at playtimes | |

8. Pupils' personal development and the relationships they have with each other, with their teachers and with other adults who work with them are excellent.

| The contribution made by pupils | How the staff promote success |
|---|---|
| <ul style="list-style-type: none"> • The children in the Foundation Stage are friendly, confident and happy individuals who get on very well with each other and with their teachers | <ul style="list-style-type: none"> • All reception staff consistently praise pupils for their contributions which makes them feel special and valued |

| | |
|---|--|
| <ul style="list-style-type: none"> • The youngest children are happily settled into the routines of the classroom and learn the personal and social skills of co-operating and sharing from their older peers • Pupils have very high levels of awareness for the needs of others, showing care and concern when a friend is hurt or unhappy • Pupils say that there are few disputes on the playground, and they trust the school to deal with this effectively and have no serious concerns about bullying • They like and trust their teachers and other adults who work with them • Most pupils have an excellent understanding of how what they do or say can impact on their friends, as a result they treat each other with kindness and respect • Pupils are tolerant of differences and aware of the needs of those less fortunate than themselves • They take pride in their own and other's achievements, applauding generously in assemblies to show their approval • They often work constructively together in groups and pairs, listening to each other's ideas and improving their work as a result • Many pupils take part in discussions, showing very good levels of insight and empathy learning that, although they may not agree, other viewpoints can be valid • Pupils accept constructive criticism from their peers and their teachers in a very positive manner • Pupils carry out their class jobs sensibly and are keen to be given responsibility • The Year 6 Mediators take their responsibilities very seriously and provide a valued service for younger pupils • As pupils move through the school, they become mature and well-balanced individuals with a very well developed sense of personal responsibility and the confidence to use their initiative both in their lessons and around the school | <ul style="list-style-type: none"> • Children are encouraged to work and play together and to help each other • All staff encourage and praise pupils for showing kind and caring attitudes towards others • Incidents of conflict are dealt with quickly and consistently and most parents consider that the school deals effectively with any bullying or unkind behaviour • Boys and girls are encouraged to work constructively together and to respect each other's ideas • Staff set an excellent example in the way that they value and respect each individual, epitomising the courtesy, consideration and common sense encapsulated in the 3 C's • The mixed age wings and the sharing activities at the beginning of each day are very effective strategies to promote understanding between pupils • Many opportunities are provided for pupils to comment on each other's work and to suggest improvements • In some lessons pupils have the opportunity to investigate and evaluate other people's lifestyles and beliefs • Pupils are encouraged to take part in charitable fund-raising activities and to contribute to the life of the wider community |
|---|--|

9. Pupils are very friendly, courteous and interesting individuals. They enjoy talking about their lives at school and many of even the youngest pupils are able to express their opinions clearly and sensibly. The members of the new School Council are enthusiastic about their new role and feel proud to have been chosen by their classmates to represent them. Pupils have a very strong sense of fair play and a clear understanding of the difference between right and wrong. By the time they reach Years 5 and 6 they are equipped with the personal and social skills with which to make sensible and well-informed choices.

10. Attendance is very good.

- The level of attendance in the school has been consistently well above that found in most primary schools for the last three years. Unauthorised absence is well below the national average
- Pupils are mostly punctual and lessons start promptly
- Most absence is the result of childhood illness

HOW WELL ARE PUPILS TAUGHT

11. The quality of teaching throughout the school is very good and contributes much to the pupils’ successes and effective learning. One of the most impressive aspects of teaching is the consistency between classes and year groups which results in good rates of learning and enables pupils of all abilities to succeed. The teaching of pupils with special educational needs is especially effective. The staff take very good account of the needs of more able and gifted and talented pupils and set challenging and interesting work which stimulates a positive response. The teachers and support staff work very effectively together in meeting the needs of pupils, although in a few lessons insufficient focus is given to matching work to the needs of average pupils of different ages in the same class.

12. The teaching of English, mathematics and science is often very good with some excellent examples in Years 5 and 6. All staff have high expectations of their pupils and encourage them to work hard and produce well-crafted and presented work. Reading and writing are taught very well as there is a balance between practising skills and opportunities for pupils to develop their own interests. This balance is achieved through the good use of the National Literacy and Numeracy Strategies and the application of these skills in other subjects. The teaching of art and design, ICT, music, history and geography is particularly effective as the staff have secure subject knowledge underpinned by the successful use of good schemes of work and a rich and vibrant curriculum. There is good teaching of design and technology, physical education and religious education. The teachers have a clear understanding of the step-by-step approach to developing pupils’ skills, knowledge and understanding and plan well together to ensure that pupils in different classes benefit from similar experiences. Good account is taken of the needs of boys and girls and samples of work show that teachers have been sensitive in matching work to the needs of these groups.

13. Most of the teaching in the school includes several common positive attributes.

| The qualities of teaching that lead to pupils learning effectively | |
|--|---|
| <ul style="list-style-type: none"> • The teachers make it very clear from the start of lessons what the pupils are going to do and through focused introductions set the scene for pupils of different abilities • Planning is thorough and lessons are well prepared using ICT to make the lessons interesting • The staff use a wide variety of teaching styles and methods • Support staff take an active part in working with groups and receive | <ul style="list-style-type: none"> • Pupils are clear about what is to be learned and also understand their successes and what they need to do next • They clearly follow instructions and settle to work quickly often working co-operatively with others and sharing ideas • Pupils respond well to extra help and listen carefully for example in the focused groups when they develop particular literacy skills |

| | |
|--|---|
| <p>good guidance from teachers</p> <ul style="list-style-type: none"> • The teachers are good at managing the pupils' behaviour and pace of working because they understand their needs and set challenging tasks • Lessons are made interesting by visits and visitors as well as the extensive use of the Internet • The teachers have good subject knowledge in almost all areas and achieve a good balance between the development of skills and knowledge and providing opportunities for pupils to make decisions and learn independently • They provide good opportunities for the pupils to explore ideas and new ways of tackling problems • Homework is used well to extend pupils' thinking and knowledge of topics • Teachers are especially effective in engaging pupils in discussions about their work and in setting challenging questions which accelerate learning • Marking is accurate and well focused and includes good guidance on what the pupils need to do to improve; marking is linked well to targets in English and mathematics | <ul style="list-style-type: none"> • They behave well and listen attentively; they apply good effort and are keen to please their teachers for example in presenting work well • Pupils thrive on the anecdotes and information shared by their teachers for example in history lessons which are brought to life by stories and interesting visitors • Pupils are successful in finding out for themselves and in carrying out research at home and in school • Pupils focus well and are attentive; they follow instructions carefully and most work quickly and effectively, settling to tasks with the minimum of fuss • They enjoy homework and many carry out additional work without being prompted • Pupils feel confident that their ideas will be respected by adults and their peers and willingly share thoughts and opinions; they listen attentively to other's viewpoints • Pupils have a clear understanding of what is expected of them and they often use their targets when planning their work |
| Minor area for development | |
| Ensuring a closer match of work for average ability pupils in mixed age classes | |

14. The teaching of pupils with special educational needs is very good and enables the pupils to take a full part in all aspects of the curriculum.

| |
|--|
| <ul style="list-style-type: none"> • Teachers have a good understanding of the individual needs of pupils and plan thoroughly to ensure that their needs are met • Individual education plans are used extensively to guide support staff in planning work and in keeping a check on the pupils' progress • Good use is made of apparatus to help the pupils understand new ideas such as place value in mathematics • Much is expected of the pupils and they present their work to a high standard • Teachers skilfully include the pupils in lessons by asking questions which are well-crafted and meet the pupils' needs |
|--|

15. Children in the reception classes benefit from very good teaching with some examples of excellent lessons. As a result the children make significant gains in becoming effective and well-motivated learners. All of the areas of learning are taught thoroughly although there is limited provision made for creative outdoor play.

Strengths in the teaching and learning in the reception classes

- Teachers and other staff know the children well and plan lessons which are stimulating and include lots of opportunities for the children to investigate such as through role-play in the café
- There is just the right amount of intervention to move learning on through well-focused questions
- Staff make very good use of resources to promote understanding and the children are careful when selecting and putting away equipment
- Basic skills in reading and writing are taught very well as there is a balance between formal and informal opportunities in which the children experiment with different forms of writing and take part in drama, learning the sounds and names of letters and enjoying a wide range of stories
- Mathematical development and the teaching of knowledge and understanding of the world are rooted in practical work enabling the children to grasp new concepts
- Creative and physical development are taught very well as there is a very good balance between promoting practical skills and providing opportunities for the children to experiment
- Underpinning the teaching in the reception classes is the promotion of personal, social and emotional development through careful assessment, providing opportunities for children to explore their own ideas and to learn to work together and independently

16. The teaching of basic skills is very good and results in pupils using literacy and numeracy to good effect in their work in many subjects. Their work is further enhanced by the use of ICT. Teachers have very good understanding of the use of computers to plan and prepare lessons and also use technology effectively throughout lessons to reinforce new ideas and subject vocabulary.

Learning opportunities in the basic skills are very well managed

- Literacy is used very extensively in all subjects so pupils' ability to read and write very well makes a significant contribution to their success other areas of the curriculum; in Year 6 pupils produced booklets about their school journey including very good hand printed covers; they make very good use of poetry and imaginative writing to record their impressions of the visit
- Numeracy is well used, for example in science and geography, so pupils have good opportunity to use and apply their skills; pupils used mathematical skills to create pie charts and ICT skills to collate and display this data
- Pupils have very good opportunities to use computers and other ICT equipment throughout the curriculum; lessons are considerably enhanced by the teachers' very good use of the interactive whiteboard

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

17. The overall quality of the curriculum is excellent; this is an improvement since the last inspection. The curriculum contributes very much to the academic, personal, social and emotional development of the pupils through the teaching of National Curriculum subjects and religious education. Part of its strength lies in constant review, evaluation and improvement by teams of teachers as they assess the impact of their work on pupils' learning. The school works hard and successfully to link areas of learning whenever possible. An additional strength is the identification of key learning and personal skills across the planning for all subjects.

