

INSPECTION REPORT

ST LUKE'S CATHOLIC PRIMARY SCHOOL

Telford

LEA area: Telford and Wrekin

Unique reference number: 123558

Headteacher: Mr Tim Worley

Reporting inspector: Declan McCarthy
23886

Dates of inspection: 7th - 9th July 2003

Inspection number: 248477

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Road Trench Telford Shropshire
Postcode:	TF2 7HG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Bowyer
Date of previous inspection:	6 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23886	Declan McCarthy	Registered inspector	Science Information and communication technology Art and design Music Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils or students taught? How well is the school led and managed? What should the school do to improve further?
9002	Derek Ashton	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21666	Andy Margerison	Team inspector	Foundation Stage English Humanities	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
21094	John Brennan	Team inspector	Mathematics Design and technology Physical education Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Luke's Catholic Primary School is a Voluntary Aided school situated in Trench providing education for 139 pupils aged between 4 and 11 years, who live mainly in the Donnington and Trench areas of Telford. Pupils are taught in 5 classes, most of which are mixed age. The school, which is smaller than other primary schools, has a friendly and welcoming atmosphere and reflects its Catholic Christian tradition of kindness and consideration towards others. There are no pupils who speak English as an additional language and the proportion of pupils from ethnic minority backgrounds is below average. Twenty nine per cent of pupils are on the special educational needs (SEN) register, which is above average. Two pupils have a statement of SEN for emotional and behavioural difficulties. Pupils are mainly white and there are few pupils from other ethnic backgrounds. Sixteen per cent of pupils receive free school meals, which is above average. Pupils' attainment in literacy and numeracy when they start school at four years of age is below the expectations for their age.

HOW GOOD THE SCHOOL IS

St Luke's provides a good standard of education and high quality care for its pupils. Standards are above national averages, particularly in Years 1 and 2 and in science throughout the school, and pupils are achieving well throughout the school. The quality of teaching and learning is very good, which enables pupils to make good progress. The headteacher provides very good leadership and management and receives very good support from a committed senior management team. The school provides good value for money.

What the school does well

- Standards are above average and pupils are achieving well throughout the school.
- Teaching is very good, enabling pupils to learn very well and make good progress.
- Pupils' personal development is very well promoted, especially through the friendly welcoming ethos. As a result pupils have very positive attitudes to school, they behave very well in lessons and they have excellent relationships with others.
- The curriculum is good with very good inclusion of different groups of pupils and very good links with the community and neighbouring schools.
- The school's partnership with parents and the parish is very good.
- The headteacher provides very good leadership and management and is well supported by key staff, particularly the senior management team.
- Governors provide good support for the school and have developed their role well in shaping the school's direction.

What could be improved

- Not enough pupils are gaining the higher levels in national tests.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in October 1997. The school received a government national achievement award in 2000 as one of the most improved schools in the country, in terms of national test results. The key issues identified during the previous inspection have been well addressed. The National Curriculum Programmes of Study in art and design, design and technology, geography and information and communication technology (ICT) are now fully covered throughout the school. There has been good improvement to curriculum planning, which ensures skills are built on from year to year in mixed age classes. Systems for checking and recording pupils' progress have improved and good use is made of assessment information, particularly the use of test data to guide planning. This is reflected in further improvements in teaching and learning and a rise in standards in speaking and listening, reading, science, ICT and art and design throughout the school. The school now provides a wider range of books and better opportunities for pupils to learn about different cultures. There has been an increase in computer resources and classroom accommodation has improved.

STANDARDS

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

Year 6 Performance in:	compared with			
	all schools			similar schools*
	2000	2001	2002	2002
English	B	B	E	E*
mathematics	D	D	E	E*
science	C	D	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

* Similar schools means schools where the proportion of pupils eligible for free school meals is similar to that in St Luke's Catholic Primary School.

In 2002, by the end of Year 6, pupils' performance in English, mathematics and science was well below the national average. Compared to similar schools, pupils' performance in English and mathematics was in the bottom five per cent of schools nationally. However these results do not show the large proportion of pupils identified with special educational needs – 56 % of this particular Year 6 cohort, who achieved well against their targets, particularly when the nature of their difficulties is taken into account. In 2000, the school received a government achievement award for a significant improvement in results over the previous four years. In 2001 and 2002 standards in English were above the national average, although standards in mathematics remained below the national average. Standards in science dropped from the national average in 2000 to below the national average in 2001. By the end of Year 2 in the 2002 tests, pupils' overall performance in reading was below the national average and well below similar schools. Their performance in mathematics was also below the national average and below similar schools. Year 2 pupils' performance in writing was above the national average and above the average for similar schools. However the national data for 2002 has not taken full account of the small cohort of pupils and the high mobility in Year 2, which affected pupils' performance in the national tests. Standards have remained broadly average over the previous three years. The findings of this inspection show that by the end of the Reception year most children are exceeding the expectations for their age and standards by the end of Year 2 are above average, particularly in reading, mathematics and science. Standards overall by the end of Year 6 are also above average. Although average in mathematics, standards are above average in English, science, ICT and art and design. The school failed to meet its targets in 2002 because they were too challenging. However, the school has exceeded its targets in English, mathematics and science this year. Standards are high because teaching has improved significantly and planning is much better. The school also makes very good use of test data to improve teaching and learning and, as a result, pupils of all abilities, including those with special educational needs, make good progress. Pupils' achievements in remaining subjects are at least satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and this helps pupils to work hard and make good progress.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school.
Personal development and relationships	Very good. Pupils' relationships in the school are excellent. They willingly accept responsibility and show consideration towards others.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils	Foundation Stage	Years 1-2	Years 3-6
Quality of teaching	Very good	Very good	Good

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

Teaching is very good overall. It was at least satisfactory and in most lessons teaching was good and often very good. Although very good teaching was seen in all year groups, teaching in Years 3 and 4 was mainly satisfactory whereas teaching in Years 5 and 6 was mainly very good. Very good teaching was seen in English, mathematics, science and information and communication technology and in the Reception class where some excellent teaching was seen. Significant improvements to subject planning, more consistent use of improved assessment information and a stronger system for monitoring and evaluating teaching have led to the high levels of good and very good teaching. The basic skills of literacy and numeracy are taught very well in most subjects. In the vast majority of lessons, pupils of all abilities, including those with special educational needs and many higher attainers, are taught well, which was confirmed in the analysis of pupils' work. However, where teaching is satisfactory, learning objectives are not always made clear enough and the lesson pace is rather sluggish. As a result, pupils are unsure of what they should achieve and they lose interest and concentration. The stronger aspects of teaching are: effective planning with clear learning objectives communicated to pupils; teachers' good subject knowledge; their high expectations for pupils' learning; very good management of pupils; and very good relationships with pupils. As a result, pupils remain interested and focused in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It meets statutory requirements well. There is very good provision for personal, social and health education, a very good range of additional activities outside lesson times and very constructive links with partner institutions.
Provision for pupils with special educational needs.	Good. All pupils make good progress against their targets, especially when supported by staff and the curriculum is well matched to their needs. The revised code of practice has been implemented well.
Provision for pupils' personal development, including spiritual, moral, social and cultural, development	Very good. Provision for pupils' spiritual, moral and social development, which is particularly reflected in the strong, welcoming atmosphere in the school, is very good. Provision for cultural development is good.
How well the school cares for its pupils	The school has very good procedures for promoting good behaviour and its procedures for monitoring and supporting pupils' personal development are also very good. The school's systems for monitoring and supporting pupils' academic progress are good.

The school has very good links with parents, who hold very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management and he receives good support from key staff, especially from the senior managers who provide very good support.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school's strengths and weaknesses and have developed their role well in shaping the school's direction.
The school's evaluation of its performance	Very good. Information from tests has been very well used to identify where pupils are not doing well and, as a result, the school has developed well-chosen priorities for development. There are also very good systems in place for monitoring of teaching and learning.
The strategic use of resources	Good. Funding is used well. The school's finances are well administered and efficient systems for financial control are in place.

Staffing levels are good and there is a very good match of qualifications and experience of teachers and support staff to teach the curriculum. Accommodation and learning resources are good. The headteacher and governors actively seek to achieve best value in their spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The majority of parents believe that:</p> <ul style="list-style-type: none"> • their children like school; • their children make good progress; • the school is well led and managed; • teaching is good; • their children are expected to work hard; • the school helps their children to become more mature; and • the school is approachable. 	<p>A small minority of parents believe that:</p> <ul style="list-style-type: none"> • pupils do not receive the right amount of homework.

