

INSPECTION REPORT

NEW FORD PRIMARY SCHOOL

Smallthorne, Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124023

Headteacher: Kate Quick

Reporting inspector: Brian Aldridge
17454

Dates of inspection: 30th June to 3rd July 2003

Inspection number: 248528

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Brownley Road Smallthorne Stoke-on-Trent
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Pam Abbotts
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17454	Brian Aldridge	Registered inspector	Educational inclusion; Mathematics; Information and communication technology (ICT)	What should the school do to improve further; The school's results and achievements; How well are pupils taught; How well is the school led and managed
14178	Pat Willman	Lay inspector		How well does the school care for its pupils; Pupils' attitudes, values and personal development; How well does the school work in partnership with parents
20911	Judy Dawson	Team inspector	Special educational needs; English; Music; Religious education	
18143	Bernice Magson	Team inspector	English as an additional language; Science; Geography; Physical education	How good are curricular and other opportunities offered to pupils
2818	Graham Warner	Team inspector	Foundation Stage; History; Art and design; Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New Ford Primary School is a larger than average primary school with an increasing roll, now 323 (163 girls, 160 boys). It draws pupils from generally below average socio-economic backgrounds. There are 30 children in the nursery and 33 in the school's reception class. Few pupils come from minority ethnic families, some of whom receive support to develop their bilingual skills. Thirty-three pupils are on the school's register for special educational needs, including six pupils who have statements. Both of these proportions are in line with national averages. Needs range from moderate learning, emotional, behavioural and social and physical difficulties. About 23 percent of pupils are eligible for free school meals, a figure in line with the national average. Pupils' attainment on entry to the school is well below average, particularly in their communication, language and literacy skills. A high proportion, a third of the pupils, change school from the end of Year 2 to Year 6. There was a supply teacher in the school during the inspection.

HOW GOOD THE SCHOOL IS

This school provides a satisfactory standard of education. The school is well led by the headteacher and teaching, although satisfactory, is improving. Due to recent initiatives in terms of pupils' personal development, their self-esteem and rates of learning are improving. The commitment to succeed is very strong and shared throughout the school's community. The school provides good value for money.

What the school does well

- Standards in art and design, design and technology and music are above average
- The rates of achievement and the quality of teaching in the Foundation Stage¹ and Years 3 and 4
- The headteacher is a good leader and manager
- Very good provision for pupils' spiritual, moral, social and cultural development encourages very good behaviour, attitudes and personal development
- Children and pupils are very well cared for
- The relationship between the school and parents is very positive and supportive

What could be improved

- The standards in reading and writing across the curriculum
- The quality of teaching in some classes

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in January 1998 it has effectively tackled the key issues in the report and achieved a satisfactory rate of improvement, which has increased over the past few years. Standards are now rising and pupils' confidence in their own capabilities is increasing. The quality of teaching has improved and the curriculum is rich with experiences that help pupils understand the world around them. The subjects that were a focus for improvement in the last inspection report have made a very good rate of improvement. There is a growing confidence in the school and a very strong commitment to school improvement. The school's work is very well focussed on its aims and values, and especially on raising standards in English, mathematics and science. The school's capacity to improve is very good.

¹ The Foundation Stage includes both nursery and reception years

STANDARDS

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

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

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

Standards are rising and the rate of achievement is improving as better teaching ensures pupils are challenged and higher expectations are set continually.

From the time they join the nursery class to the end of the reception year, children generally make good progress, though the standards they reach when they enter Year 1 are below average in the key areas of communication, language and literacy, mathematical development and knowledge and understanding of the world. They match the nationally defined Early Learning Goals in the three other areas of learning.² The 2002 national test results at the end of Year 2 showed that standards in reading and mathematics were below average and in writing were average. Standards in science were well above average, this difference due the lack of accuracy of teacher assessment in science. When compared to schools with similar intakes, standards in reading and writing were above average and in mathematics were average.³ Inspectors found that in the present Year 2 pupils generally attain below average standards in English and mathematics and average standards in science. There have been rearrangements of classes in Years 1 and 2 this year, beyond the school's control, which have detrimentally affected the rate of pupils' achievement. Pupils' achievement in Years 1 and 2 is satisfactory overall.