The breadth, balance and relevance of the curriculum is excellent

- For children in the reception classes the curriculum is broad and balanced and the range and quality of learning opportunities are very good
- There is much emphasis given to promoting the children's personal, social and emotional development and communication, language and literacy skills
- Throughout the school teachers are clear about what is to be taught because of well organised planning
- Pupils in Years 1 to 6 are taught all of the subjects of the National Curriculum and religious education with each subject receiving a suitable allocation of time
- A particular strength is the way in which the school successfully uses English and mathematics to support pupils' work in all subjects
- Teachers make very good use of ICT, for example, the role of first hand evidence in the study of history is made very exciting because of a video recording of the contents of the teacher's dustbin as a basis for judgements about the teacher's lifestyle
- The school makes excellent use of the local environment so that pupils always have a reference point which is relevant to them

18. The school's race equality policy is well monitored. Staff ensure that pupils have equal opportunities because they are careful to avoid bias in the teaching materials they use.

The school provides very good learning opportunities for different groups of pupils

- Boys and girls have similar opportunities to learn
- Special educational needs pupils are carefully taught through precisely described and manageable targets on their individual education plans
- Targets are achieved as a result of the clarity with which teachers plan for the needs to be met successfully
- Pupils with special educational needs are given very good levels of support so their progress is good
- Pupils with statements of special educational needs are provided with much individual support which enables them to access the subjects of the curriculum
- Statements of special educational needs are regularly and carefully reviewed
- The provision for high attainers is good in English and mathematics

19. The curriculum is enhanced through many and varied activities which challenge the pupils and enable them to develop very good learning skills.

Other contributions to the curriculum

- Provision for clubs and visit is very good; pupils make visits to a variety of places including Chester and West Wales to enhance their studies particularly in history and geography
- School staff, parents and other adults provide a wide range of after school activities including musical, sports and chess; there is an after school club which offers care and supervision
- The provision for personal, social and health education is very good and supported well by outside agencies. A good scheme is taught well throughout the school
- Links with the community are excellent
- Pupils participate in community activities and members of the community contribute well to the life of the school, for example, the pupils sing in public areas and to the elderly during the Christmas celebrations and raise the profile of the school in the local area
- Pupils are also made aware of the importance of the church in the school's life; they visit the local church at special times of the year and the local vicar is a regular participant in school, supporting the very good Christian values
- The school benefits from the support of several local and national businesses that provide a range of experiences for both staff and pupils and have contributed to the purchase of the interactive whiteboards
- Many businesses support the fund raising activities of the parents' association and generously contribute raffle prizes
- There are good links with the local secondary schools to which pupils transfer which promote a smooth transition for the pupils at the age of eleven
- Visits are made to local playgroups and nurseries which allow reception staff to familiarise themselves with the next intake

20. The school makes very good provision for the pupils' spiritual, moral, social and cultural development, an improvement since the previous inspection. Pupils are prepared very well for life in a culturally diverse society. The range of activities produce a school in which the pupils speak openly about beliefs and feelings. The school is a place where pupils are clearly taught the nature of right and wrong, where citizenship is valued and where the pupils are encouraged to accept responsibilities for helping the school to function well.

Successes in the provision for spiritual, moral, social and cultural development

- The pupils study a good range of world religions which promotes sensitive understanding of other's beliefs and values
- Studies of people and places in other lands, such as Kenya, in geography have deepened the pupils' understanding of both similarities and differences between cultures, beliefs, values and ways of living; this is further extended by the actual links with the school in Kenya
- Pupils are taught how and why people were able to live lives devoted to the good of others and of how this can be reflected in their own lives, for example, Francis of Assisi in history, extending the pupils' awareness of the spiritual as well as the moral dimensions in human life
- The provision for class prayers at the end of the day gives pupils opportunities to learn how to express themselves spiritually
- The special occasions for collective worship provided in the school such as the

sharing assemblies, especially the “Outdoor Sharing Assemblies” provide a very good means for the pupils to develop spiritual and social values as pupils are taught how to express their feelings for their surroundings and their understanding of the importance of friendship and trust

- The eagerly anticipated residential visits to an outdoor pursuits centre provide pupils with memorable opportunities to test themselves to overcome fears and to learn self-reliance
- All staff pay careful attention to the pupils’ behaviour and to the management of any disputes between them and staff consistently provide good models of how people ought to behave towards each other
- Pupils of all ages are given very good opportunities to develop a sense of responsibility towards each other and towards the school
- There is a strong moral element in the programme of personal, social and health education, through studies of the human body in science, in considerations of the environment in geography and in looking at the ways of life of people in the past
- The development of the system of mediators, in which all pupils are offered training, and the more recent introduction of a School Council have given the pupils insights into the ways in which members of a community work together in harmony
- Pupils have had interesting, realistic and practical contacts with the local councillors over the designs for playground equipment, and with local industry in designing healthy foods
- The pupils’ very good work in art, in making and listening to music and in drama, such as the Shakespearean and other performances the school produces, provides them with a rich introduction to their own heritage
- The school is careful to provide a range of artistic, musical and literary experiences for the pupils drawn from non-European cultures to develop their appreciation of a variety of cultures

Area for development

- Identifying more clearly in lesson planning opportunities for the pupils’ spiritual, moral, social and cultural development

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

21. Pupils are very well cared for at this school. Parents say that they trust the school to care for their children. The staff and governors have a strong commitment to ensuring their welfare and the overall quality of care is better now than at the time of the last inspection.

Strengths in the provision

- There are very good formal and informal procedures to ensure that the school is a safe and healthy environment and that pupils are well cared for
- The statutory requirement for risk assessment is fully met
- Provision for first aid is good and pupils are supervised well during playtimes
- There are regular fire drills and evacuation is quick and efficient
- The school follows recognised guidelines for child protection and staff have a good awareness of this aspect of care; pupils are taught how to keep themselves safe during their personal, social and health education lessons
- Pupils learn about the benefits of good diet and hygiene and receive appropriate information about sex and drugs to enable them to make informed decisions

- Representatives from the emergency services visit the school to teach pupils about aspects of personal safety
- Pupils are taught how to use resources safely in their science and design and technology lessons
- The school is clean, warm and welcoming

Area for development

- Review the organisation of playtimes to reduce the congestion in some areas which contributes to the number of accidents that occur during these times

22. The school monitors and supports pupils' behaviour, personal, social and emotional development effectively and provides a very good level of personal support and guidance. The strong and supportive relationships between pupils and their teachers promote open communication which monitors and develops pupils' personal and social skills very well. A particular strength in the school's provision of personal support and guidance for pupils is the kindness and consistency with which all members of staff apply the procedures.

Strengths in the provision

- Systems for monitoring attendance and tracking absence are good and registration complies with legal requirements
- The school ensures that parents understand the importance of regular attendance and the majority notify the school promptly of the reasons for absence
- There are very good systems for monitoring and promoting good behaviour which are understood and respected by pupils
- Bullying, racism or any other form of anti-social behaviour is not tolerated and the school has very good procedures to deal effectively with any such incidents.
- The staff make very good use of the programme for personal, social, health and citizenship education to monitor pupils' personal development

23. The school's systems of assessing pupils' attainment in English and mathematics are very good and result in the consistent development of skills, knowledge and understanding.

Assessment is used well to identify the pupils' attainment

- Teachers in the reception classes make very good use of assessment to identify the skills of individuals and use the information to plan work which is relevant and well focused
- In Years 1 to 6 the school uses test results to track pupils' performance effectively
- Teachers are accurate in their assessments and there is a good system to achieve consistency between classes
- Assessment information is used well to identify any differences in the standards achieved by boys and girls and teachers then plan appropriate tasks to challenge and interest both groups of pupils
- Pupils with special educational needs benefit from sharply focused assessment of their needs and the school uses the results to determine any additional support and resources
- There are accurate records of pupils' attainment in all subjects and this information is shared with parents so that they are clear about how to help their children

- The school has a good system for setting individual targets and pupils are clear about what is expected of them

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

24. The school has a very good relationship with parents and the high quality of this partnership has been maintained well since the last inspection. This has a very positive impact on the work of the school and the progress the children make. Those parents who expressed a view prior to and during the inspection are pleased with most aspects of school life. They strongly support the values promoted by the school and many comment that the school responds very well to any concerns they may have. They consider that their children are happy and that the school takes very good care of them. They are pleased with the good standards of behaviour in the school and the opportunities for interaction between the age groups. A few parents expressed a concern about the timing of information provided about up-coming events and about the information they receive on the progress of their children. Inspection evidence shows that, in most cases, the information is sent out in good time. The annual progress reports are supplemented with consultation and curriculum evenings, the shadowing in the autumn term and an open invitation to speak to class teachers at any other time. This provision exceeds that found in most primary schools.