The inspection team agrees with the overwhelming very positive views of parents. Pupils enjoy coming to school and have very positive attitudes to their work. This, together with very good teaching promoted by very good leadership and management, enables them to work hard and make good progress. Pupils show a high degree of maturity by the time they leave school as a result of the very good provision for their personal development and the approachability of staff. The inspection evidence does not fully support parents' views on homework: pupils do receive the right amount of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests for the end of Year 6, pupils' performance in English and science was well below the national average and, when compared to similar schools, pupils' performance in English and mathematics was in the bottom five per cent of schools nationally. However, these results do not reflect the large proportion of pupils identified with special educational needs – 56 % of this particular Year 6 cohort, who achieved well against their individual targets, particularly when the nature of their difficulties is taken into account. Results improved steadily between 1996 and 2000, when the school received a national achievement award in recognition of the significant improvement in results over the previous four years. Although standards fell below the national average in 1999 they improved in 2000 in line with the national average and in 2001 they remained in line with the national average. The variation in results from year to year is a result of pupil mobility. Four higher attaining pupils who gained Level 3 (the higher National Curriculum level) in Year 2, transferred to other schools in 2001, prior to taking the national tests in Year 6, and a small number of pupils with special educational needs were admitted in Years 5 and 6. As a consequence the trend in standards falls, although the school's own assessment records and monitoring by the LEA clearly demonstrate that individual pupils made good progress during these years.
2. Year 2 pupils' overall performance in the 2002 tests in reading was below the national average and well below similar schools. Their performance in mathematics was also below the national average and below similar schools. Pupils' performance in writing was above the national average and the results of similar schools. However, great care must be taken when interpreting the national performance data for 2002 because of the small cohort of Year 2 pupils and the high mobility in Year 2, which affected pupils' performance in the national tests. Standards have remained broadly average over the previous three years.
3. The findings of this inspection do not reflect the 2002 test results. When children enter the school at four years old, their attainment is below that expected for their age and by the end of the reception year most children are exceeding the expectations for their age and are achieving well against their prior attainment. Standards by the end of Year 2 are above average and standards overall by the end of Year 6 are also above average. Although standards in Year 6 are average in mathematics, they are above average in English, science, ICT and art and design. The school failed to meet its targets for 2002 because they were too challenging, as assessment systems for determining these targets were not fully embedded at that stage. However, this year the school has exceeded its targets in English, mathematics and science. Standards are high because teaching has improved significantly and planning is much better. The school also makes very good use of test data to improve teaching and learning and, as a result, pupils of all abilities, including those with special educational needs, make good progress. For example, the provision of booster classes has improved the results for pupils who were predicted to fall short of the average level in National Curriculum tests. Pupils' achievements in other subjects are at least satisfactory.
4. Children's achievements in the reception year are good. Most children attain the expected standards in all areas of learning and they are making good progress during the time they are in school. They are making very good progress in personal, social and emotional development, and communication, language and literacy skills. In mathematical development, knowledge and understanding of the world, creative development and physical development, children are making good progress.
5. Pupils' achievements in English are good overall. By the end of Year 2 standards are above expectations in speaking and listening and reading, although they are broadly in line with expectations in writing. Pupils continue to develop their speaking, listening and reading skills as they move through the school so that by the end of Year 6 standards are still above those expected. The main reasons for this have been the successful introduction of the National Literacy Strategy which has focused on the teaching of reading and the increased opportunities for discussion in lessons and public speaking, for example, in assemblies and school performances. Standards in writing remain

average because the school's strategy for developing pupils' writing was only introduced at the beginning of the year and has yet to have a full impact on pupils' achievements in writing.

6. Pupils' achievements in mathematics are good in Years 1 and 2 and satisfactory in Years 3 to 6. By the end of Year 2 standards in mathematics are above average and they are in line with the national average at the end of Year 6. Standards have risen at the end of Year 2 because teaching is consistently good and sometimes very good. As a result, pupils make good progress in Years 1 and 2. Although never less than satisfactory, this good standard of teaching is not consistently maintained throughout Years 3 to 5 and, as a result, pupils' achievements are satisfactory. However, very good teaching in Year 6 ensures that pupils make faster progress towards the end of the key stage.
7. Standards in science are above the national average at the end of Years 2 and 6. All pupils throughout the school, including those with special educational needs, are achieving well with significantly more pupils attaining the higher levels in National Curriculum tests than in previous years. Standards are rising because since the last inspection, the curriculum has greatly improved, teaching is much better, assessment is well used to inform planning and the subject is well led.
8. Pupils' achievements in art and design and in information and communication technology (ICT) throughout the school are also good because teachers are now better trained resulting in greater confidence in teaching these subjects, the curriculum and resources have improved significantly and the subjects are well led and managed. This represents very good improvement since the last inspection when standards were below those expected nationally in both subjects.
9. Pupils' achievements throughout the school in other subjects remain satisfactory, as at the time of the last inspection. However, their achievements in design and technology and geography have improved from unsatisfactory then to satisfactory now.
10. Pupils are achieving well in their personal development, which is promoted by the school's provision for personal, social and health education, including citizenship and by the strong Catholic Christian ethos of the school. Pupils with special educational needs make good progress towards their individual targets as a result of the good provision for this group of pupils.

Pupils' attitudes, values and personal development

11. Underlying everything that happens in school are the high standards of pupils' personal development. Consequently, teachers can organise interesting and challenging activities, confident that pupils' reaction and behaviour will be very good.
12. Pupils have very positive attitudes to school. Throughout the school pupils are very enthusiastic and interested in all the activities that the school provides for them and this has a very significant effect on the pace of their learning. When children start school their attainment is below that which is typical of children of their age, but because they want to learn, their skills and knowledge develop quickly. Pupils with special educational needs who find some aspects of learning difficult make good progress because of their interest and willingness to try new activities and to be fully involved in everything that is going on. By the end of Year 6, all pupils are very keen and want to take part. As a result, many lessons are exciting and vibrant learning experiences. This was seen in a Year 6 lesson on 'Midsummer's Night Dream' involving an outside speaker. All pupils had parts to play and they were so involved in their role that when they were answering questions they used the word 'I' as if they were speaking from the position of their character and one could sense the tension or love between the different characters.
13. Pupils behave very well in all activities and this makes a major contribution to the calm and orderly atmosphere in the school. They move around the school in an orderly manner and are polite and courteous. They have appropriate respect for adults and a good level of self-discipline when in school and in the playground. There have been no exclusions during the past academic year and their good behaviour in classrooms means that little time is lost and the quality of learning continues without disruption.

14. The relationships between pupils and with staff are excellent. The oldest pupils frequently look after younger ones at lunchtimes and on visits out of school. The whole basis of the school is centred on mutual appreciation in which everyone accepts each other as an individual and respects their views and opinions. This means that pupils are confident to express their ideas on all issues, including sensitive personal feelings. This was seen during the inspection in a Year 6 history lesson when pupils were discussing the contribution John Lennon made to contemporary music and society. Many pupils willingly explained, often without prompting by the teacher, how his music made them feel whilst the rest of the class listened very attentively and in silence.
15. Pupils responses to the school's provision for spiritual, moral, social and cultural development are very good. They show consideration for others, in offering help, sharing and respecting other pupils' values and beliefs. For example, Catholic and non-Catholic pupils displayed the same courtesy towards one another and showed respect for their different Christian traditions. Pupils also abide by the school's code of conduct and the very friendly ethos of the school promotes excellent relationships.
16. Attendance is satisfactory and there is no unauthorised absence. Pupils enjoy coming to school and lessons begin promptly. Overall punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

17. Overall, the quality of teaching and learning is very good. This judgement is based not only on lessons observed during the inspection but also on evidence from the inspectors' scrutiny of pupils' written work. Teaching is always at least satisfactory and in most lessons teaching was good and often very good. Teaching in the reception year and in Years 2, 5 and 6 was mainly very good. However teaching in the Years 3 and 4 was mainly satisfactory. Some very good teaching was seen in English, mathematics, science and information and communication technology and in the reception class where some excellent teaching was seen. Significant improvements to subject planning, more consistent use of improved assessment information and a stronger system for monitoring and evaluating teaching have led to the high levels of good and very good teaching. The basic skills of literacy and numeracy are taught very well in most subjects. In the vast majority of lessons, pupils of all abilities, including those with special educational needs and many higher achievers, are taught well, which was confirmed in the analysis of pupils' work. The stronger aspects of teaching are: effective planning with clear learning objectives communicated to pupils; teachers' good subject knowledge; their high expectations for pupils' learning; very good management of pupils; and very good relationships with pupils. As a result, pupils remain interested and focused in their learning. Day-to-day lesson planning was judged to be unsatisfactory at the time of the previous inspection. This has now been addressed well by teachers who ensure that learning objectives are clearly displayed in their planning.
18. Teachers manage pupils effectively, establishing very good relationships with them, which in turn helps to promote trust and respect. This was seen in nearly every lesson throughout the school. Where teaching is good, lessons are delivered at a lively pace, teachers have good subject knowledge and they set high expectations for pupils' learning. Teachers also plan different tasks for pupils, according to their different attainment levels, carefully structure activities and always have clear learning objectives that are shared with pupils so they know exactly what is expected of them.
19. In lessons where teaching is very good, the teacher uses questions skilfully to challenge all pupils and probe their thinking. The basic skills of literacy and numeracy are very well promoted and there is very good teamwork with other adults in the classroom. This was particularly evident in the reception year, in English, science, mathematics and ICT.
20. Most teachers make good use of resources so that pupils are focused and learn effectively. Teachers are making more use of computers since the last inspection, although this is not fully in place for all year groups or all subjects. In English lessons seen there was little evidence of pupils using computers in their work but discussion with pupils and work on display show that many pupils are confident in using word processing. In mathematics, some examples were seen during the inspection of pupils using computers to improve their learning, but there was some variation in practice and in some classes there were missed opportunities to make good use of this technology. However, in

science, the interactive whiteboard was well used to support pupils' learning in Years 5 and 6, although there was little evidence of use elsewhere. In other subjects there were very few instances of pupils using computers to improve their learning.