Standards in the 2002 Year 6 national tests are shown in the table above. In the present Year 6 standards in English, mathematics and science are below average, having risen in mathematics and science during the past year in response to improved provision. Standards in the present Year 6 are adversely affected by higher than average proportions of pupils with statements of special educational needs and higher levels of need. The high rate of mobility in the upper part of the school is also an impediment to faster progress. Achievement in Years 3 and 4 is now good but it is not yet sustained in Years 5 and 6. Pupils do better in art and design, design and technology and music than in other subjects.

Boys and girls appear to be making similar rates of progress with the usual picture of differences between the genders. Pupils with special educational needs and bilingual pupils make good progress. This is also the case with pupils who are identified as having a gift or talent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school, learning and each other. They are diligent and choose to work hard at all times. They are willing

² The other areas of learning are personal, social and emotional development, physical development and creative development. The Early Learning Goals summarise the attainment expected of children when they enter Year 1.

³ Similar schools comparisons are based on the proportion of pupils eligible for free school meals and take no account of other important factors that affect attainment such as the proportion of pupils with SEN and pupils' mobility.

	participants in as many of the school's activities as they can manage.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. In classrooms, assemblies and when working in different sized groups pupils behave extremely well. Pupils say there is no bullying or unkindness towards pupils of different races and genders. Inspectors saw no evidence of any inappropriate behaviour.
Personal development and relationships	Very good. Older pupils work and play well with their younger friends. They develop into confident children because everyone in school works hard to raise their self-esteem.
Attendance	Unsatisfactory. Most children love coming to school but there are a small number of pupils who do not attend school for very long periods of time.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, but there are significant variations between classes and year groups. The best teaching occurs in the Foundation Stage and in Years 3 and 4 and one class in Years 5 and 6. Learning is good in these classes and pupils achieve well. Progress is satisfactory in Years 1 and 2 and 5 and 6. In these classes the pace of lessons is sometimes too slow, expectations of what pupils should do are sometimes too low and the challenge provided by tasks does not always make pupils think hard enough. Literacy and numeracy skills are taught satisfactorily. Pupils have enough opportunities to use their numeracy and ICT skills in other curriculum areas but this does not apply to their literacy skills, which are insufficiently applied and practised. Pupils with special educational needs have their needs met well because of the good working relationships between teachers and learning support assistants. Meeting the needs of other pupils is dependent upon the teaching skills in particular classes. Where teachers have high expectations of aspects such as handwriting, speaking and listening, pupils rise to the challenge. Generally pupils are very enthusiastic learners. They are keen to work hard, concentrate well and show growing levels of independence. Teaching has improved since the last inspection but there is still work to do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; there has been a good improvement since the last inspection. The curriculum is full of opportunities for pupils to extend their learning in art and design, science, music, geography, history and religious education. Learning is extended well by visits and visitors to the school.
Provision for pupils with special educational needs	Good; the work of learning support assistants is very important as they help pupils make good progress
Provision for pupils with English as an additional language	Good, although the good practices are not described in a school-wide policy.
Provision for pupils' personal, including spiritual,	Very good in all aspects of pupils' development.

moral, social and cultural development	
How well the school cares for its pupils	Pupils are very well cared for. Assessment techniques are beginning to take effect in helping teachers identify areas for improvement but there is little tracking of progress.

The school tries very hard to work well with parents and offers a great many initiatives so that they can help their children continue their learning at home. The provision for extra-curricular activities is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and clear leadership of the school and is very focussed on raising standards of attainment. Management systems help teachers promote better rates of achievement although they have yet to be fully effective. Leadership in other roles is not yet fully developed. Coordinators do not manage budgets tied to their subject improvement plans although they have a good knowledge of what needs improving.
How well the governors fulfil their responsibilities	The governors work well on behalf of the school. They are good advocates for the school and take their responsibilities seriously. They have a good working knowledge of the strengths and weaknesses.
The school's evaluation of its performance	Good; the headteacher has organised teaching strengths to meet weaknesses identified in an analysis of assessment data.
The strategic use of resources	Good; careful note is taken of the needs of pupils and the headteacher and governors have developed a strong watching brief to ensure that financial matters are carefully managed.