| How the school promotes effective links | How this impacts on parental involvement |
|---|--|
| <ul style="list-style-type: none"> • The quality of the information provided for parents about the school is comprehensive and practical • There are good opportunities provided for the induction of parents and children into the reception classes • The pupils' annual progress reports are very good; learning targets and progress towards those targets are recorded accurately • Consultation evenings are very well attended and provide specific information for parents about their children's strengths and weaknesses and how they can support their children's learning • For a two week period each Autumn term the school invites parents to "shadow" their children through part of the school day • Parents are invited to attend presentations on curriculum subjects • The school values parents' views and staff are always pleased to listen to any concerns parents may have about the progress or welfare of their children • The homework/reading journals | <ul style="list-style-type: none"> • New parents have a clear idea about the school's procedures and how their children will be taught • The good access to classrooms and teachers at the beginning and end of the day allows parents of reception children the opportunity to discuss any small matters of concern • The annual reports give parents a clear idea of how well their children have done during the year • Consultation evenings provide a very good opportunity for parents and teachers to get to know each other and to help parents to understand how they can support the work of the school • Parents are delighted with the opportunity to see their children at work during the day and comment that, as a result, they learn more about how to help their children at home • Many parents attend the curriculum presentations • Most parents help and encourage their children with their homework • A few parents help in classes and many support the out of school visits • There is strong support for the functions organised by the parents' |

| | |
|--|---|
| <p>provide an effective channel of communication</p> <ul style="list-style-type: none"> • Regular newsletters are provided and curriculum information is sent to parents each term • Parents are encouraged to help in school and this help is valued by staff • Parents have been consulted about issues in the school through questionnaires and the school acts upon the information | <p>association and substantial funds are raised which are used to supplement resources and subsidise visits</p> <ul style="list-style-type: none"> • Parents attend school performances and sports days in large numbers • Parent governors play a full part in the decision making process of the governing body |
|--|---|

25. The school recognises and values the very positive impact that parental involvement has on the progress that the children make and on the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED

26. The management of the school is of high quality and results in the provision of very well organised and effective teaching and learning. The school has clear aims and all staff work towards meeting them. The school is led highly effectively under the strong and determined guidance of the headteacher. The school has built upon the successes in leadership and management highlighted in the previous inspection report and created a cohesive and thriving school. Issues raised in the previous inspection report have been tackled excellently. The rigorous monitoring of teaching has led to much more consistency. Standards in art and design are now well above average and the quality of religious education has improved. Other improvements include the achievement of Investors in People status and two School Curriculum Awards.
27. There are several strengths in the management of the school which contribute to positive learning experiences for the pupils and lead to consistency throughout the school. The school is an ideal provider of initial teacher training.

| Strengths of the school's management | The impact on school development |
|--|---|
| <ul style="list-style-type: none"> • There is effective delegation of responsibility for the subjects and staff are very clear about what is to be taught • The senior staff work very well as a team and listen to and respect the views of colleagues • The management of the provision for special educational needs is very effective as staff have a clear understanding of their role • Provision for the Foundation Stage is well organised and promotes very good progress • There is good consistency between all staff in managing pupils' behaviour and in promoting positive attitudes to learning • The school has highly effective | <ul style="list-style-type: none"> • Teaching of the subjects is consistent and monitored effectively bringing effective gains in learning • All staff are supported well and those new to the school receive very good support and guidance in using the school's systems • Pupils with special educational needs benefit much from additional support and effective management of learning; statutory requirements regarding the provision are met well • Children in the reception classes are taught effectively how to learn and soon become an integral part of the school • Pupils have learned to be independent and self motivated and this contributes much to their learning • Pupils and teachers as well as office |

| | |
|--|---|
| <p>systems which make use of technology to ensure the smooth running of the school</p> <ul style="list-style-type: none"> • There is a very good system to inform and train staff | <p>staff are highly competent in using ICT and this enables learning to proceed at a good pace</p> <ul style="list-style-type: none"> • Staff are keen participants in training and share new ideas with their colleagues; this has been recently successful in improving standards in mathematics |
|--|---|

28. There is very effective leadership of the school and staff work very effectively together to achieve the school's aims.

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|--|
| <p>Successes in leadership</p> <ul style="list-style-type: none"> • The headteacher and senior staff analyse the pupils' performance rigorously and set challenging targets for improvement in national tests • The school is on course to achieve its targets • Performance management targets are set and agreed by staff, and the headteacher is highly effective in providing additional support and resources to enable staff to achieve them • The headteacher has excellent skills in finding sources of funds to support the school's development; an example of this has been the purchase of whiteboards in each classroom • The school has achieved Investors in People status and this award is well justified by the effective way in which staff are able to take a lead in the various aspects of school life • The school has made excellent headway in developing the curriculum to meet the needs of pupils |
|--|

29. The governors play a pivotal and excellent part in supporting and guiding the school.

| |
|--|
| <p>Particular successes in school government</p> <ul style="list-style-type: none"> • The governors are well informed and knowledgeable about the school because they are frequent visitors • They keep a good check on curriculum development and work closer with subject leaders • Governors have an excellent understanding of the school's finances and pursue best value assiduously when purchasing supplies and services • They call the headteacher and staff to account for the standards achieved at the school and set challenging targets • Governors have thorough knowledge of performance management |
|--|

30. The school makes excellent use of the funds available and provides very good value for money because of the high quality of education it provides at below average cost.

| |
|--|
| <p>The school's resources are used very well</p> <ul style="list-style-type: none"> • Each subject has a good range and quality of resources to support teaching and learning • ICT is used excellently to support learning and administration • The school's most recent auditors' report commended the robust systems for financial management and control |
|--|

- | |
|---|
| <ul style="list-style-type: none"> • Finances are linked inextricably with the school's development plan and there is effective monitoring of spending • The school has a good number of teachers and support staff with a wide range of experience and expertise which results in very good teaching • There is excellent guidance for staff about teaching and general administration • The office staff are highly organised and efficient and contribute much to the smooth running of the school • The school's buildings are in good condition and the outdoor area makes a significant contribution to many aspects of the curriculum • Excellent use is made of the areas outside classrooms to provide spaces for support work with different groups of pupils |
|---|

| |
|-----------------------------|
| Area for development |
|-----------------------------|

- | |
|--|
| <ul style="list-style-type: none"> • Improving the provision for outdoor play for children in the reception classes |
|--|

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

31. Although there are no key issues for the school to address, the headteacher, staff and governors should consider the following more minor issues in order to build upon the very good quality of education provided:

- in some lessons improve the match of work to pupils' abilities, especially for pupils of average ability; (paragraphs 4, 13, 42, 46, 50, 57)
- *further improve pupils' spelling; (paragraph 41)
- *improve the provision for outdoor play for children in the reception classes; (paragraphs 3, 30, 39)

*The school has identified these issues in its development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 75 |
| Number of discussions with staff, governors, other adults and pupils | 39 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 6 | 34 | 24 | 10 | 0 | 0 | 0 |
| Percentage | 8 | 46 | 32 | 14 | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0 | 425 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 18 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 4 |
| Number of pupils on the school's special educational needs register | 0 | 65 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 11 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 3.9 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.0 |

| | |
|---------------------------|-----|
| 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.

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 27 | 29 | 56 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 25 | 27 | 27 |
| | Girls | 27 | 28 | 28 |
| | Total | 52 | 55 | 55 |
| Percentage of pupils at NC level 2 or above | School | 93 (95) | 98 (95) | 98 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 27 | 27 | 26 |
| | Girls | 27 | 28 | 28 |
| | Total | 54 | 55 | 54 |
| Percentage of pupils at NC level 2 or above | School | 96 (95) | 98 (97) | 96 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 29 | 31 | 60 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 24 | 28 |
| | Girls | 25 | 24 | 30 |
| | Total | 47 | 48 | 58 |
| Percentage of pupils at NC level 4 or above | School | 80 (87) | 80 (72) | 97 (93) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 21 | 22 | 26 |
| | Girls | 26 | 20 | 26 |
| | Total | 47 | 42 | 52 |
| Percentage of pupils at NC level 4 or above | School | 78 (71) | 70 (76) | 87 (90) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 399 | 1 | 1 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 7 | 0 | 0 |
| Mixed – White and Black Caribbean | 7 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British - Indian | 5 | 0 | 0 |
| Asian or Asian British - Pakistani | 4 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 1 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| Any other ethnic group | 1 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 16.4 |
| Number of pupils per qualified teacher | 25.8 |
| Average class size | 30.2 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 16 |
| Total aggregate hours worked per week | 263 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 732,562 |
| Total expenditure | 766,347 |
| Expenditure per pupil | 1,778 |
| Balance brought forward from previous year | 42,263 |
| Balance carried forward to next year | 8,478 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 7 |
| Number of teachers appointed to the school during the last two years | 8.4 |
| <hr/> | |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 425 |
| Number of questionnaires returned | 190 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 62 | 34 | 3 | 0 | 1 |
| My child is making good progress in school. | 51 | 43 | 5 | 1 | 1 |
| Behaviour in the school is good. | 49 | 47 | 2 | 1 | 1 |
| My child gets the right amount of work to do at home. | 31 | 51 | 15 | 2 | 1 |
| The teaching is good. | 59 | 36 | 3 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 31 | 43 | 18 | 6 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 35 | 4 | 3 | 1 |
| The school expects my child to work hard and achieve his or her best. | 63 | 35 | 1 | 1 | 1 |
| The school works closely with parents. | 38 | 47 | 11 | 2 | 2 |
| The school is well led and managed. | 56 | 38 | 2 | 1 | 3 |
| The school is helping my child become mature and responsible. | 51 | 44 | 2 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 40 | 39 | 13 | 0 | 8 |

Other issues raised by parents

Most parents are very satisfied with the work of the school. A few parents raised issues regarding communication, particularly how well they are kept informed. Most parents praised the commitment and hard work of the staff.

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

32. The very good provision found at the last inspection has been maintained. As a result, most children achieve well and by the time they move into Year 1 they have made significant gains in their learning and most have achieved the early learning goals in all six areas of learning with a substantial number working confidently within the National Curriculum.
33. The school's provision for children in the Foundation Stage is in two reception classes. All children attend fulltime, starting school in either September or January depending on when they reach their fifth birthday. The overall attainment of most children entering the reception classes is broadly in line with that expected nationally. Most of the children have had some form of pre-school experience in a variety of settings and parental support is very strong. As a result most children are eager and well prepared to start school, this along with the very good provision and high quality teaching enables most children to make rapid progress through the stepping-stones.