21. Where teaching is only satisfactory, some good features are present such as the good relationships and good management of behaviour. However, the pace of lessons is slow so that pupils have difficulty in sustaining concentration and lose interest. This was seen in a small number of lessons in Years 3, 4 and 5. Although teachers often provide feedback to pupils in lessons, progress against lesson objectives is not always referred to. This means that pupils do not always have a clear understanding of the progress they have made in lessons.
22. In most subjects key vocabulary is identified in teachers' planning and usually displayed on the board at the beginning of the lesson. The teacher then rehearses the spelling and meaning of the words during whole-class teaching. Speaking and listening are promoted well in most subjects where pupils are given good opportunities to express their views and opinions in question and answer sessions. There are also some opportunities to promote writing within subjects such as science where pupils are encouraged to write in clear sentences. A scrutiny of pupils' books from each year group and each subject showed improvements in the quality of teaching since the last inspection so that teaching is now generally good. However, marking of pupils' work remains inconsistent and does not usually inform pupils of the next stage of learning.
23. Numeracy is also effectively promoted across most subjects. For example, in science, pupils record their results in a table using standard units of measures and draw graphs to display them more effectively; in design and technology pupils measure and use different shapes when designing and making artefacts; in physical education and music pupils keep time; and in history and geography they develop their understanding of the passage of time and their use of maps for locating countries, cities and rivers in the world.
24. Teaching assistant support for pupils with special educational needs is mostly good and sometimes very good. However, in a very small number of lessons, all pupils, irrespective of their abilities, do the same task and work is not always matched to the particular needs of pupils, for example in mathematics. As a result, pupils with learning difficulties find the work too difficult and higher-attaining pupils find it too easy; consequently, neither group achieves as well they should.
25. As a result of very good teaching, pupils' learning is also very good. Pupils try hard and concentrate well in lessons, they listen carefully to their teachers and follow instructions. They show great respect for staff because teachers maintain good relationships with other pupils and the friendly ethos of the school promotes consideration and kindness towards others. As pupils move through the school, they develop greater independence in their learning, which is particularly enhanced by their very positive attitudes and behaviour in most subjects. Most older pupils have a good understanding of how well they are doing and what they need to do to improve. They know this through how well they meet their targets, their ability to evaluate how well they have met learning objectives, and the feedback they receive from their teachers. These features were more evident in very good lessons. Pupils also learn from one another in lessons where paired and group work is evident. This occurs frequently and pupils make good use of such opportunities to improve their learning by exchanging ideas and brainstorming new ideas. Pupils with special educational needs are also learning well. This results from the good provision made for them, which includes targeted support in lessons, and clear targets on individual education plans, which are regularly reviewed with pupils and their parents. However, on the few occasions when teachers do not match work sufficiently to the different abilities of pupils, pupils with special educational needs and higher-attaining pupils do not learn as effectively as they should and this limits their progress.
26. Other factors outside teaching also greatly enhance pupils' learning and promote high achievement. These include the very good support and the positive impact parents have on their children's learning. Parents help pupils with their homework and some are actively involved in school trips or activities outside of school hours.

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

27. The curriculum makes a good contribution to the educational standards achieved by pupils and has improved well since the last inspection; the quality and range of learning opportunities are now good for all pupils. A broad and a balanced curriculum is now in place that covers all the statutory requirements of the National Curriculum. The length of teaching time is above average and includes a lesson of modern foreign languages for pupils in Year 6. Policies and schemes of work are now in place for all subjects, including the national strategies for literacy and numeracy. Since the last inspection the school has adopted the national schemes as the basis for planning most other subjects on a two-year cycle, although it uses the local area very well to make topics more relevant to pupils. Consequently, teachers' planning is consistent and the curriculum develops pupils' skills and knowledge progressively as they move through the school. The high quality of both medium-term and short-term planning provides teachers with a clear focus that helps steer pupils' learning effectively. The curriculum for children in reception is also good. Although children are taught in a class with pupils in Year 1, work is carefully planned and children are provided with a good range of activities that take good account of the recommended areas of learning for this age range.
28. Provision for pupils with special educational needs is good. The school is fully inclusive in its approach and practice and is highly committed to ensuring equal opportunities for all. All pupils irrespective of their abilities are fully included in all activities and equally high expectations are set for their learning. The school's policy and procedures reflect the guidance in the Revised Code of Practice for special educational needs well. There are plans in place for each pupil identified by the school in need of additional support. This is provided, where appropriate, for pupils who have a statement of special educational needs, which ensures that pupils with learning difficulties have full access to the curriculum. The teaching methods in these plans are well matched to the targets so pupils make good progress. This good curricular provision ensures that pupils with special educational needs make good progress in their lessons and towards their individual education plan targets. Good provision is made in most classes for pupils of all abilities to achieve well. However, in some of the classes with pupils of different ages, the work provided for higher-attaining pupils is sometimes not challenging enough and, as a result, in those lessons they do not make as much progress as other groups.
29. There are good strategies in place for teaching literacy and numeracy skills. Literacy and numeracy lessons are an integral part of the school's timetable, but these are supported well by daily reading sessions when the class teacher works with a different group of pupils each day. These areas of the curriculum are well planned for and effectively delivered, because the co-ordinators systematically plan and provide a well-structured approach to developing teachers' technical skills needed in these lessons. However, not enough opportunities are provided for pupils to use their literacy, numeracy and ICT skills in some subjects. For example, these skills are not used to help pupils record their ideas, solve problems in mathematics or support their learning in geography and history.
30. The provision for pupils' personal, social and health education is good. The school is currently developing a whole-school scheme of work, but all pupils now have planned, weekly PSHE lessons and work in books shows pupils develop a growing and mature awareness of a range of social and moral issues. Sex education and drug awareness programmes are fully in place as part of the PSHE programme.
31. Over 90 per cent of parents who responded to the questionnaire correctly believe that the school offers a very interesting range of activities both within and outside lesson time. These include a residential visit to North Wales for pupils in Year 6. The school also uses the local area very well as the basis for lessons. For example, children in reception walk to the local shops, find out what the different businesses do and draw simple maps of their route. Older pupils look at the environment and consider the problems traffic causes on the main roads around school. In addition, the school provides good opportunities for pupils to make visits to places such as Chester, Shrewsbury and Cannock Chase and various 'living' museums such as Blists Hill. However, visitors to school are also carefully planned and make a good contribution to the range of experiences pupils enjoy at school. For example, a theatre group visits regularly as part of the Year 4 topic on the Tudors in which they turn the whole school into a Tudor community. The range and impact of extra-curricular clubs is very good. There is strong provision in music and sport as well as a wide range of other opportunities. In

addition, the school reviews and changes its extra-curricular provision each term which provides pupils with a wider choice and addresses their different interests.

32. The school has established very good links with the local community including strong links with the neighbouring junior school. The school is seen as an integral part of the local Catholic community and is an important part of the parish.
33. Provision for pupils' spiritual, moral and social development is very good, while provision for cultural development is now good. Provision, especially for pupils' cultural development, has improved since the last inspection to become a very strong feature, central to the work of the school.
34. The school has maintained the very good provision for pupils' spiritual development identified during the last inspection. The school's faith character embodies clear values such as honesty, fairness and respect for others and there is a strong commitment to helping pupils to explore and understand what inspires them and increases their self-belief. Pupils' work in art and design, religious education (RE) and personal, social and health education lessons (PSHE) enables them to gain spiritual understanding through reflection on their own and other people's belief and achievements. The use of personal targets for learning, and deliberate opportunities for pupils to think about the consequences of their actions when things go wrong, help pupils develop a deeper understanding of themselves. One pupil, reflecting on who had been affected by his action, wrote that he had upset *'myself and my team'*.
35. Provision for pupils' moral development has improved and is now very good. A strong aspect of the provision lies in the school's clear moral code, which is promoted very effectively in all aspects of school life and is shown convincingly on display boards throughout the school. In some classes the teacher signs up to their class code of behaviour so that pupils see that it is not just themselves who are governed by rules. Teachers' expectations that pupils will make the right choices when considering their behaviour are very high and sanctions rarely need to be applied. The school has extended its provision in this area to consider some of the wider moral issues of society. For example, pupils in Year 6 are educated about the dangers of drugs. Once again pupils' spiritual awareness of themselves is brought to bear on moral choices they face, with one boy commenting *'the way we feel about ourselves affects the decisions we make'*. Outside of Year 6 issues of how to create a sustainable society and how poverty affects the lives of others help develop pupils' social conscience. Where possible, pupils are encouraged to do what they can about some of these issues. In Year 2, for instance, pupils collect spectacles for people in Uganda in full knowledge that their small effort can make a big difference in someone's life.
36. Provision for social development has also improved and is now very good. The headteacher knows all the pupils and encourages them to care for and help one another on all occasions. Teachers provide opportunities for pupils to work together and to talk things over as partners. Year 6 pupils take the responsibility for their share in the running of the school very seriously. The school also develops pupils' understanding of citizenship through the School Council and links with other agencies including fund raising for charities and projects. The good range of educational visits, including residential ones, helps pupils to get along with each other in unfamiliar surroundings and situations.
37. There has been considerable improvement in the provision for cultural development, which is now good, having been unsatisfactory at the time of the last inspection. Teachers plan work in English, history and geography to give pupils a clear understanding of their own cultural traditions. Studies of contemporary societies, such as Pakistan, help pupils to broaden their knowledge of other cultures and compare them with their own. Under the impetus of finding out about other faiths, pupils study other ethnic cultures to a greater depth. When personal links are made, pupils begin to see what animates others. After visiting a local Sikh temple one boy wrote *'it made me feel more considerate of their religion and I felt more educated'*. As yet, however, pupils have no direct links with nearby ethnic communities or schools that would broaden understanding beyond religion.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The very positive school ethos makes a significant contribution to the care and welfare of pupils. There are very good arrangements regarding health and safety and governors are actively involved in

risk assessments. Arrangements for first aid are good. Pupils are confident that there are adults in the school with whom they could discuss problems and there is a high degree of trust between adults and pupils, which enhances the quality of care provided. Pupils are made to feel safe and secure within a calm but disciplined atmosphere. Staff know the children and their families well and show a good understanding of their emotional needs in school, home and within the community. The quality of learning is enhanced by this support. There has been a significant improvement in the quality of care since the last inspection.