Accommodation is good; resources are at hand and well maintained. There are enough teachers and support staff to help pupils learn effectively. The school applies the principles of best value well. There is still some way to go to turn the recent initiatives, such as those on assessment, into school-wide systems but the rate of change since the headteacher was appointed has been rapid. This has had most effect on the steep increase in rates of confidence and the 'can-do' attitudes of adults and pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like coming to school, make good progress The school provides an interesting range of activities outside lessons. Teaching is good, children behave well and they get the right amount of work to do at home. Parents feel comfortable about approaching the school and the school works closely with parents. The school expects children to work hard and they are helped to become mature and responsible. The school is well led and managed. 	<ul style="list-style-type: none"> No significant concerns were raised about the work of the school.

Parents think very highly of the school. They raised no significant issues before or during the inspection. The strength of parental opinion is seen in the high return rate of the questionnaire and of their high opinion of the school's work which has improved significantly since the last inspection. Inspectors agree with many of the parents' views; there is still work to do to improve standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. There are several factors which need to be taken into account when analysing the schools results and trends:
 - A third of the pupils in Years 3 to 6 change school each year, at times other than the beginning of the school year. It is more difficult for teachers to track progress and ensure that learning takes place if a significant proportion of pupils enter and leave school frequently
 - The pupils enter the school tend to have more learning needs than those who leave and the pupils who stay make at least satisfactory and often good progress
 - The proportion of pupils with special educational needs has doubled since the last inspection
 - The attainment on entry has fallen since the last inspection and particularly so in communication, language and literacy.
2. Since the last inspection, when standards were judged to be broadly average, the proportion of pupils who have special educational needs has doubled and attainment on entry has fallen from average to well below average. It is especially low in the key area of communication, language and literacy. The school's trend was broadly in line with the national trend over the past five years, even though the school did not meet its targets last year. The results of the most recent national tests and tasks are given below.

National test and tasks results for 2002			
Year 2		Year 6	
Reading	- Below the national average and above that of similar schools	English	- Below the national average and in line with similar schools
Writing	- In line the national average and above that of similar schools	Mathematics	- Well below the national average and below that of similar schools
Mathematics	- Below the national average and above that of similar schools	Science	- Well below the national average and that of similar schools

3. Children enter the nursery and reception classes, which make up the school's Foundation Stage, with low skills in communication, language and literacy and generally well below the average levels of skills and knowledge usually seen for children of this age. They make good progress in all areas of their learning. This is because teachers plan work, which builds well on what children already know and can do. This is where children begin to develop the sense of confidence which characterises pupils' learning throughout the school. Children are taught that they can achieve well and they develop high expectations of themselves. The Foundation Stage gives children a thoroughly good preparation for learning as they move into the early years of the National Curriculum.

Areas of learning	Standards	Achievement
Communication, language and literacy	Below average	Good
Mathematical	Below average	Good
Knowledge and understanding	Below average	Good
Creative	Average	Good
Physical	Average	Good
Personal, social and emotional	Average	Good

4. Inspectors found that the quality of pupils' learning mirrors the quality of teaching in each year group team. Achievement is good in the Foundation Stage, in Years 3 and 4 and in one class in Years 5 and 6. In these classes where teaching is strong learning is rapid and pupils are interested and make good progress over time. Consequently, pupils in Year 4 are achieving standards that are in line with those expected for their age. Pupils never show less than high levels of interest but at times the pace of learning is slow and expectations of what pupils can learn are too low. In these lessons achievement is satisfactory but does not match the good rates seen elsewhere.