Main strengths of the provision

- Teaching is consistently very good in both reception classes for all areas of learning and the majority of children learn quickly; teaching assistants are very experienced and provide very high quality support to enhance learning
- Classrooms are well organised with a wide range of exciting and challenging first hand experiences and high quality imaginative play activities stimulating children's curiosity and love of learning to motivate young learners
- Priority is given to the teaching of basic skills enabling children to quickly become confident in learning to read, write and count
- Children enjoy a very good range of experiences in art, dance, music, story and imaginative play and respond by producing high quality work
- Staff work very well together, are enthusiastic and have high expectations of the children and relationships are exceptionally good as a result children feel very secure, work hard, are proud of their achievements and behave very well

34. Teachers and support staff have a very good understanding of the areas of learning and provide very good teaching and learning opportunities.

Strengths in teaching and learning

- All staff have a secure understanding of what children are expected to have learned by the end of the reception year
- Sessions provide a good balance of teacher directed activities and those children choose for themselves
- Included in all sessions are well planned structured activities which systematically promote children's literacy and number skills
- High quality imaginative play situations provide very good opportunities for children to develop their imagination and use their literacy and number skills in 'real' situations
- Staff are well organised to provide very effective support as children work and play independently keeping children on task and encouraging them to explore and investigate for themselves in order to extend their learning
- Questions and comments are challenging and extend children's thinking

- The sensitive use of praise and encouragement very effectively promotes positive behaviour and develops happy and confident learners
- Staff give very clear precise instructions and support, building up confidence and skills and as a result children are clear about their activities and what they are expected to learn and how they can be successful
- Staff are aware of the needs of the differing ages and attainment levels set sufficiently challenging work so that all children make very good progress
- Staff know the children well and assess their progress to plan the next step in learning
- Staff identify children with special educational needs at an early stage and give extra support so they make similar progress to all other children
- Parents are kept informed of their children's progress and are encouraged to build on the activities the school provides to reinforce their children's learning
- Elements of the literacy and numeracy strategy are implemented very well for children in the reception class and this has a very positive effect on their achievement

Personal, social and emotional development

35. Teaching to promote personal development is very good and is given a high priority. The majority of children will achieve the early learning goals by the time they enter Year 1.

Children's successes

- Children very obviously enjoy coming to school and are happy to leave their parents and carers at the start of sessions
- Good induction procedures enable newly arrived children to settle quickly to the routines of school life
- There is an eagerness to learn new skills, to explore new ideas and develop positive relationships with adults and each other
- Self esteem and confidence are very high. Children learn that they are special to themselves, their families, friends and to 'God'; they are considerate, friendly and open with each other, their teachers and visitors; they confidently ask for help and take great pleasure in sharing their successes with each other at the end of the lessons
- Children are learning to co-operate, share and take turns as they play number games, negotiate roles in the 'Internet Café'
- Children show very good independence as they take responsibility for signing themselves in at the start of the day, deciding on their own activities, keeping the classroom tidy and taking messages and the register to the office
- Children remember to be polite and to put up their hands to answer questions or make comments in a group situation
- All children work independently for sustained periods of time and respond well to the challenge of 'hard work'

Communication, language and literacy.

36. Teaching of communication, language and literacy is very good and the majority of children will achieve the early learning goals before the beginning of Year 1.

Children's successes

- Children are attentive listeners to stories and instructions
- They enjoy the many opportunities available to engage in conversations and confidently explore new vocabulary as they take on the roles of customer, cook and waiter in their 'internet café'
- Most children recognise their own names as they 'sign' themselves in at the beginning of each session
- Older ones make good attempts to write their own names, using capital and small letters with increasing accuracy
- Children enjoy the well planned games and activities which promote their understanding of letters and sounds
- All children use their increasing knowledge of sounds to write independently for a variety of purposes, for example writing instructions to make a sandwich
- Younger children attempt simple words while older, more able children write well structured sentences with recognisable words, full stops and capital letters
- All children write for a variety of purposes such as writing instructions on how to make a sandwich
- Children display a love of books as they read big books with teacher or choose a book from the comfortable reading corner
- Older children know about authors and illustrators and the conventions of books; more able children are reading simple books with increasing confidence using their knowledge of sounds to read unfamiliar words
- All children take games or books home on a regular basis to share with family members. This has a very positive effect on children's progress in learning to read

Mathematical development

37. Teaching of mathematics is very good and most children are on course to attain the early learning goals by the beginning of Year 1.

Children's successes

- The children use mathematical ideas and skills in practical situations, for example, they recognise the names and value of coins as they price the food in the 'café'; develop an understanding of time as they decide when the café will be open or closed; and use the telephone and calculator confidently
- When playing with two and three-dimensional shapes, small world toys or emptying and filling containers in the very well resourced sand and water play area children consider size, shape and position
- Higher attaining children arrange Russian dolls in order and label the tallest and shortest
- All children use computer programs to develop their ideas about shapes and older children have an understanding of symmetry
- The children compare, match, sort, order, sequence and count using a wide range of interesting games, routines and experiences; number lines, sticks and fingers extend children's understanding of number to twenty and beyond;
- Higher attaining children count in tens up to 100
- Children have an understanding of the language of addition and use 'one more and one less' with increasing confidence; Older children combine two groups of objects together and count the total accurately; higher attaining children are beginning to record their work in a more formal way and know the symbols of addition

Knowledge and understanding of the world.

38. Teaching of knowledge and understanding of the world is very good and most children will achieve the early learning goals by the beginning of Year 1.

| Children's successes |
|--|
| <ul style="list-style-type: none">• Children show a sense of time as they plan their own school day, learn about the different seasons and make books and time lines about how they have changed since being born• They learn about their own environment, make simple maps showing a sense of direction and draw and write about people in the community who help them• Children are developing very good scientific skills as they observe the changes which occur as they plant bulbs and flowers in their class garden or use the microscope to investigate interesting leaves and petals• Children are very competent at designing, making and evaluating their own models; they work independently with a wide range of construction toys and are able to design and make their own models and discover how things work.• ICT skills are very high and all children are competent users of the computer; all children eagerly use the interactive white board to write their own sentences, developing confidence as they quickly eliminate inaccurate words or sounds and have another more successful attempt• The celebration of festivals such as Eid, Easter and Christmas develop children's understanding of their own community and culture and that of other people. |

Physical development

39. Teaching is very good and most children are on course to attain the early learning goals by the beginning of Year 1.

| Children's successes |
|---|
| <ul style="list-style-type: none">• Most children competently handle a variety of tools and materials and small equipment safely and with care• Children show considerable skill when handling pencils, scissors, brushes and cutters and follow instructions on how to improve their skills• In the well planned physical education and dance lessons both indoors and outside children show very good control over their bodies as they run, jump, skip and hop avoiding other children and using the space well and showing a good sense of direction• The children work well together, discovering different ways of travelling and moving in different ways and using small apparatus |
| Minor areas for improvement |
| <ul style="list-style-type: none">• The provision of more planned opportunities for children to play creatively out of doors with a range of small and large equipment |

Creative development

40. Teaching to promote creative development is very good. The majority of children will meet the early learning goals by the time they enter Year 1.

Children's success

- Children paint and print using colour and pattern with imagination
- Artists such as Jackson Pollock and Matisse grip children's imagination and as a result of excellent teaching they produce paintings and sculptures in a similar style; for example, following the style of Matisse, children produced their own very evocative pictures in response to listening to music by Beethoven
- In role play children dress up as different characters, explore language and mathematics and learn about other people, ways of life using their imaginations well
- Very well structured music lessons and a very good range of musical instruments, songs and rhymes help to develop children's understanding of sound and rhythm and pattern; children sing with very obvious enjoyment, keeping a tune and maintaining a steady beat
- Children work effectively with play dough, clay and junk materials to create two and three-dimensional pictures and models and explore the properties of sand and water

ENGLISH

41. Inspection evidence shows that standards in English are well above average by the end of Year 2 and above average by the end of Year 6. Pupils are given a very good start to developing their skills in this subject in the Foundation Stage classes and build upon this rapidly. Pupils make very good progress overall as a result of high commitment of teachers to supporting them as successful learners. The very good progress overall confirms the good improvement made by the school since the last inspection.

Pupils' successes

- By the end of Years 2 and 6 pupils have well above average skills in speaking listening; they are able to sustain interesting conversation and talk on a wide range of issues
- Pupils express themselves clearly and audibly in public making good use of standard English
- Pupils have good reading skills and by the end of Years 2 and 6 talk about their preferences for authors, use non-fiction texts well for research and read accurately and with expression
- By the end of Year 2 pupils' writing skills are well above average; they competently record their work making good use of neat and well-formed handwriting, have a good awareness of grammar and punctuation and write well about a range of topics
- By the end of Year 6 pupils' writing is above average and they create imaginative and descriptive work which holds the reader's attention
- Throughout the school pupils make very good use of their literacy skills in other subjects and this was seen to very good effect in their historical writing which included carefully crafted use of facts and research combined with imaginative prose and description
- Pupils make very good use of ICT when drafting and editing their work and present poems and stories making effective use of their skills

Area for development

- Ensuring that pupils apply their skills in spelling more effectively in other subjects

42. The school makes very good provision for English throughout an imaginative and lively curriculum. As a result pupils make very good progress. Pupils with special educational needs receive well-focused support and good attention is given to their individual education plans when planning activities. Support staff working with pupils with statements of special educational needs have high levels of expertise enabling these pupils to make very good progress.