39. Child protection procedures are very good. All staff are aware of the arrangements and the school maintains good links with the support agencies. The school provides a safe and harmonious environment, which makes an effective contribution to the standards the pupils achieve. A comprehensive health and safety policy contributes to the pupils' welfare and very good procedures exist for carrying out risk assessments. The school is aware of what further improvements are necessary to accommodate the needs of disabled pupils and plans to implement its proposals.
40. The school has very good procedures for promoting discipline and good behaviour. The discipline policy provides comprehensive guidance on how to deal with unacceptable behaviour and is implemented consistently throughout the school.
41. There are good procedures for monitoring and improving attendance. For example, absences are investigated on the first day and good attendance is encouraged. As a result, there is no unauthorised absence.
42. The learning support assistants provide very good support for pupils with special educational needs. This is undertaken in close co-operation with teachers. Parents of children with special educational needs feel well supported and are very satisfied with the progress of their children.
43. The school benefits from a conscientious and industrious caretaker who takes a pride in the cleanliness and appearance of the premises. The efficient midday supervisors contribute to an orderly and enjoyable lunchtime.
44. Christian values are emphasised in the way the school encourages pupils to raise monies for charities and to take part in the Sacramental programme.
45. Induction procedures for children aged under five and arrangements for other new pupils are very good. The younger children have their own designated play area, which has a good selection of mobile toys. Similarly, transition arrangements for pupils' secondary education are very good and include visits by Year 7 teachers who help to prepare pupils for secondary school life.
46. The procedures for assessing pupils' attainment in English and mathematics have improved considerably since the last inspection, when they were judged to be unsatisfactory. There are now thorough systems, which are used consistently in all classes, ensuring that teachers have detailed information about pupils' attainment and year-on-year progress. Close analysis of National Curriculum tests, and of other tests, provides a good range of information to check how well individuals and classes are doing to set targets, inform parents and to see where extra help may be needed. The school has worked very hard on these two subjects since the last inspection; this is one reason why standards are improving.
47. In other subjects a streamlined and manageable system of assessments enable teachers to make regular evaluations of pupils' performance. In some subjects these are still at the early stages but are, nevertheless, beginning to provide information which teachers make use of to plan the next stages in learning and give enough information to report to parents.
48. Assessment and record keeping for pupils with special educational needs is good. The special educational needs co-ordinator monitors pupils' progress against the well-conceived specific targets in individual education plans. Gifted and talented pupils are also identified. The curriculum is mostly adapted to take account of the needs of both of these groups, although not all teachers ensure that lesson activities are always matched to particular learning needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership with parents is very good. Parents' very positive responses to the inspection questionnaire and their comments during the inspection showed that they think very highly of the school. They have very positive views about their children's progress and the quality of teaching. They are also pleased with the very good standards, pastoral support, the Catholic principles, discipline and community spirit. Parents are happy with the approachability of the staff, the high expectations set and the way the school is led and managed. Inspection findings confirm the parents' views of the school. Homework levels are satisfactory and both the information to parents and the range of extra-curricular activities are good.
50. Links with parents are of a consistently high quality. The home school agreement emphasises the school's commitment to work with pupils, parents and the wider community to provide the best education possible.
51. Pupils' home-school records provide an effective means of exchanging information. A detailed prospectus, governors' reports and the headteacher's letters provide a wealth of information and keep parents well informed. School documentation is clearly presented and informative.
52. Annual reports on pupils' progress are well written, in-depth and critical where necessary. The reports contain suggestions about how parents might help their children to improve. Opportunities for further consultation are provided on a termly basis and parents are happy with the accessibility of teachers at all times. Parents of pupils with special educational needs are appropriately involved in their child's review and kept well informed of their progress. Pupils' learning, behaviour and personal development benefit from the very good liaison with parents, which has significantly improved since the last inspection.
53. An effective Friends of St Luke's Association supports the school through substantial fund raising and organising social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The quality of leadership and management of the headteacher and the senior management team is very good. Leadership and management by co-ordinators is good and that provided by the governing body is also good. The headteacher has established a very friendly and welcoming ethos in the school, enshrined in Catholic Christian principles and has ensured the very good educational direction of the school. As a result, the school's aims and values are fully reflected in its day-to-day and work. For example, the school's ethos is very clearly seen in all aspects of its life, and the very good example, in caring and relationships, shown by teachers, governors and other adults is a significant feature of the school.
55. The two senior managers provide very good leadership and management and are committed to supporting the headteacher in his vision for raising standards and school improvement. Subject leaders are now more effective since the last inspection, when the monitoring aspect of their role was found to be underdeveloped. Most subject leaders have a clearer picture of the quality of teaching and learning through the school. Their work has been particularly effective in English, mathematics and science, and the co-ordinators of these subjects now have a very clear picture of work in their subjects.
56. The headteacher and senior management team have monitored teaching both formally and informally and the performance management process has been very well implemented. Performance management targets set for teachers relate directly to school improvement priorities and include specific action to raise standards in subjects. Discussions on teachers' professional development have been effective and are linked directly to training and support.
57. The governing body has a well-developed system of committees, which is effective in moving the school forward. Governors bring a good range of personal and professional skills to the school's support. They have developed a good understanding of the school's strengths and weaknesses, and the regular meetings of the different committees ensure that they have a 'hands on' approach to

management. Individual governors have oversight of different subjects and this system, together with the headteacher's regular reports, ensures that the governors are fully informed about all aspects of the school's work. As a result, they have been able to support and guide the school towards its goals, taking effective steps to ensure that challenging and realistic targets are set to raise standards. The governing body now shows a good standard of effectiveness in acting as the 'critical friend' of the school and in fulfilling its statutory responsibilities.

58. The ongoing targets identified in the school's improvement plan are well thought out. These are firmly focused on maintaining high standards and what can be done in order to develop further. Targets are well chosen and firmly based on educational principles and the headteacher, senior management team and governors carefully monitor progress towards achieving them. Actions taken to meet the school's targets are very good. The headteacher's approach has been rigorously focused on promoting high standards, while at the same time remaining sensitive to the needs and feelings of individuals. Financial planning and management in support of the school's educational priorities are good.
59. The governors and headteacher follow the principles of 'best value', for instance in negotiating services and ordering resources. The day-to-day administration of the school's finances is efficiently handled by the office staff, and their work makes a valuable contribution to the smooth running of the school. Overall, the school makes good use of the specific grants it receives.
60. There are good levels of staffing and a good match of qualifications and experience of teachers and support staff to the demands of the curriculum. Professional development of staff is well planned and procedures for the induction of new staff are good. As a result of their training in computer skills, teachers and support staff have greater confidence in using computers to support teaching and learning, which is reflected in the good achievements of pupils in ICT and the very good improvement overall in ICT since the last inspection. Equally as a result of better training in science and art and design, standards have now risen sharply in these subjects. The school has also been successful in implementing good strategies for teaching literacy and numeracy skills.
61. Accommodation is good with attractive displays and a spacious unit for the Reception class. The grounds are also spacious and well maintained. The school is in good decorative order, it is well maintained and kept to a high standard of cleanliness. Learning resources are sufficient to support teaching and learning in subjects and of good quality. The school library is well placed and the school benefits from a well-resourced science area. There are enough books and sufficient computers in school.
62. Good financial management supports the clear educational direction of the school and shows an improvement since the previous inspection. Specific grants and designated finance are well used, as in spending on special educational needs. The school is making good use of new technology in the management and administration of the school. Application of the principles of best value to all purchases is satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve pupils' achievement, the governors, headteacher, senior staff and teachers should:

- i. Ensure that more opportunities are made available to extend the learning of higher-attaining pupils, particularly in writing and mathematics.

(Paragraphs: 5, 6, 20, 24, 27, 48, 71, 75, 76, 77, 82 and 84)

Minor issues for consideration in the governors' action plan:

- Continue to develop a strategy for improving pupils' writing.
- Continue to improve the quality of teaching, particularly in Years 3 and 4.
- Ensure that marking of pupils' work is carried out more consistently and informs pupils of what they have achieved and what they need to do to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

36

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

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	13	16	6	0	0	0
Percentage	3	36	44	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	139
Number of full-time pupils known to be eligible for free school meals	22

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	40

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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)

Year	Boys	Girls	Total
2002	7	10	17

Number of registered pupils in final year of Key Stage 1 for the latest reporting year

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	6	7
	Girls	9	10	10
	Total	13	16	17
Percentage of pupils at NC level 2 or above	School	76 (72)	94 (94)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	10	10	10
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (94)	100 (100)	100 (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)

Year	Boys	Girls	Total
2002	17	11	28

Number of registered pupils in final year of Key Stage 2 for the latest reporting year

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	14
	Girls	7	5	8
	Total	16	13	22
Percentage of pupils at NC level 4 or above	School	57 (75)	46 (65)	79 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	8	8	9
	Total	16	19	21
Percentage of pupils at NC level 4 or above	School	55 (60)	66 (65)	72 (95)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
133	0	0
0	0	0
2	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
6	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 – Y7

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.8
Average class size	27.8

Education support staff: YR – Y7 (including SEN Unit)

Total number of education support staff	5
Total aggregate hours worked per week	79

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	313,270
Total expenditure	318,098
Expenditure per pupil	2,392
Balance brought forward from previous year	32,946
Balance carried forward to next year	28,122

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	3.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	139
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	0	1	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	51	43	1	1	1
My child gets the right amount of work to do at home.	36	49	14	0	1
The teaching is good.	78	20	0	0	1
I am kept well informed about how my child is getting on.	73	20	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	22	1	1	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	64	32	4	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	78	16	3	1	1
The school provides an interesting range of activities outside lessons.	57	36	7	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. There were 12 children in the reception group in the combined Year 1 and reception class at the time of the inspection. Older children are admitted in September each year and younger children are admitted on a full-time basis in January. Most children attend nursery before coming into reception. However, the attainment of most children when they enter the reception class is below that which is typical of children of this age. Children make good progress in the time in which they are in school and achieve well across the areas of learning recommended for young children so that, by the end of reception, all children except those with special educational needs attain the expected standards in all areas.
64. The provision for children in reception is now good and has improved since the last inspection because the teacher plans very effectively across the six areas of learning and the National Curriculum. This ensures that tasks match the age and abilities of all children in the class. The classroom is bright and welcoming, tastefully decorated and with very good examples of children's art work displayed very effectively. The teacher and classroom assistants work very well together and make it possible for children to move naturally from the six areas of learning to the National Curriculum. Teaching and learning are at least good in each of the areas. A major strength of the teaching is the emphasis the teacher and teaching assistants place on developing children's basic skills in all areas. They make very good use of resources to stimulate and motivate pupils, question children thoughtfully and work hard to extend their responses and thinking. Children with special educational needs are identified very quickly and they are given tasks that enable them to gain success and confidence. Day-to-day assessment is good and enables children to build on their achievements successfully.