Standards in the work seen in English, mathematics and science.
<ul style="list-style-type: none"> • English is below average in Year 2 and in Year 6 • Mathematics is below average in Year 2 and in Year 6 • Science is average in Year 2 and below average in Year 6

Inspectors judge that standards are rising. However, there are a number of reasons for the variations in standards.

- There are more pupils with higher levels of special educational needs in Year 6 than in other year groups. The governors and headteacher also indicate that teaching has improved in Years 3 and 4 and the historical lack of provision in these year groups affects the attainment levels of the present Year 6
- The dip in standards at Year 2 coincides with class sizes rising from 18 pupils to 30 and corresponds with a very good teacher moving from Year 2 into Years 3 and 4 to improve provision in that team
- The headteacher has been in post for just under three years and in that time has introduced a set of key school improvement measures that are clearly resulting in higher standards. For example, standards in art and design, design and technology and music have risen since the last inspection and the serious flaw identified by the school in Years 3 and 4 has been corrected
- As more practical activities are added to the school's curriculum, pupils become more enthused and see the value of their learning. This is particularly the case in mathematics, for which many pupils express a preference
- There has been too little concentration on the organization of writing and too few opportunities for pupils to write at length. This means that pupils who learn by remembering what they have written are at a disadvantage. Equally if their written work is not sequenced properly pupils cannot look back at their work to see if they have improved
- There are now good quality systems, such as the monitoring of teaching and the work of learning support assistants, whose impact is beginning to

work through into Years 5 and 6 and into Years 1 and 2. The plans the headteacher has for staffing will spread further these good practices.

Generally, girls do better than boys in the Year 2 tests and tasks but boys tend to catch up so that by the time they reach Year 6 there are no discernible differences.

5. There have been some improvements in the standards in other subjects of the curriculum.

Standards achieved in other subjects		
Subjects	Year 2	Year 6
Art and design	Above average	Above average
Design and technology	Above average	Above average
Geography	Average	Below average
History	Average	Average
ICT	Average	Average
Modern Foreign Language – French		Average
Music	Average	Above average
Physical education	Average	Average
Religious education	Average	Average

In **art and design** standards have improved very well since the last inspection, largely due to the determined work of the co-ordinator and the headteacher to improve the quality of teaching. There is now a good curriculum and learning opportunities are progressive and interesting. Visits out of school further encourage pupils' enthusiasm for the subject. In **design and technology** standards have improved very well throughout the school under the leadership of a skilled co-ordinator. Teachers have gained in subject knowledge and now plan more learning opportunities which are carefully sequenced. Standards in **geography** are similar in Year 2 to those at the time of the last inspection; standards have fallen in Year 6. This is partly the result of the lack of a permanent co-ordinator to lead the subject and ensure, for example, that pupils' learning is progressive. The recently appointed co-ordinator in **history** has drawn up an action plan that addresses well the needs of the subject in which standards have been maintained since the last inspection. Standards in **ICT** are improving; as more resources and better teaching are helping pupils to make up lost ground. In **French** the seven week teaching block helps prepare pupils for their move to secondary education; pupils make good progress. This subject has been introduced since the last inspection. In **music** a highly skilled co-ordinator has helped improve provision for the subject since the last inspection. However, despite that standards in Year 2 have declined a little. Standards in **physical education** have been maintained while aspects of teaching and provision have improved. In **religious education** pupils' knowledge of a range of religions is impressive.

6. Pupils with special educational needs make good progress throughout the school. This is because the majority of the teachers and all the teaching assistants support these pupils very well. Pupils have a range of difficulties related to attainment in English, mathematics or personal development. Each pupil has an appropriate individual education plan and all know their targets.
7. Bilingual pupils make good rates of progress. They are well supported by learning support assistant in classes but the school's provision is not recorded effectively in a school-wide policy. Higher attaining pupils did well in the national tests at the end of Years 2 and 6. They enjoy the practical nature of the work and their memory skills are

good enough for them to retain what they have learned. However, those pupils who do not have good memory skills find it difficult to remember their learning because they do not record what they have learned and what they do record is not organised sequentially.