| Strengths of the provision |
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| <ul style="list-style-type: none"> • Good use is made of test data to improve the provision for English and to ensure that pupils in all classes receive sufficient challenge • Staff are aware of the needs of both boys and girls and make use of a variety of interesting texts for both; boys and girls make similar progress overall although boys do rather less well than girls by the end of Year 6 • Basic skills are taught and learnt systematically and there is a very good emphasis on developing pupils' creativity • Pupils are encouraged to develop as independent writers through being given a wide range of writing opportunities • Reading skills are nurtured effectively through teachers encouraging a love of books and the use of the pupils' reading journal • The National Literacy Strategy guides teaching and learning and is used very flexibly to give effective support to most pupils |
| Area for development |
| <ul style="list-style-type: none"> • Ensuring in all lessons that pupils of average ability have work carefully matched to their needs |

43. Teaching is very good throughout the school and the pupils learn effectively.

| Strengths in teaching. | Impact on learning. |
|---|---|
| <ul style="list-style-type: none"> • Teachers have secure subject knowledge and understanding of their pupils' needs • They plan imaginative tasks that are resourced well • Lessons usually have very good pace • Teachers develop meaningful discussions with pupils in whole class activities • They give pupils opportunities to develop their independent skills at the earliest possible stage • Teachers plan well structured paired and small group work • They ask open ended questions that helps pupils to sequence their thinking • Reading is made joyful for the pupils through the teachers' own enthusiasm • All staff manage pupils extremely well through the development of | <ul style="list-style-type: none"> • Pupils are very clear about their learning objectives because tasks are well planned • Pupils have many opportunities to develop speaking and listening through role play throughout the school • They are encouraged to present their own ideas to the whole class after having chance to discuss them in smaller groups • At the same time they are encouraged to listen thoughtfully to others' ideas • Pupils enjoy reading because they are given chances to share stories and poetry with one another • They are clear about their agreed targets and enthusiastically respond to them very positively • The pupils work hard because they are enjoying their work • They understand the importance of writing in different ways for different reasons |

| | |
|--|---|
| <p>excellent relationships</p> <ul style="list-style-type: none"> • There is good challenge in the work set for more and less able pupils • Teachers provide good research opportunities | <ul style="list-style-type: none"> • They organise and present their work carefully • They behave very well and are keen and anxious to learn • The pupils use their research skills effectively, including some research that many complete at home |
|--|---|

44. The subject leaders give very good leadership to the subject. They have a clear understanding of the school's successes and the necessary areas for development. Through the effective programme of systematic monitoring that is carried out standards are being regularly assessed and new targets set. Pupils' progress and the effectiveness of the teaching are also being given appropriate consideration. The school analyses test results comprehensively and is using information gathered to good effect by setting suitably challenging targets to be met in national tests.

MATHEMATICS

45. In recognition of the average performance of pupils in national tests in mathematics in recent years the subject has been a target for improvement. There has been a much sharper focus on improving pupils' numeracy skills and, linked with the already effective teaching of using and applying mathematics, standards have begun to rise. This year, standards overall are in line with those reported at the time of the previous inspection. Inspection evidence shows that by the end of Year 6, where standards were average for four years, pupils are on course to attain above average levels in national tests in 2003. The well above average level of attainment at the end of Year 2 has been maintained. The apparently lower attainment in national tests at the end of Year 6 when compared with those in Year 2 is partly attributable to the above average number of pupils joining the school after Year 3 making direct comparisons of performance inaccurate. The use of mathematics across the curriculum is very good. Trends over time show that boys do a little better than girls and consistently exceed national standards. They also show that standards have increased in line with national rising trend. Progress is now very good and the more able respond very well to challenges. Pupils with special educational needs and those with statements receive very good support and develop a secure grasp of mathematical ideas in line with the targets in their individual education plans.

| Pupils' successes |
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| <ul style="list-style-type: none"> • By the end of Year 2 mental mathematics is good, so pupils are able to recall and use number facts; pupils have a very good understanding of place value • Throughout the school, pupils give very good explanation of mathematical thinking so teachers can help when there is misunderstanding and other pupils can gain from another's insight • By the end of Year 2 pupils have a good grasp of space, shape and measures and apply their knowledge well when solving problems • Discussion about mathematics is very good, pupils are particularly good at working with a partner so that problem solving skills are highly developed by the end of Year 6 and pupils have a wide range of skills to help them tackle complex sums • Pupils throughout the school make very effective use of computers to support their work in databases, graphs and in presenting information effectively; these skills contribute much to pupils' good levels of understanding in these aspects of mathematics • Pupils make very good use of mathematics in subjects such as design and |

technology where they measure accurately and in art and design when creating detailed and intricate patterns

46. Teaching is good and is most effective in Years 5 and 6 due to very good pace and challenge for different groups.

Strengths in teaching and learning

- Teachers have good subject knowledge as a result of training and team discussion
- Teachers use resources very well to help pupils understand mathematical ideas, for example, they use the interactive whiteboard to present place value tables to help Years 1 and 2 to appreciate the relative value of six, sixty and six hundred
- Teachers expect much of the pupils and this is reflected in standards of presentation which are very high and work which is beautifully presented
- Most lessons have brisk and purposeful pace so that behaviour is very good and little time is lost
- Teachers encourage independence very effectively and mostly set work which is challenging and at the correct level for the pupils; as a result, pupils do not interrupt the teacher when she is working with groups
- There is very good attention to the development of correct mathematical vocabulary
- Teachers provide clear mathematical explanations and make very good use of questions in lessons to test pupils' understanding of the lesson objectives
- Preparation for lessons including charts, resources and work for different ability groups is very good and enhanced by team discussion and evaluation of previous learning
- Above average and below average groups are given very good support by teachers and classroom assistants; special educational needs pupils in the upper school are given very good support during the oral part of the lesson so they can keep up
- The final part of the lesson is very good; teachers assess pupils' learning gains and often set a challenging puzzle to prepare pupils for the excitement of the next lesson; these cliff hangers are very effective in promoting discussion and homework
- Concentration is very good; pupils work hard and listen very well particularly during oral work
- Pupils enjoy the very good teaching of problem solving skills; they apply good effort and persevere in finding solutions

Area for development

- Sharpening up assessment of the performance and understanding of some average pupils so that the work set is matched more carefully to their needs

47. The subject is very well co-ordinated by a team of four teachers. In consequence, all teachers are given very good support when planning their lessons. Mathematics is a school development focus so teachers have benefited from extensive internal and external training and the subject is well monitored. The analysis of test data is used very well to identify areas of strength and weakness. The school has very good resources which are used well to further pupils' understanding of mathematical ideas.

SCIENCE

48. Standards in science are above the national average overall at the end of Years 2 and 6, and pupils achieve well in the subject throughout the school. There has been consistent improvement in these standards since the previous inspection and science has improved more markedly than English and mathematics since 1999 due to a broad and challenging curriculum which focuses strongly on pupils' understanding of scientific ideas. In 2002, 97 per cent of pupils attained average standards and 43 per cent achieved the higher level. This improvement has been achieved against a background of a growing school in which significant numbers of pupils have joined the school after Year 3. Pupils make good progress in all aspects of science. Pupils with special educational needs achieve well as the work set includes many practical opportunities for them to learn through experience. The good links with other subjects reported at the time of the previous inspection have been maintained. This is especially so when pupils use work on physical properties when designing switches for electrical circuits, in designing model cars, or studies of the human body when designing meals. Scientific topics are also used for exercises in literacy, while mathematics is used effectively in the coding of the results of experiments. The close attention paid to investigative and experimental science is the strongest aspect of the subject throughout the school.

The main reasons why standards have been maintained

- The pupils' achievements are much better than in most schools in investigative and experimental science as a result of good planning and imaginative teaching
- Throughout the school there is an emphasis on active learning with the pupils discovering things for themselves; making the starting point for learning science, the posing of proper scientific questions is a good example of this method used well
- There is a regular review of the pupils' performance in science; each year the results of tests are closely analysed to discover how well different aspects of the subject are being learned and adjustments to improve the teaching science are then made

49. Pupils achieve well in science and standards are above average. Pupils make good progress in extending their accurate use of scientific vocabulary and in applying scientific knowledge and attain well above average standards in this aspect of their work by the time they leave the school.

Pupils' successes

- By the end of Years 2 and 6 pupils understand and use the principles of "fair testing" when planning investigations and activities
- Pupils have a good knowledge of life and living things and develop a secure understanding of life cycles and of humankind's impact on the environment
- Pupils make good links between science and design and technology where they use their good skills in understanding electricity and magnets to design models which work
- Pupils make very good use of computers to analyse and research data
- They record their work using an effective array of graphs and charts showing their good understanding of scientific principles
- Pupils make good use of literacy skills and drama to present their findings about the human digestive system
- They use accurate scientific vocabulary to explain ideas and to create interesting records of experiments and investigations

50. The teaching of science is good overall and is at its best in Years 3 to 6, where it is often very good. The quality of teaching has been maintained since the previous inspection.

| Strengths of teaching which bring about effective learning |
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| <ul style="list-style-type: none"> • Planning is thorough and lessons are prepared well often with the use of ICT to enhance pupils' awareness of what is to be taught • Joint planning of work by year teams supported by co-ordinators makes good use of teachers' strengths • Generally good use is made of demonstrations of the activities to be undertaken • The very good work throughout the school in investigative science enables pupils to explore and experiment • Questioning is used well to reinforce the quality of the pupils' scientific thinking and to assess performance • Teachers make good use of marking and target setting to move learning on and to motivate the pupils • The better teaching includes the use of carefully graded questions to establish what pupils actually know, understand and are able to do, before new work is introduced • Pupils work hard and are keen scientists following through procedures with painstaking accuracy • They behave very well and listen attentively • Pupils take care and pride in their work presenting it attractively |
| Areas for development |
| <ul style="list-style-type: none"> • Ensuring that lessons in Years 1 and 2 include sufficient opportunities for pupils to plan and carry out their own investigations • Ensuring a good match of work particularly for average pupils in the classes |

51. There is enthusiastic and knowledgeable leadership of the subject which has a good impact on standards through an effective system of monitoring and guiding staff. The subject leaders, with outside support as needed, effectively oversee the progress and quality of science education pupils receive. The school's scientific resources are good and enhanced by a wide range of computer software to complement pupils' understanding. The subject contributes well to pupils' spiritual, moral, social and cultural development by promoting thoughtful discussion about current scientific issues and their impact.