Personal, social and emotional development

65. Children make very good progress and by the end of reception most children exceed the expectations for their age. They enjoy coming to school and develop very positive attitudes to work. Routines within the class are reinforced well and children know that they have to stop an activity as soon as the teacher says so. Children find the work interesting and are encouraged to choose some activities during the day, so that not all activities are directed. Consequently, they grow in confidence and develop a sense of self-worth and achievement. Children share and co-operate well and listen very well in assemblies and when others are speaking. Adults have very high expectations of children's behaviour. The class rules are prominently displayed, but the teacher rarely has to remind someone of them. Children organise themselves quickly, clear away independently and their concentration develops well. The strong emphasis the staff place on this area of learning creates a good foundation for the very good behaviour and positive attitudes seen throughout the school.

Communication, language and literacy skills

66. Children make good progress in speaking, listening, reading and writing during the time they spend in reception. As a result, standards in reading and writing are in line with those expected for their age. All aspects of literacy are taught very well. Discussions in lessons show that children develop good speaking and listening skills. For example, when discussing special places in school, they worked well in small groups sharing their ideas with each other and then confidently told the rest of the class which place in school they had decided was special to them. Children learn to write their own name on their work and practise forming letters correctly, advancing from tracing over letters to writing under an example. By the end of reception most children can write a simple sentence with little support and higher-attaining children write short stories on their own. They are beginning to use full stops and capital letters to organise their writing into sentences. Children enjoy their activities and have many opportunities to read with an adult. They try hard to read the words on the whiteboard and in books in science and literacy lessons. Staff build on children's confidence and interest by using very good questioning skills to increase children's knowledge and vocabulary. They explain tasks very well so

that children find it easy to interpret and follow instructions. Children take home reading books each day and parents support their child's reading progress well.

Mathematical development

67. Children make good progress in the development of numeracy skills because of the daily opportunities they have to consolidate their learning. By the end of reception most children attain the expected levels for their age and in some aspects of mathematics above that expected. For example, in number, they learn to count to 20 and most children confidently join in with Year 1 pupils as they count in fives and tens to 50 and 100. Teachers and support staff use methods that interest and captivate children in lessons and make them fun, such as simple number games. Children develop a good understanding of how number is used in other areas and they learn quickly how to use their knowledge well in other tasks. For example, they recognise the basic coins – 1p, 2p, 5p and 10p, and learn to add up a total value up to 5 pence by 'counting on'. A few higher attaining pupils work with coins up to 10 pence and understand how the total can be made by using different combinations of coins.

Knowledge and understanding of the world

68. Children make good progress in their development of knowledge and understanding of the world because of the regular opportunities to visit places of interest such as a local garden centre. As a result, standards are in line with those expected for their age. They learn about the area around school by visiting the local shops and businesses and discussing what each sells. They draw maps of the route they took and of their route to school. Most children mark specific buildings or landmarks on their maps. Through a topic on the seaside they begin to understand how places and people's lives change over time and begin to understand and use words such as 'old' and 'new'. Although they do not have many opportunities to use computers, children know how to use the mouse and buttons on computers on which they practise their skills. Children have a good understanding of the lifecycle and different parts of plants. Through investigations that are carefully planned by the teacher they learn that plants need water and light to grow.

Creative development

69. By the end of reception, children's attainment in creative development is in line with that expected for their age. They make good progress and achieve well because they have many interesting and challenging opportunities for learning. They enjoy painting and drawing with felt tip pens. Children use brushes and pens with care and deliberation. From entry into school they learn to think about what they are painting or drawing. The teacher plans activities that are effectively linked to other areas of learning. For example, the children's understanding of plants and flowers was reinforced effectively by looking at Van Gogh's painting of sunflowers and the opportunities provided for them to draw and paint their own, after looking carefully at a real flower head. These drawings are detailed and done with great care, children working hard to produce finished work of good quality. Teaching is very good. Children are encouraged to work on their own and to use a broad range of materials. For example, the children were set the task of making some sunflowers for their own Garden Centre and were provided with lots of good resources and different materials. Children are taught to plan what they will make, draw simple diagrams and make lists of the materials they will need. They use a broad range of textures and materials and enjoy creating using glue and tape sensibly and efficiently to join and shape the materials. Higher attaining children refer to these plans when they are working on the practical parts of the lesson. Children enjoy singing and making music. They are sensitive to the moods of music and sing very expressively when singing familiar songs. Children play imaginatively inside and outside of the classroom and add ideas from stories and drama to play imaginatively.

Physical development

70. Children make good progress in their physical development. They move around the playground with confidence and use the space outside very well so that they do not bump into others. Most children can roll or throw a ball accurately to a friend and are beginning to learn how to catch. Most children pedal small vehicles with ease and enjoy using the apparatus in physical education lessons.

Children learn to use tools, materials and equipment with increasing dexterity. For example, they apply glue to straws and paper very carefully when making their sunflowers, being careful to put the glue on the parts to be joined, not all over. They show a good level of co-ordination when holding pencils and brushes or cutting materials.

ENGLISH

71. In Years 1 and 2, pupils achieve well so that by the end of Year 2 standards in English are above average. Standards are above expectations in speaking and listening and reading and broadly in line with expectations in writing. Pupils continue to achieve well in Years 3 to 6, so that by the end of Year 6 standards are still above those expected, particularly in speaking and listening and reading. Standards in writing are average. The invalidated results for the latest national tests reflect this and indicate an improvement in standards when compared to the school's results in the 2002 national tests. However, the relatively small number of pupils in each year group means that there is significant variation from year to year. Since the last inspection, the school has successfully introduced the national strategy for English as the basis for teachers' planning and has put a great deal of emphasis on the teaching of reading. This has led to the basic skills of grammar, punctuation and spelling being taught very well, so pupils now make good progress as they move through the school. A similar project aiming to develop pupils' writing, introduced during the current academic year, is beginning to have positive effects on this aspect of the subject, but it has not had time to have a significant effect on overall standards, particularly in Years 3 to 6. Pupils with special educational needs make good progress in developing their basic skills in reading and writing.
72. By the end of Year 2, most pupils are confident speakers and willingly volunteer their ideas to the rest of the class. They are confident enough to stand in front of the rest of the class and take a lead role. Throughout the school, pupils are given good opportunities for speaking and listening which make a very positive contribution to their personal development. As a result, by the end of Year 6 most express their views, ask questions and put forward a reasoned argument clearly. For example, in a history lesson looking at John Lennon's contribution to contemporary society, pupils confidently expressed their ideas and views. The rest of the class listened carefully and respectfully as they spoke. In lessons, pupils listen very respectfully to teachers and each other. They are keen to answer questions and in most subjects they have a good understanding of subject-specific vocabulary and use it well in their answers. Higher-attaining pupils are confident and articulate speakers. When they are asked to explain why they have come to a specific conclusion they justify their ideas by referring to the information they have used to form that view.
73. Reading is taught well in the daily reading sessions, so that by the end of Years 2 and 6 standards are above average. Throughout the school, pupils have very positive attitudes to books and are supported well at home. By the end of Year 2, pupils read well. Most tackle new material confidently using a range of ways to work out unfamiliar words. Higher-attaining pupils read expressively and with understanding and respond well to punctuation, for example, by emphasising words in bold text or those followed by an exclamation mark. Most pupils read fluently and can talk about the story they have read, the plot and the characters. Lower attaining pupils also know a broad range of strategies but do not read with expression and are less confident. Year 2 pupils name different types of stories, non-fiction texts and poetry and have some knowledge of different authors. Most higher- and average-attaining pupils know how to use contents and index pages in non-fiction books.
74. By the end of Year 6, higher- and average-attaining pupils read accurately, fluently and with good expression. In summarising stories pupils provide good information about the characters, setting and plot and give some detailed explanations about what they think will happen. Higher-attaining pupils have developed advanced skills of 'reading between the lines,' explaining meaning that is inferred rather than explicitly stated. Lower attaining pupils are not expressive readers, but accurately explain what has happened in a story and, with some prompting, comment on the actions or motivation of characters in the stories or poems. Research skills are generally good and pupils have a clear understanding of how to use different sources of information including the Internet, dictionaries and thesaurus to find the answers to questions.
75. Throughout the school, pupils make good progress in handwriting. By the end of Year 2, most pupils are beginning to write in a joined up style, spelling and punctuation is secure. They make

satisfactory progress in the accuracy, range and content of their writing. Most pupils use capital letter and full stops correctly. However, much of the writing is narrative and sentences tend to be short and simple. In contrast, higher-attaining pupils use a broad range of punctuation including speech marks routinely in their writing to add interest to their work. Their stories have clear beginnings and extend their ideas well using complex sentences and some description of characters and events. By the end of Year 6, most pupils write in a neat and fluent style with many having developed their own style. Their work includes stories, persuasive arguments, letters, poems, biographies, notes, play-scripts and newspaper accounts. Pupils are taught to plan and draft writing, including thinking carefully about interesting openings, ways to develop the characters and plot and how to organise events into paragraphs. Through effective teaching, pupils develop sound skills in proof reading and editing their work to extend and improve it. Pupils' spelling, grammar and punctuation is a strength in pupils' writing which reflects the very strong emphasis that teachers place on developing their basic skills in English lessons. However, only higher-attaining pupils use descriptive vocabulary well to add interest, imagery and suspense to their writing.