Pupils' attitudes, values and personal development

8. Because of the strong spiritual, moral, social and cultural values promoted by the school, pupils have very good attitudes to their learning and play a full part in school life. Parents are very supportive of these values and this is a significant element in pupils' very positive attitudes. Behaviour in lessons and around the school is very good and usually excellent in assemblies. Relationships between the pupils and with the adults who work with them are very good, based on care and respect for each other. As a result, the school functions as a mutually supportive, happy and cohesive community. The quality of this aspect of the school's work has been maintained well since the last inspection and is a significant strength of the school.
9. The children in the Foundation Stage have very positive attitudes to school, taking part enthusiastically in all the interesting and exciting activities prepared for them. The excitement generated by the introduction of the Roamer into the Nursery was tangible and the children were thrilled when they were able to make it move. Because their teachers make it quite clear what is expected of them, they feel secure and grow in confidence and independence. Teachers understand how these young children learn and, as a result, learning is fun and the children thoroughly enjoy coming to school. They play happily together, sharing resources and ideas. They are friendly and inquisitive and are keen to talk about what they are doing. Because they have very good relationships with their teachers and other adults who work with them, they are very responsive to instructions and behave very well.
10. All pupils have very positive attitudes to school and this makes a very significant contribution to the high quality of school life. Pupils comment that the headteacher has made school life much more interesting and fun. Particular strengths in pupils' attitudes are:
 - they enjoy coming to school
 - they find many of their mathematics lessons and science experiments interesting, and work hard to please their teachers
 - the delightful artwork around the school exemplifies their enthusiasm and interest in creative design
 - pupils are buzzing with excitement - and some trepidation - about the upcoming performance of Bugsy Malone, determined to do as well as they can and prepared to work hard to achieve this
 - they are very keen to take part in the excellent extra-curricular clubs and many thoroughly enjoy the opportunities to be involved in community artistic and musical events
 - pupils enjoy the residential and other visits many of which are educational, but some are just for fun, for example, visiting the cinema to see a Harry Potter film

In a few lessons in Years 1 and 2 and in Years 5 and 6 when lessons are boring and pupils are not challenged, a few lose interest and concentration and do not do as well as they can.

11. Because all staff expect pupils to behave well, the standard of behaviour in lessons and around the school is very good. This creates a well-structured and very orderly

community in which pupils clearly understand the boundaries set. The behaviour of Years 3 and 4 pupils before, during and after their swimming lesson was exemplary. All thanked the bus driver, changed quickly and were ready and eager for their lesson. They know and respect the school rules and disapprove of those who misbehave. The behaviour of all pupils in assemblies is excellent. Pupils are very courteous to adults and treat the school building and resources carefully. During the current academic year one pupil has been permanently excluded for persistent disruptive behaviour culminating in a serious assault on a member of staff.

12. Pupils' personal development is very good. The school is very successful in developing self-confidence and self-esteem and, as a result, during their time in school the pupils mature into friendly and sociable individuals able to make sensible decisions about their lives. For example:
- pupils value their friendships highly and relationships amongst them and with their teachers and other adults who work with them are very good and often excellent
 - in lessons, pupils co-operate well and improve their work as a result
 - they show concern when a friend is hurt or upset and try to help them
 - no deliberately unkind behaviour was observed during the inspection
 - they enjoy being given responsibility and are conscientious about their jobs
 - older pupils are very good role models for their younger friends
 - during many of their lessons, they learn the value of respecting others' viewpoints and tolerating differences
 - in their religious education lessons, pupils empathise with the feeling of others in difficult situations
 - in their personal, social and health education lessons and circle time pupils share their feelings and concerns and help each other to find solutions
 - most pupils are able to organise their homework and submit their assignments on time
13. A particular strength in pupils' personal development is the 'Buddy system'. Buddies are everywhere on the playgrounds, keeping an eye on the younger pupils and organising games for them. They show genuine kindness and thoughtfulness in the way in which they deal with them. This is a significant element in the purposeful and happy playtimes and younger pupils say that this makes them feel secure and happy. Because of the very good relationships between the pupils, there is very little bullying and pupils are confident that the school will help them if they are unhappy. Pupils comment that there is no unpleasant name calling and they are never made to feel isolated because they are different. The headteacher's suggestion box is full of good ideas to improve school life and, because the headteacher takes all suggestions seriously, pupils are often able to see their ideas come to fruition.
14. Attendance is lower than at the time of the last inspection. It is below that found in most primary schools and is unsatisfactory. Although there are about ten per cent of pupils who do not attend regularly enough, there are a very small number of pupils who attend school rarely and this has a significant impact on overall attendance. The majority of pupils attend well and on time, although a small number are regularly late. Registration is quick and efficient and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