ART AND DESIGN

52. Pupils achieve standards that are well above average at the end of Years 2 and 6. Standards have improved since the last inspection partly because the school has paid good attention to the key issue of needing to encompass the work of artists in its scheme of work. The pupils take much delight in art and design and make very good progress in producing a wide variety of attractive paintings, drawings and models. Pupils of all abilities make very good progress. Pupils with special educational needs take a full part in the art and design curriculum and achieve similar results as their peers. There is a well-structured development of the skills and techniques of artistically gifted pupils.

| Strengths of the provision | The impact on standards |
|--|---|
| <ul style="list-style-type: none"> • The work of artists is carefully studied and visiting artists have supported a | <ul style="list-style-type: none"> • Pupils make consistent gains in experimenting with tone, line and |

| | |
|---|---|
| <p>number of creative developments</p> <ul style="list-style-type: none"> • There is a wide range of media being used by pupils in all classes • The work in art and design is related to other subjects but not at the expense of the development of the skills and techniques • The use of sketchbooks throughout the school helps to support continuity in the development of skills, knowledge and understanding • There is very good promotion of art from a wide range of other cultures • There is a particularly effective development of observational detail in all of the work in art • Appropriate attention is being paid to design and this links well with work in design and technology • Teachers make good links with mathematics through their work on pattern • Computers are used very well to enable pupils to experiment with a wide range of techniques and to combine manual and technological methods • There are good links with literacy as pupils research information about artists and their work | <p>texture producing imaginative work which includes effective techniques</p> <ul style="list-style-type: none"> • They work accurately when using still life to improve their observational skills • Pupils develop their early interest and enthusiasm and understand the relevance of the design process to everyday life • The pupils skills are enhanced as a result of their work with both their teachers and visiting experts and pupils show good appreciation of a variety of techniques • The pupils work in pairs and groups as well as individually particularly when making collages made from materials or in ceramics and produce work in these media which is well above that expected for their age • Pupils have a good knowledge of how artistic techniques have developed over time |
|---|---|

53. Teaching is very good as it focuses strongly on combining the development of skills with opportunities for pupils to experiment.

| Strengths in teaching. | Impact on learning. |
|---|--|
| <ul style="list-style-type: none"> • The staff have very secure subject knowledge and plan thoroughly and imaginatively • Relationships with pupils are excellent • Teachers make very effective use of a wide range of media and materials • Lessons continually build upon prior knowledge and understanding of skills and techniques • The school creates a rich environment through its effective display of many of the pupils art work • Teachers join in with pupils and model some of the more difficult techniques effectively • Teachers encourage pupils to generate their own designs and make | <ul style="list-style-type: none"> • Pupils have very good levels of confidence to try out techniques • Pupils know from the display of work that their efforts will be highly valued • They work hard and particularly enjoy the challenge in many of their activities • Pupils regularly build techniques and skills upon others such as when sketches are turned into paintings before fabrics are used to make two-dimensional examples of art and finally clay being used to make three-dimensional products • Pupils express their understanding of what is being achieved which supports their developing literacy |

| | |
|--|---|
| <p>individual choices of materials</p> <ul style="list-style-type: none"> • Evaluations of work are discussed by teachers as pupils are developing their work so improvement is an on-going process • Teachers guide pupils thoughtfully through the use of open ended questions that make pupils think about how to improve | <p>skills</p> <ul style="list-style-type: none"> • The pupils use their initiative because they have well developed confidence in their skills • Pupils are self critical because they respond to the teachers thoughtful encouragement of the way that they are developing their skills • The pupils understand when they have been successful and know how to improve their work • They apply good creative effort and work hard • Pupils' behaviour in art lessons is exemplary |
| <p>Minor area for improvement</p> | |
| <ul style="list-style-type: none"> • More consistent use of sketch books from the earliest stage of the pupils' learning | |

54. The subject leaders, drawn from all phases of the school, provide very good leadership. They generate great enthusiasm for the subject by retaining a comprehensive portfolio of work that assures continuity and progression in the pupils' learning. Teachers spend time together on a residential weekend to develop their own expertise in art in order to share their skills with their pupils. This is a very good example of the commitment that the staff have to the work they carry out with their pupils. The status of artwork is further enhanced by visits to art galleries and display of work from the school in Telford town centre gallery. The subject makes a very positive contribution to the spiritual, moral, social and cultural development of the pupils.

DESIGN AND TECHNOLOGY

55. Standards attained by pupils in craft, design and technology are in line with national expectations for pupils at the end of Years 2 and 6. Pupils make good progress and achieve well throughout the school. Pupils with special educational needs are fully involved in lessons and achieve as well as their peers. The pupils' understanding of designing and evaluating their products is frequently good, while their skills in making are more generally satisfactory. Standards are broadly in line with the judgements of the previous report.

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| <p>Several factors contribute to the pupils' progress</p> <ul style="list-style-type: none"> • Imaginative designing for real life situations such as the amphitheatre used in the grounds for drama and the "outdoor assemblies" is a strength of the subject • The subject leaders have had industrial or commercial placements, and technicians from, for example a food factory, helped the pupils design an energy biscuit, and those from a tile works helped them make their own design of tile • There is a practical excitement and projects are made interesting and purposeful |
|---|

56. Pupils enjoy design and technology and achieve well. They concentrate effectively and often share their work with parents at home. They clearly understand the purpose of design.

Pupils' successes

- The pupils' involvement in designing play equipment in Year 2, started with a study of ways in which play equipment is hinged and joined; their work resulted in the adoption and adaptation of their designs for the play park by the local authority
- Good links are made with other subjects such as science where the study of physical properties of electrical circuits and switches is used to support the designing and making of model cars in Years 5 and 6
- Design and technology supports other subjects in the curriculum, such as the designing of costumes for a Shakespearean play performed by the school in a castle

57. The teaching of design technology is good throughout the school with some very good lessons. This is coupled with a generally good level of general teaching competence so that lessons are well constructed, effectively taught and good quality learning ensues.

Strengths in teaching and learning

- Teachers have good knowledge and enthusiasm for the subject and plan interesting lessons which motivate the pupils
- Good use is made of visitors with special skills such as the costumier from the Royal Shakespearean Company who helped with the designing and making of costumes for a play
- Through effective questions the teachers encourage the pupils to think creatively and to make thoughtful choices
- Lessons are well planned and good use is made of the school's resources to provide challenge to the pupils
- Lessons are taught at a brisk pace with little time wasted which stimulates pupils' high levels of enthusiasm and good behaviour
- Skills and techniques are developed consistently and pupils have good opportunities to use a variety of tools and equipment
- Numeracy skills are often incorporated into lessons and pupils measure accurately when designing and making models
- Teachers encourage pupils to plan their work carefully using their literacy skills well such as in using bullet points to list instructions

Areas for development

- In some classes lower attaining pupils are not expected to record their work in sufficient detail
- Extending opportunities for pupils to use ICT in design
- In Years 1 and 2 the making of models is sometimes done at home and this reduces the control teachers have in monitoring the development of skills, knowledge and understanding

58. The subject is well led and managed and there is some monitoring of teaching and learning to ensure consistency between classes and year groups. Pupils' attainment is assessed appropriately at the end of the year and records passed on to the next teacher.

GEOGRAPHY

59. Pupils achieve above average standards by the end of Years 2 and 6. All pupils, including the most able and those with special needs, make good progress. Girls and

boys make similar progress. The geography curriculum is enriched by strong links with other subjects including art and design and dance. Pupils' competence in written English makes a significant contribution to their success in this subject. The school has improved its provision for geography since the previous inspection.

| Pupils successes |
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| <p>By the end of Year 2</p> <ul style="list-style-type: none"> • Pupils have a good understanding of the environment • They express opinions about their local play park, identifying problems such as litter and graffiti • They make good use of digital photography to record their experiences on field trips and visits • Pupils accurately compare life in Telford with that on the Isle of Struay and consider the relative advantages of both locations <p>By the end of Year 6</p> <ul style="list-style-type: none"> • Pupils use atlases well to identify places on the Fosse Way; they have a good understanding of using scale to measure distance and this links well with their work in mathematics • They know that land use has changed since Roman times and are able to give possible explanations for the change • Pupils correctly identify countries on a map, pinpoint areas using compass direction and geographical references including borders • Pupils have a good knowledge of Kenya and are beginning to link economic and differences to geographical factors including climate and land use including tourism • They make very good use of ICT to enhance their work such as interpreting data and also use the Internet for research at home and school to find out more about topics |

60. Since the last inspection teaching has improved and is now good with some very good lessons. Pupils are enthusiastic learners who produce very neat work and take pride in making their books as attractive as possible. They behave very well in class and work very well together. They are good at discussion, make sensible contributions and listen well to each other.

| Strengths in teaching and learning |
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| <ul style="list-style-type: none"> • Teachers are imaginative and make very good use of the local environment as a focus for study so pupils have very secure reference points; the local play park is the centre of a lively project which included very good teaching about environment • Very good use is made of field trips; older pupils visit Chester and West Wales gaining much in their understanding of geographical features and producing very lively high quality work • Teachers lead discussions very well they use correct vocabulary and expect their pupils to use it too • They work very hard at developing pupils' capacity to pose their own questions, so by Year 6 pupils examine artefacts and speculate on their possible uses • Very good use of ICT resources helps the subject come alive; the use of the zoom function on the whiteboard map helped pupils to understand more about the position of Kenya in the world and the impact of geography on places within Kenya; in other classes digital photographs were skilfully used by teachers to help pupils draw conclusions about geographical features • Teachers plan their work very well together and hence are in possession of very |

- good subject knowledge
- They make very good links to other subjects
- Pupils are encouraged to be independent and to carry out research at home
- Teachers make good use of questions to evaluate pupils' understanding and to move learning on

61. The subject is very well co-ordinated by a team of three, so each planning team has a geography specialist available. In consequence, plans are very good and the subject is constantly monitored and evaluated. Due to the open plan nature of most teaching areas this process includes incidental, as well as planned, knowledge of events in the classroom. Geography is a school development plan focus. Teachers have received very good recent training in the use of ICT to enhance geography teaching.