76. English is taught well. Throughout the school, teachers manage pupils very well so that they behave very well and concentrate hard. Relationships between adults and pupils are excellent and make a very positive contribution to the progress pupils make. Teachers have secure subject knowledge and place a particularly strong emphasis on developing pupils' basic skills in literacy lessons. They have high expectations of what pupils can achieve and plan a broad range of activities that develop pupils' skills, knowledge and understanding in all aspects of the subject well. The interesting range of activities and experiences in lessons, sometimes involving outside speakers and story tellers, also results in pupils developing a very good attitude to the subject. In the classes with more than one year group, generally, good account is taken of the age and ability ranges in each class so all pupils are provided with activities that are well matched to their needs. However, on a few occasions, not enough opportunities are provided for higher-attaining pupils to develop their ideas. Teaching assistants play an important role in this. During class discussions they support and prompt lower attaining pupils or those with special educational needs and during group activities they have a clear role to work with groups or individual pupils. Teachers and support staff respond well to pupils in lessons and teachers' marking of pupils' work often highlights what pupils have done well.
77. Although the basic skills of literacy are taught very well in English lessons and in some subjects such as science, pupils have good opportunities to investigate and research topics using books, information sheets and the Internet. However, in other subjects such as geography and history not enough opportunities are given to pupils to use their skills to express their own views and opinions.
78. The subject is very well led which has resulted in the improvements since the last inspection. The co-ordinators work very well together and have a very clear understanding of the strengths of the subject and what needs to be developed further. Consequently, the action they have taken recently has had a very positive effect on the progress pupils make and the quality of teaching. Resources, including the range of books and the library, have been developed and the school now has good systems to assess the attainment and progress pupils are making.

MATHEMATICS

79. Standards in mathematics are above average at the end of Year 2 and are in line with the national average at the end of Year 6. Standards have risen at the end of Year 2 since the last inspection when they were average, because teaching is consistently good and on occasions very good. As a result, pupils progress well through both Years 1 and 2. Although never less than satisfactory, this good standard of teaching is not maintained throughout Years 3 to 5. In response to lively teaching at Year 6, progress quickens once again, but overall through Year 3 to 6 pupils make satisfactory progress.
80. The co-ordinator has been very effective in ensuring that the National Numeracy Strategy has been fully implemented. Teaching throughout the school reflects approaches recommended by the strategy and this represents an improvement in teaching. The previously unsatisfactory arrangements for assessing what pupils know and can do have improved considerably and are now good. Regular assessment of how well pupils are doing and detailed analysis of test results by the co-ordinator ensures that suitable adjustments are made to the curriculum to address weaknesses. This reflective

approach is paying dividends and when it is allied to good quality teaching, as is the case in Year 1, 2 and 6, is raising standards.

81. Here, the hallmark of good teaching is challenge. Teachers habitually present pupils with tasks that meet the need to develop basic skills, while at the same time providing opportunities for pupils to shape their response to problem-solving activities they are presented with. For example, following a lesson on graphs in Year 2, pupils were given a blank sheet of paper on which to draw their own graph. Higher-attaining pupils were given the added level of challenge of ensuring that one circle on the graph represented two people and were expected to work independently. Lower-attaining pupils also started with a blank sheet of paper and were expected to draw a simpler graph. They also benefited from closer help from the teacher whose probing questions such as, *'what do we need to think about before we have to draw?'* ensured that pupils were still given some scope for making decisions. Tasks such as these that succeed in matching work to all ability levels, are commonplace through Years 1, 2 and 6. They meet the needs of all pupils, but in particular higher-attaining ones. By the end of Year 2, therefore, pupils can typically add two digit numbers and solve problems such as using three dice to find out how many ways you can make 12. A good proportion of pupils reach higher than expected standards, for example, by mentally adding at speed several single and two digit numbers. In Year 6, pupils can divide and multiply two digit numbers, with higher-attaining pupils able to make generalisations from information they have generated. For example, when examining a graph they had drawn, one pupil wrote, *'the taller the person the larger the hand span'*.
82. Much of the teaching in Years 3 to 5 is successful in ensuring that pupils can carry out basic computation well but gives them comparatively fewer opportunities to apply what they know to problems in which pupils determine how to set about and record their work. Opportunities are missed to help pupils develop the strategies they need to solve problems. For example, in a game in a Year 4 and 5 class, two teams of pupils added numbers with the aim of being the first team to colour four in a row. However, the emphasis was placed on accuracy in adding at the expense of considering tactical questions such as, *'Which number would block the opposing team.'* Pupils went on to laboriously add together a series of numbers, some of which they were able to do in their head. This is a characteristic of mundane work, which occurs in Year 3 to 5 more often than elsewhere in the school. In many instances, particularly in Years 3 and 4, pupils of all abilities are given the same work. This, and the lack of emphasis on developing independence in problem solving, holds back higher attaining pupils.
83. The level of challenge is restored in Year 6, where the teacher's expert knowledge keeps pupils on their toes. For example, in a quick fire opening to a lesson all pupils were given small cards with a question and an answer on and had to remain alert to spot a sum that corresponded with their answer. They were expected to work against the clock and all abilities were involved as the teacher cleverly matched the level of questions to pupils' abilities. A strong feature of the lesson was the very good use made of the teaching assistant, who provided unobtrusive help during this opening activity and worked very effectively with a small group of pupils while the teacher was able to push on with harder work for more able pupils. In general pupils who have special educational needs receive good support and progress well in relation to their abilities. All pupils at Year 2 reach the national average and most achieve the national average at the end of Year 6.
84. A common feature of all lessons is the good management of pupils. Teachers and pupils get on well with each other and pupils work in a calm environment. There is little need for teachers to spend time controlling pupils and so time for learning is well used. Pupils are responding well to the personal targets that are now set for them and many have a good knowledge of what they need to do to improve. This is helped by marking that in most instances is good and gives pupils valuable pointers for their future work. Teachers are beginning to make use of computers to help develop pupils' understanding. For example, in a lesson in Year 3 and 4 the teacher made good use of a large screen to show pupils what she wanted them to do in the remainder of the lesson. However, use is still patchy and heavily dependent on teachers' individual expertise.
85. This improving picture in mathematics owes much to the energy and expertise of the co-ordinator, who leads the subjects well. Her thorough monitoring has led to marked improvements since the last inspection and her well-conceived plans for the future mean that the school is well placed to develop further.

SCIENCE

86. In the end of Key Stage 2 tests in 2002, results were well below the national average. However the school's analysis of pupils' progress rightly shows that they achieved well in relation to their prior attainment. Inspection evidence and early indications of the 2003 national test results show that standards in science are now above the national average at the end of Years 2 and 6. All pupils throughout the school, including those with special educational needs, are achieving well with a significantly higher proportion of pupils attaining the higher levels in National Curriculum tests than in previous years. Standards are rising in science because, since the last inspection, the curriculum has greatly improved, teaching is very good, assessment is well used to inform planning and the subject is well led.
87. Overall the quality of teaching in science throughout the school is very good. Pupils make good progress in science lessons because teachers' planning provides a much greater emphasis on investigation work. All staff in every science lesson observed during the inspection promoted very good relationships with pupils and, as a result, pupils demonstrated positive attitudes to their learning and very good behaviour in lessons. As a consequence their learning was very good. Pupils tried hard and persisted with their activities, working very well together, listening to staff and following instructions carefully.
88. There are no significant differences between the attainments and achievements of boys and girls. Pupils with special educational needs are achieving very well in science because they receive very good individual support in lessons, particularly from support assistants and teachers' planning also ensures that their needs are accommodated more effectively. Teachers make very good use of their knowledge of pupils' particular learning difficulties to modify tasks or use different resources to ensure they are fully included in the lesson. Higher attaining pupils also make good progress in science lessons because teachers ensure that their learning is extended sufficiently.
89. With more emphasis on practical investigations, pupils throughout the school make very good progress in their knowledge and understanding of living things, materials and their properties and physical processes, using skills of observation and scientific enquiry. For example, pupils in Year 1 know the parts of the plant and investigate whether water is needed to make them grow, making accurate predictions. By the end of Year 2, pupils further develop their investigative skills with a deeper understanding of fair testing. For example, in a lesson on investigating factors, which influence the speed of a runner, pupils worked together using a planning board to make predictions and to identify elements which would change and those which would remain constant during their investigation. Pupils have also investigated magnetism and recorded their findings of the relative strength of magnets scientifically by writing up a method and drawing labelled diagrams accurately. They classified rocks and soils according to their physical properties and have also deepened their knowledge and understanding of living things.
90. As pupils move through the school, they continue to make good progress and, by the end of Year 6, they have developed a good knowledge and understanding of living things, properties of materials and physical process as they improve their skills of scientific enquiry. They interpret information accurately from a graph, for example, in recording the relative height and growth of a sunflower over time. Pupils predict that a runner bean will grow tall and spindly in its search for light. Lower attainers understand the processes of pollination and fertilisation and higher attainers have a good understanding of photosynthesis. Pupils also show good knowledge of forces and electricity. They measure forces in Newtons and draw electrical circuits accurately.
91. Teaching is consistently very good in Years 2, 5 and 6. Satisfactory teaching was seen in Years 3 and 4. In very good lessons, high expectations, very good relationships and very good use of assessment ensure that pupils' learning is challenged and activities are well matched to individual needs. As a result, pupils in Years 2, 5 and 6 learn very well, they concentrate, follow instructions, listen carefully to staff and try harder to improve their work. Pupils' personal development is also very well promoted in lessons through the teachers' attention to care and safety during investigations. Social development is also very well promoted as teachers always provide very good opportunities for pupils to work together or to share ideas. For example, in a Year 6 lesson, pupils worked together

very effectively in small groups during an investigation into the growth of mould on bread. They exchanged ideas on what would increase or reduce the rate of mould growth and not only learned from the teacher but also from each other.