15. The quality of teaching has improved since the last inspection. There is less unsatisfactory teaching and more teaching which was very good or excellent. However, there are variations between classes, teams of teachers and subjects.

Equally there are strengths throughout the school. Generally, teaching in Years 1, 2 and in two classes in Years 5 and 6 is satisfactory and pupils make satisfactory progress. In the Foundation Stage, Years 3 and 4 and one class in Years 5 and 6, teaching is never less than good and at times very good or excellent. In these classes learning is rapid across the curriculum, including literacy and numeracy skills, which are taught satisfactorily overall.

16. Teachers plan well. They plan different levels of work for pupils to match their needs. They identify clearly what each group should learn, including the mental and oral starters in mathematics. Teachers often asked specific questions of the groups in their classes. This helps pupils to feel positive about their work and ensures they are stretched
17. Adults manage children and pupils very well and develop very good working relationships. In the lessons seen, teachers rarely needed to correct unsuitable behaviour. Because relationships are very good pupils work hard at every opportunity. Pupils behave very well and with mutual self-respect.
18. Teachers and learning support assistants work very well together. The high level of skills of support assistants is an important factor in the learning that takes place in classrooms. Most assistants record the responses from each pupil to ensure they are working in a focused manner. They keep very good quality notes of how pupils are doing so that teachers understand the progress each makes. They are active in helping teachers plan the next stage of learning and who in turn ensure that learning support assistants are well briefed to help pupils in each lesson.
19. Homework is used well throughout the school. From the Foundation Stage to Year 6 there were many references by teachers to pupils to continue pupils' learning at home. At times pupils were asked to look for machines which were controlled by computers in their house. At others pupils were asked to look for particular pieces of information. Reading is a regular activity at home as is learning spellings and tables.
20. In the Foundation Stage there are no areas of comparative weakness and many areas of strength. Children learn effectively because of consistent, high quality work from teachers, nursery nurses and learning support assistants. Resources are used effectively and there is much joint working to ensure that learning opportunities are well planned and carried out.
21. The comparative weaknesses in other classes are concerned with three main areas; at times, lessons lack pace, too little is expected of pupils and they are not given difficult enough work to make them think hard.
22. In some lessons introductions are too slow and maintain this rhythm without increasing. In the best lessons, learning gets off to a cracking pace. For example, in physical education in Years 5 and 6, in most of the mathematics and the music lessons seen and in other lessons across the curriculum. Teachers prepare pupils well for the main sections of the lesson by telling them, 'lets warm our brains up, ready for work'. In the same lessons teachers give pupils very tight time limits to complete their work and stick to these two-minute, for example, periods. Pupils in these lessons could not get enough of this sort of work. They felt challenged and excited.
23. In some classes, for example in Year 1, pupils are not always expected to work hard enough because too little work is set for pupils to complete. In other classes, the work was not challenging enough and teachers did not pick up on whether pupils' work had

improved. This is because most of pupils' writing is organized into one exercise book. Inconsistent marking is also a factor. In some classes, where work is marked well and is not simply ticked, pupils add the notes of what teachers write to the feedback they receive in the lesson. This means they have a very clear idea about what to do to improve. When they return to the subject they have a good working knowledge of their targets. This lack of expectations also impacts on pupils speaking and listening skills; too often pupils get away with one or two word answers and do not have poor articulation corrected by their teachers. When required to do so, in assemblies for instance, pupils speak loudly, clearly and with good articulation. However, this is not always carried forward into lessons.