HISTORY

62. Standards have improved further since the previous inspection and at the end of Year 2 and Year 6 pupils reach standards well above those expected for their ages. All pupils, including those with special educational needs, make very good progress. Boys and girls achieve equally well.

- | The main reasons why standards have improved further |
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| <ul style="list-style-type: none"> • Teaching in the infants and juniors is consistently very good enabling pupils to make very good progress in all aspects of the subject • The curriculum for history is imaginative and well planned and children think of themselves as young historians • Very good links are made to other subjects such as drama, art and design bringing meaning and cohesion to the subject • Educational visits such as those to a castle and Quarry Bank Mill and visitors such as older village residents who experienced the second world war enhance the subject • The elements of historical enquiry are developed particularly well from Year 1 through to Year 6 enabling older pupils to become confident independent learners using a wide range of historical sources • History is very effectively co-ordinated and makes an important contribution to the aims and values of the school |

63. Pupils achieve very well and show much enthusiasm in research using a wide range of evidence including ICT and books. They apply their literacy skills very well when writing imaginative and factually correct accounts.

- | Pupils' successes |
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| <ul style="list-style-type: none"> • As pupils move through the school they increasingly think of themselves as historians as they consider the authenticity of evidence and use a range of artefacts and photographs, the Internet and books to gain knowledge and understanding of past times and characters • Pupils become increasingly confident at recalling dates and placing periods of history in order; the youngest pupils know that St Francis of Assisi was born in 1182 and that was 'a very long time ago'; older pupils place characters from history in the appropriate century • Pupils have a very good understanding of the context of history and know the significance and contribution of key periods, people and events • Younger pupils use web sites to research their own books about Florence |

Nightingale

- Year 3 and 4 pupils are beginning to realise that there can be different accounts and views of the same historical events as they study the Roman and Celt descriptions of Queen Boudicca
- Older pupils show maturity as they discuss the morality of past events such as the sacrificial ceremonies of the Aztecs
- Year 5 and 6 pupils homework projects about diverse characters from history, such as Queen Elizabeth the second, Mozart, Barnes Wallis and John Lennon are of a very high quality; pupils organise their work, record their findings in their own words using a range of styles such as posters, newspaper accounts, diaries and letters
- Pupils are keen to explore new ideas and exchange these with each other as they work in small groups or pairs

Minor area for improvement

- Improve the match of work in some lessons by identifying the learning needs for average pupils to enable them to achieve even higher standards

64. The teaching is very good and inspires pupils to learn effectively.

Strengths in the teaching and learning

- Teachers' enthusiasm for the subject is transferred to the pupils and as a result pupils are inquisitive and excited learners
- Teachers have very good understanding of the subject; they use a variety of artefacts, archaeological finds, maps, photographs, the Internet, visits, visitors and quality books to bring the subject alive for the pupils
- Lessons are very well planned to link with other subjects which deepens pupils' knowledge, understanding and confidence; for example, after researching the "Victorians" pupils performed a dramatic version of Charles Dickens' "Christmas Carol"
- Relationships are very good and pupils are expected to work hard; as a result pupils put considerable effort into their class work and home work and produce work of a very high quality
- Very attractive displays such as the one about the Aztecs, promote pupils interest and challenge them to extend their learning further
- Questions continually challenge pupils to extend their thinking; a 'Reading Time Challenge' encouraged pupils to use books to answer probing questions about the Ancient Romans
- Lessons include a variety of tasks and activities to maintain interest and widen pupils' learning such as watching films, class discussions, working in groups or pairs, note taking, researching books or examining artefacts

65. The subject leaders make a significant contribution to standards by providing effective guidance for their colleagues. Teaching and learning are monitored and this provides a good check on how well the pupils are making progress. Assessment is used at the end of the year to identify pupils' attainment and to provide good information for parents.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

66. The school has successfully built upon the achievements mentioned in the previous inspection report and has extended the provision for ICT making a good impact on standards. By the end of Years 2 standards in ICT are above average and well above

average by the end of Year 6. Boys and girls of all ages and abilities make very good progress. Their enthusiasm for using computers and ability to apply their skills are the result of very effective teaching, excellent resources and very good opportunities to use ICT to support their work across the curriculum. Pupils with special educational needs make very good progress as the teaching takes account of their needs. Support staff working alongside the pupils also are skilful in asking the right questions and providing very effective guidance. More able and gifted and talented pupils make very good progress because they are set challenging and interesting work which extends their thinking.

67. The school makes excellent provision for ICT and pupils of all abilities achieve very well.

| Strengths of the provision | The impact on standards |
|--|---|
| <ul style="list-style-type: none"> • The teachers have a thorough understanding of computer technology and its potential to support learning because of effective training • There is a well crafted policy and helpful guidance for staff on teaching all aspects of the subject • The school has a good policy to ensure that pupils are safe when using the Internet and staff provide many opportunities for pupils to investigate • Computers are used extensively to extend pupils' skills in other subjects • There is a wide range of programs which meet the needs of pupils of different abilities • Skills and techniques such as using shortcuts are developed thoroughly through effective teaching | <ul style="list-style-type: none"> • Staff competently use exemplars from the Internet to illustrate teaching points; this is very effective in promoting pupils' understanding in mathematics • Pupils achieve very well in word processing, communication and data handling by the end of Years 2 and 6 • Pupils use the Internet to expand their understanding; in Years 3 and 4 they created high quality multi-media presentations about the Romans • They readily explore different programs and ways of solving problems • Pupils have a very good understanding of databases and make good use of them to support their work in design and technology • Pupils in Year 5 and 6 are very skilful in devising spreadsheets and graphs to present information to illustrate the costs of holidays for different families |
| Area for development | |
| <ul style="list-style-type: none"> • Standards in control technology are average and the school has plans to improve resources to provide increased opportunities for pupils to develop their skills | |

68. Teaching and learning are very good with some excellent examples in Years 5 and 6.

| Strengths in teaching | The impact on learning and achievement |
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| <ul style="list-style-type: none"> • Through very good planning staff take account of the different needs and abilities of pupils and organise lessons very well • Support staff have very good levels of competence and are particularly good at working alongside less | <ul style="list-style-type: none"> • More able pupils work well with their less competent classmates and share their skills willingly; this approach benefits both groups of pupils • Pupils with statements of special educational needs concentrate for extended periods and listen well |

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| <p>confident pupils</p> <ul style="list-style-type: none"> • Skills and techniques are taught in such a way that pupils quickly grasp new skills and apply them well • Staff insist on the use of correct technological terms • Word processing skills are taught effectively and pupils are encouraged to use their drafting and editing skills as they write • Skills and techniques are taught to support learning in other subjects such as art, music, geography and mathematics • Teachers make good use of new technology, such as the electronic whiteboard, to explain and demonstrate the steps and processes involved in using new software • Some teachers encourage the pupils to use computers at home for further research and then show appreciation for what the pupils have found out by discussing it in lessons • The teachers' enthusiasm and understanding of how ICT inspires pupils to explore new ideas | <p>showing good understanding of basic skills</p> <ul style="list-style-type: none"> • Pupils willingly explore new programs often linking skills learned in one aspect of the subject with other techniques • Pupils show much interest in the subject and competently use correct terminology • They make very good use of literacy skills in writing well crafted presentations often involving skills such as desktop publishing and multi-media to skills as in their diaries of the residential visit to Arthog • Pupils are keen users of the Internet and understand its potential in supporting their work across the curriculum • Right from the start of lessons pupils' attention is held and learning objectives are made clear so that pupils are sure about their tasks • Pupils have above average understanding of how computers can be used to support their learning, many follow up work at home |
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69. The subject leaders are an effective team who successfully guide colleagues through well-focused training. There is a good check kept on the quality of teaching and learning and this helps to ensure that skills, knowledge and understanding are developed consistently. Pupils' skills are assessed at the end of each year and appropriate records are kept. The subject contributes very well to pupils' spiritual, moral, social and cultural development as there are opportunities for pupils to investigate different countries and ways of life, such as in Kenya, through using the Internet.

MUSIC

70. Standards have improved further since the previous inspection and at the end of Year 2 and Year 6 pupils reach standards which are well above those expected for their ages. All pupils, including those with special educational needs, make very good progress. Boys and girls achieve equally well. The school makes very good provision for music.