92. Teachers and support assistants effectively promote pupils' literacy and numeracy skills within the subject, particularly speaking and listening. There was ample evidence in pupils' written work of extended writing in science, as in the custom of writing up their conclusions from investigations in whole sentences. Numeracy is also well promoted as pupils tabulate results and draw accurate graphs to scale using standard measures.
93. The curriculum is now very good and has improved significantly from the last inspection. There is a much greater emphasis on investigation skills, where all pupils carry out three investigations every half term, and the promotion of literacy and numeracy. Information and communication technology is also used well to support pupils' learning. For example, Year 2 pupils used key words on a search engine to find ideas on growth, Years 3 and 4 used a digital microscope to look at the structure of sunflower and mustard seeds, and Years 5 and 6 pupils used Excel to produce tables and graphs. Science is well led by the two co-ordinators who have reviewed the curriculum thoroughly, to ensure that more opportunities are provided for investigative work. They have also developed very good assessment and recording systems, which are used effectively by teachers to improve planning and match work closely to individual needs. Realistic and challenging targets have been set for science and the co-ordinators have produced a good action plan with clear priorities for development, including the monitoring of teaching and learning. The subject is well resourced with a particularly attractive whole-school science area to promote research in the subject.

ART AND DESIGN

94. At the time of the last inspection standards in art and design were unsatisfactory throughout the school and improving pupils' attainment was a key issue for action. Although only a small number of lessons was observed during the inspection, work on display and in pupils' sketchbooks shows that, by the end of Year 6, pupils' attainments in art and design are above average and by the end of Year 2 they are at the expected levels. Pupils, therefore, are achieving well throughout the school, which represents very good improvement since the last inspection. There are no differences in the achievements of boys and girls. Pupils of differing attainments, including those with special educational needs, achieve equally well.
95. Throughout the school sketchbooks are now used by pupils to record their ideas and try out different techniques. The attractive display in every classroom and around the school shows that pupils study the works of many different artists. Pupils in Year 1 look at 'Sunflowers' by Van Gogh then observe real sunflowers and develop their drawing techniques well by sketching the parts of a flower. Year 2 pupils observe sculptures and develop their understanding of shape, form and texture by creating their own. They used twigs, stone and baseboard to produce a collage of a fire and they develop a knowledge of computer art by creating pictures for instance Jackson Pollock's work 'Yellow Island' as a starting point for their computer-based activity in creating pictures in a similar style. They also use the digital camera to take pictures of flowers and use a computer program to distort the images in the style of Monet. Pupils in Years 3 and 4 explore how to convey the atmosphere of dreams using a computer program to distort images of faces and draw squares and overlapping circles in the style of Kandinsky. Pupils in Year 5 produce textiles in the style of the Ancient Greeks, using various techniques. In learning about the works of Andy Worhol, they use the digital camera to create self-portraits in the style of Marilyn Monroe and produce pictures of baked bean cans in a similar style to Worhol's 'Campbell's Soup' cans. By the end of Year 6, pupils have well-developed artistic skills and use a variety of media and techniques. For example, they produce their own three-dimensional sculptures of melting clocks based on Salvador Dali's paintings and compare the similarities and differences between the works of Dali and Magritte. Year 6 pupils also create pictures to display movement in people, using dynamic activities in physical education as a starting point and create self-portraits using pastels on black paper in the style of Jan van Eden.
96. The quality of teaching in the few lessons observed throughout the school was at least good and sometimes very good; it promoted effective learning. Particular strengths of teaching include: good subject knowledge, high expectations, good management of pupils, very good relationships and very

good teamwork between teachers and support assistants. Literacy is very well promoted in art. For example, Year 6 pupils listened to poetry about dream imagery which led to their creation of surrealistic images.

97. At the time of the last inspection there was no scheme of work for art and this limited pupils' progress. The curriculum has greatly improved since the last inspection. There are now schemes of work based on national guidance and the subject is enriched by visits to galleries and by professional artists working with pupils. For example, pupils recently worked with the local potter to produce attractive tile work. The school is currently working with local schools towards an arts week later in the term. Good use is now made of ICT to support the art and design curriculum.
98. Leadership and management of the subject are now good. The new subject leader is a subject specialist and has worked closely with a Beacon school where art and design is a particularly strong feature to develop the subject and teachers' skills further. This has led to greater confidence in the teaching of art and design, a much-improved curriculum and the raising of standards. The new co-ordinator has already begun to monitor teachers' planning and collate portfolios of pupils' work. She has established an action plan for art and design and rightly sees the further development of assessment of pupils' work in art against National Curriculum criteria.

DESIGN AND TECHNOLOGY

99. Standards of attainment have improved since the last inspection and, at the end of both Year 2 and Year 6, reach national expectations. The school has put considerable effort into reorganising the curriculum, so that skills are now systematically taught, with pupils of all abilities making steady progress. Pupils in the Reception and Year 1 learn how to use a knife safely when making a fruit salad. They design and make a house using cardboard and placing hinges on the door. By the end of Year 2 pupils join sheets and reclaimed materials, learning about wheels and axles when making a moving toy. Pupils in Years 3 and 4 design and make an attractive purse using felt, lace, braid and seeds. They learn to sew joining two pieces of fabric identifying and recording the advantages and disadvantages of using various materials to make the purse. They also designed packaging for chocolate. Pupils in Years 5 and 6 tasted a variety of sweet and savoury biscuits, then formulated a recipe for their own and baked them. They also designed and made soft slippers using a variety of fabric and sewing techniques.
100. Design and technology (DT) is taught in blocks of units, which allows for pupils to practise skills of designing, making and evaluating the effectiveness of the models they make. Work is often underpinned by some background study into the mechanism to be incorporated into models. This is successful in providing pupils with a technical background for model making and pupils consistently apply this knowledge to the models they make. In Year 4 and 5, for example, pupils looked at how cams made various toy models work and were able to use the principles they had learnt in making their own models.
101. Pupils take care when making models, paying close attention to finish. For example, battery driven vehicles made by pupils in Year 6 reflected the care they had taken. As a result, all models had an individual feel, with pupils putting their personal stamp on their work.
102. The quality of teaching is satisfactory. Teachers ensure that pupils design models before embarking on the making. Occasionally these are of a good quality. In Year 2 for example one pupil showed how the various parts of his car would fit together. Often, however, designs are more like drawings, which, although labelled, do not show how the model will progress through various stages. Although pupils invariably evaluate their work it remains the weakest element of DT. Comments lack depth and give insufficient detail to suggest that pupils have learnt enough from mistakes or problems they encountered, or have considered how well their model meets the design requirement. For example, one pupil in Year 6 commented that next time he *would make a different and easier car*, without giving any particular details.
103. Leadership and management of the subject is good. The co-ordinator has been successful in putting together a scheme of work, ensuring that all teachers provide suitable opportunities for all elements of DT. A manageable assessment system has been put in place, but it is too early to see how well this

directs future work. The co-ordinator has been able to keep an overview of how well the scheme has been implemented, but this lacks the rigour required to focus on improvements.

HUMANITIES (GEOGRAPHY AND HISTORY)