24. In the highest quality lessons, learning is unremitting and there are simply no opportunities lost to engage pupils in the thinking and learning processes. For example, the teacher says; 'If I'm going to extend your learning this is what we'll do,' and pupils are ready for more hard work.
25. The targets for pupils with special educational needs are familiar to all adults concerned with their education. Pupils in Years 3 to 6 take their folders with them as they move to their different ability groups. Pupils are encouraged to work independently and to take responsibility for their learning. Those with emotional, behavioural and social difficulties also make good progress because of the consistent approaches by all adults and the expectations that they will integrate well with their peers. All adults working with the pupils closely monitor the pupils' progress towards the targets on the individual education plans and are involved in planning what should be covered next to help pupils achieve them. The teaching assistants and the teachers work very closely together so that the pupils' learning is seamless. Teachers in Years 3 and 4 are particularly skilful in ensuring that pupils with special educational needs make significant contributions to the lessons.

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

26. The school provides its pupils with a good curriculum, meeting the requirements of the National Curriculum, the Stepping Stones of the Foundation Stage and the local syllabus in religious education. Particular attention is given to providing a good range of additional learning opportunities to enhance and enrich the curriculum provision. The issues of the last inspection have all been addressed successfully. Planning of the curriculum has improved. It is now of good quality with suitable attention given to the coverage of the National Curriculum for pupils who are taught in mixed aged classes. A two-year rolling programme of topics is employed for all subjects, except literacy and numeracy. Teachers' planning now clearly identifies the learning tasks and identifies adult support for pupils of differing abilities. In some planning, particularly in Years 3 and 4, teachers also give good attention to providing varied assessment criteria which shows good improvement of pupils of differing abilities. Through a regular curriculum overview by the senior management team a good check is made on curriculum balance and adjustments are made as necessary. For example, the school has recognized that handwriting practice is taking too large a percentage of teaching time each week and currently timetables are being adjusted to overcome this imbalance. A policy to promote racial harmony has been agreed by the school.
27. The introduction of the literacy and numeracy strategies has been beneficial in providing teachers with a good structure to all lessons. However, although systems are well established, in some classes the strategies are being applied too rigidly and consequently the needs of pupils are not always addressed well enough. The present

curriculum provision for literacy is restricting rates of progress for pupils in reading and writing. In reading, the curriculum fails to provide sufficient opportunities for pupils to improve their knowledge of sounds. There are few opportunities for pupils to write at length across the curriculum. The use of literacy and numeracy strategies in other lessons is satisfactory.

28. The school has successfully adapted the national guidelines for each subject when planning the curriculum so that it meets the needs of pupils. Apart from in Years 5 and 6, teachers plan regularly in teams to ensure consistency in the medium and short-term planning across year groups. Equal access and opportunity are checked carefully. The curriculum is enhanced by a good range of day visits out of school to provide pupils with many first-hand learning experiences. Most topics “springboard” initially from visits out of school. Pupils in Year 6 have the opportunity for a residential visit when outdoor pursuits and environmental education are the focus of the curriculum provision. These visits are popular with pupils and generally all pupils attend including those with special educational needs. Specialist teachers visit school to provide instrumental tuition in brass, strings and woodwind instruments. There are a good number of pupils who are involved in this specialist provision, enhancing the music curriculum very effectively. Good provision is made for health education within topics, and additionally within the science curriculum. The school complies with its policy for sex and drugs education. Members of the local community, such as the school nurse and fire officers, often help teachers with the delivery of the curriculum.
29. The provision for extra-curricular activities is excellent and a strength of the school. Pupils have opportunities to enjoy a range of sports, musical activities, drama, chess, and art and design activities. The “Jamie Oliver Experience,” for example, gives a good relevance to some clubs and is very popular. Many pupils of all ages participate in clubs most evenings after school. Waiting lists are kept of popular clubs so that all pupils have good opportunities to attend. During the inspection a large number of pupils worked enthusiastically with the teachers and teaching assistants in preparation for a production of “Bugsy Malone.”
30. All pupils with special educational needs are taught within the class and are fully included in all aspects of the curriculum. The curriculum is, where necessary, amended to meet the needs of individual pupils. The teaching assistants are effectively deployed by the team leaders to support pupils who need it most. The teaching materials are designed to enable pupils to work as independently as possible. The very good teaching assistants and special educational needs support staff encourage pupils to be responsible for their learning. There are no specific resources for pupils with special educational needs and teachers use class resources and appropriate computer programs to meet the needs of these pupils, particularly within the literacy and numeracy lessons.
31. Although the school caters effectively for pupils who learn English as an additional language, there is no school policy or guidelines, which identify formal procedures. This means that the school’s provision cannot be checked against the requirements of a model of good practice.
32. The school has good links with the local and wider community, which supports the school aim of “Achievement through Partnership” very well. Pupils take part in many activities outside school that enrich their lives and bring enjoyment to others. For example, they perform for the elderly community in The Bradeley Village and are shortly to take part in the Carnival. The choir are invited to perform at local events, and they often sing at local venues. They visit the elderly at harvest time and have entertained