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| <p>The main reasons why standards have improved further</p> <ul style="list-style-type: none"> • Teaching in the infants and juniors is consistently very good enabling pupils to make very good progress in all aspects of the subject • The curriculum is well planned so that all strands of the subject are taught well • Skilled and very enthusiastic specialist skills are used exceptionally well to develop a very wide range of activities appealing to a spread of interests and aptitudes • A significant number of pupils benefit from the specialist teaching of brass and |
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string instruments, recorders and voice

- Music makes a very positive contribution to pupils' spiritual and personal development and adds to the quality of assemblies and worship
- Very good provision is made for those pupils with special educational needs, ensuring they take full part in the music lesson and achieve well

71. Pupils thoroughly enjoy music and the excellent opportunities to take part in musical and dramatic productions such as the Pied Piper.

| Pupils' successes |
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| <ul style="list-style-type: none">• Pupils sing with accuracy, expression, articulation and enthusiasm as they learn and rehearse challenging songs many often in two and three parts• Pupils in all year groups use musical vocabulary accurately when talking about their work and in answering questions posed by their teachers.• Pupils in Years 1 and 2 show a good understanding of musical ideas as they use their voices and percussion instruments to identify pitch• Year 3 and 4 pupils compose and perform a rondo showing a very good understanding of structure, rhythm and notation• Year 6 pupils show a very good grasp of dynamics, tempo and phrasing as they model their own composition on an African call and response song• The performance of an Elton John song by the 'Modern Music Club' adds a moving and reflective atmosphere to worship• Pupils respond well to the many opportunities provided to reflect on their work and to evaluate their own and other's compositions in order to make improvements and thoroughly enjoyed performing their activities in front of their classmates• They work very hard in lessons and in out of school clubs and it is obvious in talking with their teachers and observing the pupils that most are very well supported by parents and encouraged to improve their talents through rigorous practise• Pupils evaluate and compare music styles from a wide range of cultures, countries and centuries and make outstanding use of information technology to create their own CDs of their compositions. |
| Minor area for improvement |
| <ul style="list-style-type: none">• Improve the match of work in some lessons by identifying the learning for average to enable them to achieve even higher standards |

72. The teaching is marked by much enthusiasm and high expectations and impacts significantly on the pupils' consistent development of skills, knowledge and understanding.

| Strengths in the teaching and learning |
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| <ul style="list-style-type: none">• Staff are very confident in teaching music and use the scheme well to systematically build on pupils knowledge, understanding and skills• Lessons are well structured and tasks are imaginative and challenging, maintaining pupils interest as they listen, compose and perform with increasing confidence• Pupils are given very clear strategies to improve their skills and as a result progress within lessons is rapid and measurable• Teachers encourage pupils to think and act as 'musicians' and to use correct musical terms; for example the choir conduct themselves as if they were |

- performing in front of an audience
- Clear and precise instructions from the teacher encourage pupils to work hard to improve their musical skills
- Staff and pupils enjoy music and this has a very good impact on the very high standards achieved at seven and eleven
- Out of school clubs include, choir, recorders, modern music and orchestra and are very well attended adding to pupils rounded musical experiences
- The different musical groups are involved in school and community performances, providing pupils with very good opportunities to extend their creative skills
- The use of ICT further enhances pupils' musical skills of composition and performing

73. Music is very effectively co-ordinated and makes an important contribution to the aims and values of the school promoting pupils' spiritual, moral, social and cultural development very well. The playing of an appropriate piece of music at the start of assemblies creates a quiet and reverent atmosphere for reflection and worship and has a calming effect on pupils. The co-ordinators have specialist skills, which are used well to develop a full range of activities to improve staff confidence and promote the effective teaching and learning of music.

PHYSICAL EDUCATION (PE)

74. Lessons were seen in dance and games and pupils attain appropriate standards for their age in these aspects of PE by the end of Years 2 and 6. Progress in the lessons seen was satisfactory overall but in some classes, due to well-organised and effective teaching, pupils made good gains in their learning. Boys and girls are equally successful in lessons. Pupils with special educational needs are fully involved in lessons, cope well with the challenges set and make similar progress to their classmates. Pupils with statements of special educational needs are given good support and make good progress in meeting their targets. There is good scope for more able and gifted and talented pupils to extend their skills and techniques and these pupils good progress.

75. The school makes good provision for physical education.

| Strengths of the provision | Impact on standards |
|--|---|
| <ul style="list-style-type: none"> • Although the hall is rather small the school has good resources which are used well • Teachers follow a suitable scheme of work • There are very good opportunities for pupils to take part in extra-curricular activities and staff and volunteers give freely of their time • Older pupils have good opportunities to learn to swim • Residential visits provide challenging opportunities for the pupils to take part in adventurous pursuits • Teachers make good use of ICT to | <ul style="list-style-type: none"> • Pupils improve their physical skills and techniques through the use of large and small apparatus • Pupils build on skills from year to year in each aspect of the PE curriculum • Pupils are keen to compete and improve their skills; they practise regularly and achieve success in netball, football and karate • Standards in swimming are good; many pupils exceed expectations for their age and have a good range of strokes and techniques • Pupils use digital photography to record their movements |

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| support learning | |
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76. The teaching of basic skills and creative movement is mostly good.

| Strengths of the teaching | Impact on learning |
|---|---|
| <ul style="list-style-type: none"> • Lessons are well planned and mostly achieve a good balance of physical and creative activities • Teachers use interesting and varied styles of music to promote pupils' dance skills and to increase their awareness of dance in other cultures • Lessons have good warm up sessions sometimes led by well prepared pupils • Teachers use the pupils ideas well to guide others on how to improve • Aspects of safe practice and the link between exercise and health are given good emphasis • Behaviour is managed well and pupils are encouraged to take responsibility • At different points in lessons teachers review what has been learned • Good use is made of correct subject vocabulary | <ul style="list-style-type: none"> • In most lessons pupils are fully engaged and apply good physical and creative effort • Pupils improve their awareness of pulse and beat and create imaginative sequences; the more able often synchronise their movements • Pupils have a good understanding of the reasons to prepare their bodies for exercise • They are keen to show their skills and techniques and pupils watching show appreciation for what has been achieved • Pupils have a good awareness of space and how the timing of movements and use of facial expression can enhance their performance • Pupils listen attentively to guidance and use what they have been told to improve • When evaluating performance pupils use accurate terms and also offer constructive and helpful comments |
| Area for development | |
| <ul style="list-style-type: none"> • Some lessons have slow pace and pupils are inactive for too long | |

77. The subject is managed well and staff work keenly together to ensure that all aspects of PE are taught. Pupils' skills and achievements are recorded at the end of each year. Assessment during lessons is well focused and used to guide the pupils on how they might improve. The subject contributes well to pupils' spiritual, moral, social and cultural development, as pupils are encouraged to work together, take responsibility for equipment and to appreciate a wide range of sporting activities. Through dance, pupils learn to appreciate different lifestyles from around the world. Linked activities in drama and class and school productions contribute much to pupils' physical and creative development.

RELIGIOUS EDUCATION

78. Standards in religious education are in line with the expectations of the local Agreed Syllabus at the end of Years 2 and 6. This was also the case during the previous inspection. At that time there were some weaknesses identified in the pupils' learning of religions other than Christianity. These weaknesses have now been overcome and those aspects of the religious education curriculum are now also satisfactory.

79. The provision for religious education is good.

Factors contributing to pupils' understanding

- The curriculum for religious education uses both the Agreed Syllabus and the national advice provided by the Qualifications and Curriculum Agency; these provide a broad base for studies in religion
- There is appropriate assessment at the end of the year of what pupils' have learned
- The school has adopted a system of "steps for learning" to provide a framework for pupils to investigate topics and learn actively for themselves

80. Pupils have a secure knowledge and understanding of important aspects of worship and religious belief. They know that different religions may contribute to their spiritual understanding. Pupils, including those with special educational needs, make good progress and achieve well throughout the school. Boys and girls achieve equally well.

Pupils' successes

- The improvement in the range and depth of religions studied has led to a broader understanding of the subject by almost all the pupils, though in some cases the levels of challenge provided by the studies in Christianity are not as great as in other parts of the curriculum
- The emphasis recently given to pupils learning *from* religions supported by their learning *about* religions enriches their understanding of the part religion plays in the lives of many people from many backgrounds
- Pupils by the end of Year 2 have a secure knowledge of several Bible stories and the life of Jesus
- They understand that religion is important in some people's lives
- They know about major festivals and different ways of worship
- By the end of Year 6, pupils have a secure grasp of the basic tenets of the Christian, Hindu, and Islamic faiths
- They show good levels of respect for other's beliefs
- Pupils talk sensitively about religious, racial and cultural differences

81. The teaching of religious education throughout the school is generally good and often leads to a better than expected quality of learning on the part of pupils of all ages. Pupils achieve particularly well as a result of imaginative teaching providing first hand or direct experience on which understanding can be built. Good use is made of representatives of the faiths studied. Sometimes they are pupils and sometimes visiting adults such as the local Anglican priest.

Strengths in the teaching and learning of religious education.

- Teachers' good questioning techniques challenge the pupils to think for themselves for example about similarities between worship in Islam and Hinduism
- Good use is made of a wide selection of religious objects to provide the pupils with first-hand experience
- Teachers develop a climate of trust in the classroom that enables pupils to explore sensitive personal ideas and beliefs about the public and family celebrations and the part food plays in them
- Co-operative planning provides opportunities for teachers to benefit from each others' strengths
- Learning support assistants provide good quality support for lower attaining

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| <p>pupils and for those with special educational needs enabling them to achieve well</p> <ul style="list-style-type: none"> • Teachers have a secure subject knowledge which enables them to provide suitable challenges • Pupils enjoy studying the subject and make good use of their literacy skills when recording their work • Pupils work hard and concentrate well |
| <p>Area for development</p> |
| <ul style="list-style-type: none"> • In those lessons where the teaching is less secure pupils tend to confuse the religions being studied because their prior knowledge has not been thoroughly assessed before new information is presented to them |

82. The subject is well led by knowledgeable, concerned and well regarded co-ordinators Good use is made of external support for the monitoring of teaching and learning The teachers also make good use of the advice provided by the subject leaders. Religious education plays a significant part in providing for the spiritual, moral, social and cultural development of the pupils. It supports the pastoral aims of the school for the pupils' personal development, effectively supplementing the programme of personal, social and health education.