104. Standards in geography and history are in line with national expectations by the end of Years 2 and 6. Pupils make satisfactory progress as they move through the school in developing their skills, knowledge and understanding in all the aspects of the subject.
105. By the end of Year 2, pupils have a secure understanding of the local area, how people's lives and places differ and change over time. In history, they learn about some characters from the past such as Eglantyne Jebb, the founder of Save the Children Fund. They learn how people's lives are affected by new inventions. For example, they find out how the invention of the car, aeroplane and space shuttle has changed how people get around and what they know of the world around them. In geography, on walks around the area close to the school, they learn how to look at the buildings around them to learn more about the place in which they live and to compare it to places they have visited such as Shrewsbury. They learn the main countries of the United Kingdom and know where Telford is and some of the main cities such Birmingham. They begin to draw simple maps of the local area marking significant buildings or landmarks.
106. In history, by the end of Year 6, pupils have developed a secure understanding of important civilisations in history, such as the Ancient Egyptians as well as different periods of British history and of how people lived then. This helps develop their ability to appreciate how people lived in the past and how it is different from their own lives. In geography, pupils know that areas of the world have different climates and understand that this affects the way people live. A strong emphasis is placed on environmental aspects of the subject. For example, through a topic looking at the effect of traffic calming measures in the area and through a topic on recycling, pupils develop a secure understanding of how people can have a positive and negative effect on the environment.
107. Very few lessons were seen during the inspection of either history or geography. However, from looking at teachers' planning and pupils' work it is clear that teaching of geography and history is satisfactory and sometimes good throughout the school, particularly in Years 2 and 6. Teachers have secure subject knowledge and involve pupils in a range of activities that develops their interest and their skills and understanding of both subjects effectively. A strength of the teaching is the effective way that teachers use the local area and visits to other towns and museums as the focus for topics. In Year 6, the teacher expects pupils to present their work in topic booklets which reinforces their literacy and presentation skills well. However, this is not consistent throughout the school. In some classes commercial worksheets are used too much so the opportunities are restricted for pupils, particularly the higher-attaining pupils, to use their literacy skills to express their own opinions and views. Although teachers encourage pupils to research using a good range of different sources of information, including the Internet, there is little evidence of ICT being used consistently in lessons. However, in the lesson seen in Years 3 and 4, activities were varied carefully to match the broad range of ages and abilities in the group. Pupils were managed very well, so they behaved well and got on with their work. Consequently, the lesson had a positive and purposeful atmosphere based on very good relationships between pupils and adults.
108. The subject is soundly managed by the co-ordinators. Although neither subject has been a whole-school focus, subject policies and schemes of work have been revised since the last inspection, in the light of the latest national guidance. Consequently, pupils' skills, knowledge and understanding develop steadily as they move through the school. An appropriate assessment procedure has been introduced to help teachers know what each pupil has learnt in the topics and how their 'key' subject skills are developing. The co-ordinators have a clear understanding of the strengths of their subject and what they want to develop further. The school's use of the town and the visits pupils make to places such as Blists Hill and Shrewsbury means that both subjects make a good contribution to pupils' personal development.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards are above those found nationally at the end of Years 2 and 6. This represents very good improvement since the last inspection, when attainment was found to be below the national average throughout the school. Recent improvements in the school's provision of resources for ICT have already had a positive impact on teaching and learning, which have led to improved standards. This, together with the European Computer Driving Licence and New Opportunities Fund training undertaken by teachers, has addressed the previous shortcomings very well.
110. By the end of Year 2 most pupils use the computer confidently to organise and present information in a variety of ways. They find and save their work and use text and images appropriately, cutting, copying and pasting their work as required. They use programs to distort images and successfully create exciting pictures in art, producing attractive pictograms and taking pride in their work. Higher-attaining pupils know that the regions for inputting data are known as fields and have a good knowledge of using 'search' to find information on the computer.
111. The quality of teaching is good and sometimes very good, especially in Years 2 and 6. As a result pupils learn techniques such as selecting and changing fonts skilfully, when working at word-processing tasks. Teachers provide very good opportunities for paired work so pupils work co-operatively at the computer, for example, when using a database to find favourite car colours and the numbers of cars in a family.
112. Pupils continue to develop their computer skills as they move through the school. For example, Year 4 pupils collect information from a questionnaire and produce pie charts and bar graphs to record results of a spelling test. In a Year 5 lesson, pupils edited text using a variety of presentation techniques. The topic was linked to their homework task of writing instructions on how to complete a piece of printing work, which followed a previous art lesson on printing using polystyrene tiles. They demonstrated good skills in using the copy and paste functions and developed their skills of re-sizing pictures to fit a given space, using the mouse well to control the cursor accurately. In Year 6, pupils have continued to develop their skills well and are achieving levels which are above those found nationally in many areas. For example, they use the Internet for carrying out research tasks, they send and retrieve email with precision, they produce computer-aided artwork, they construct website pages using hyperlinks and they manipulate databases accurately. In a Year 6 lesson pupils used Microsoft Publisher to create linked pages to the school's new website. Pupils worked methodically together to select and import clip art rapidly and choose different font styles, colours and text effects including drop shadows. Higher attainers created a homepage with moving icons, linking this to three other pages. The teacher made very good use of the interactive whiteboard, which enhanced the quality of teaching and learning. Because the work was practical, interesting and enjoyable, and because of the good provision of hardware and software, pupils of all abilities made good gains in learning. The use of two additional adults to work with individuals and groups was very effective and ensured that all pupils were fully included and appropriately supported.
113. The use of ICT to support work in other subjects is good. In art, Year 2 pupils used a digital camera with the computer to turn pictures of flowers into Monet style paintings. In geography, Years 3 and 4 pupils produced posters about recycling on the computer, researching the Internet on recyclable materials. In design and technology, they used a paint program on the computer to design and make wrapping paper, developing images using repeating patterns. In Years 5 and 6 pupils used a paint program to create a poster, tickets and invitations for the school's production of *'A Midsummer Night's Dream'* as part of their English topic. This was a worthwhile addition to the lesson and good use of ICT to enhance learning.
114. When they are working on the computers pupils enjoy the activities, they work hard at their tasks and show very good attitudes. The subject makes a good contribution to pupils' social and moral development as they learn to work together and need to work together, to share and take turns. Teachers make good use of the correct vocabulary when talking about the work and they expect the pupils to do the same, which they do. This makes a good contribution to the development of literacy skills. Numeracy skills are equally well promoted through the use of databases and the production of pie charts, pictograms and bar charts.
115. The subject is well led and managed by the subject leader. She has a clear view of how the subject should develop, and has already done much to address issues such as the provision of training to

increase teachers' confidence and subject-knowledge and the development of the curriculum. The use of the new computer suite, including the interactive whiteboard, has been well managed. Every class has dedicated computer time in the computer suite for one lesson each of literacy, numeracy and information and communication technology as well as an additional lesson to support learning in other subjects. New hardware and software have been acquired and are beginning to have an impact on the ways in which teachers work. Assessment procedures are developing and a portfolio of assessed work has already been produced. There is a good action plan in place for the further improvement of the subject, which rightly includes the further development of assessment and the greater use of computers to support research in other subjects.

MUSIC

116. Although it was only possible to observe one music lesson during the inspection, there is sufficient evidence to make secure judgements. Evidence included observation of music in assemblies, singing practice, an analysis of the pupils' work including audio tapes and discussion with the co-ordinator and pupils. Standards in music have been maintained since the last inspection so that by the end of Year 6 pupils' attainments are in line with national expectations. Pupils make satisfactory progress in appraising and composing music and they make good progress in singing.
117. In the Year 1 lesson seen, pupils knew simple songs and created rhythm patterns by tapping out their hands while speaking the words. As they move through the school pupils improve their singing so that by the end of Year 2 they sing confidently in tune. By the end of Year 6 pupils have developed their singing ability well, singing with expression and keeping accurate time. For example, in a Year 6 history lesson on John Lennon, pupils listened carefully to his song 'Love is Real' and then stood up and joined in singing confidently; they performed well-conceived miming actions to the lyrics to express the message of the music more intently. Pupils use recordings of songs and compact discs to appraise different styles of music and they have produced their own recordings of singing and performing.
118. Teaching in music is satisfactory overall and in the one lesson observed it was good. The teacher has good subject knowledge and delivered the lesson at a lively pace, so that pupils worked productively and sang enthusiastically. She maintained very good relationships throughout so that pupils listened carefully and showed respect by following instructions and behaving very well.
119. The subject is currently led and managed effectively by the headteacher as there is no music specialist. He has developed clear priorities for development which includes purchasing additional specialist music time and working more closely with the LEA adviser for music. Although provision for music is satisfactory the school provides a good range of extra curricular opportunities to enrich pupils' experiences. Pupils participate in musical productions such as *'Macbeth'* and a *'Midsummer Night's Dream'* working with the company Shakespeare For Kids, which considerably enhances their performing skills. Pupils also benefit from music workshops led by musicians external to the school, for example, music and mathematics and African Jigsaw, which greatly enhanced pupils' awareness of music from a different culture. Although there is currently no music club, pupils participate in a school choir after school and perform concerts for the elderly and liturgical activities such as carol singing in the church. A number of pupils currently learn to play instruments with visiting specialist teachers from the local authority. Pupils learn a range of instruments including recorders and brass instruments.

MODERN FOREIGN LANGUAGES – FRENCH

120. French has been introduced recently to the school curriculum. It is taught very effectively and is enthusiastically received by pupils as an addition to the curriculum. Previously, the subject was available from a commercial organisation; lessons were taught to pupils from Year 3 – 6 and were paid for by parents. More recently, some Year 5 and 6 pupils have learnt French during a lunchtime club. French has been taught as a class lesson to the oldest pupils in the school, consisting of mainly Year 6 and also a few Year 5 pupils. It is taught once each week and there is some conversation during registration. There have been six lessons to date.

121. After a short time learning the language, pupils' achievements are good. Many pupils already ask and answer questions about a variety of topics including their name. They understand simple instructions from the teacher and respond quickly to these. Pupils count up to 20 fairly accurately and know many colours. They enjoy singing in French and this is helping them to gain confidence in the use of the language and improve their pronunciation. Pupils are at the very early stages of reading and writing the language.
122. The quality of the teaching and learning is very good. The teacher speaks French fluently and the lessons contain a very good variety of activities, proceed at a brisk pace and they are fun. For example, pupils were given bowls of sweets and had to ask each other for a number of sweets. The other pupil counted out the sweets as they were handed over. Pupils learned to recognise numbers very quickly when they played a number Bingo game. They were very competitive and groaned when the activity finished because they wanted more. The teacher places an appropriate emphasis on conversational French and expects pupils to attempt responses in the language. However, she cleverly changes from French to use English briefly, or uses actions, to support less confident pupils. Pupils who have learnt French in the past are known to the teacher and they are challenged by individual questions. The teacher chose one able pupil to take part in role-play, modelling a conversation for the rest of the class. Pupils were very proud of their skills in the language when they visited their secondary school and feel more confident about learning in their next stage of education. The lessons are well planned with a good rate of progress expected. Children enhanced their use of the language by singing two French carols during the Christmas production. They have also used the computer to research 'Noel en France'.

PHYSICAL EDUCATION

123. Although only two lessons were observed during the inspection there is sufficient evidence to make judgements about teaching or attainment in all of the elements of physical education (PE).
124. By the end of Year 2 and Year 6, pupils reach standards in games skills that are in line with national expectations. This is indicative of steady progress through Years 1 to 6. Pupils learn new skills and achieve reasonable standards in catching and throwing as a result of effective teaching, practice and applying the skills in small team games. By observing demonstrations they learn how to carry out a range of passes satisfactorily and benefit from watching the more competent pupils performing activities to reinforce key points.
125. Standards in swimming are also in line with national expectations. The school's well-conceived policy of enabling all pupils from Year 1 to 6 to experience swimming for part of the year is paying dividends; by the time they reach Year 6 the vast majority of pupils are competent swimmers.
126. Teaching is good. Teachers have a secure knowledge of the subject and maintain very good relationships with pupils. They encourage pupils to warm up before exercise, demonstrate activities well, sometimes making good use of pupils for this, and have high expectations for pupils' learning. Teachers make good use of lesson time, ensuring that all activities are covered and the learning objectives are fully met, for example, in a Year 5 lesson where pupils practised running skills and worked as a team in a relay race changing the baton.
127. Leadership and management is good. The co-ordinator's obvious enthusiasm for PE ensures that it has a high profile in the school. The curriculum is enriched by a broad range of clubs and by schemes designed to promote activity during lunchtime. As a result, pupils enjoy an active time in school and PE makes a telling impact on pupils' social development. For example, during sports day teams are made up from pupils from Year 1 to 6. The scheme of work for PE is detailed; it ensures a balance across all elements of PE and makes sure that skills build well upon each other. Assessment, however, is still at the early stages, with the co-ordinator's plans yet to be put into place.