the residents of a local mental health institution. All these activities expand pupils' understanding of life within the wider community. Pupils also use the local environment to support their learning and welcome interesting visitors who come to share their skills and knowledge. Local business supports the fund raising activities of the parents' association. The pupils also benefit from the services of three trained learning mentors and volunteer readers who regularly come into school to work with selected individuals and groups. There is good liaison with local playgroups and the transition from the nursery into reception is managed very well. There are good transfer arrangements with the secondary schools and most pupils settle well into Year 7. The school is also part of a pyramid of local schools, sharing expertise and training with the local specialist high schools.

33. The provision for pupils' spiritual, moral, social and cultural development is very good and this represents an improvement since the last inspection. The quality of this provision is a significant strength of the school.
34. Spiritual development is promoted in many ways, for example:
- in lessons, pupils are encouraged to express their feelings and to listen to those of others
 - in religious education lessons they have the opportunity to learn about and explore the different values and beliefs which guide many people's lives and to develop empathy with others less fortunate
 - teachers and all support staff encourage pupils to express their own views and value each contribution, allowing opportunities for them to develop their ideas
 - displays of pupils' art celebrates their appreciation of pattern and symmetry
 - assemblies are used well to promote spiritual development, creating a suitable atmosphere of reverence with music and the expectation of high levels of pupils' attention, participation and behaviour
 - the school uses the natural environment of the school grounds to extend pupils' knowledge and understanding of the natural world
35. The school provides a clear moral framework, which is fully supported by parents. The school rules are displayed in each class and are understood and respected by most pupils. All staff are very good role models, courteous, kind and sensitive to others' differences and individual needs. Pupils' achievements both academic and personal are celebrated and valued and this contributes significantly to the development of self-esteem. In personal, social and health education lessons pupils have opportunities to consider and discuss moral dilemmas. Assemblies promote an understanding of and respect for differences which encourages tolerance.
36. There are many opportunities for pupils to take responsibility for day-to-day life in the school community and the quality of their contribution makes a significant impact on the smooth running of the school day and on their social development. For example:
- pupils are encouraged to tidy up in classes and care for the resources
 - volunteers help in the dining hall
 - buddies help to maintain calm and happy playtimes
37. All staff continuously and consistently praise pupils for thoughtful and caring acts and the team points system effectively motivates pupils to try harder. There is a range of interesting opportunities which encourage teamwork and reinforce the notion of belonging to a community. For example:
- participation in the lunchtime and after school clubs allows pupils to extend their social skills

- pupils are encouraged to take part in musical and drama productions which builds self-confidence and encourages those with particular talents
 - success of the sports teams is celebrated
 - residential visits and other visits outside school
 - involvement in community activities
38. Pupils' cultural development is fostered very well overall. Music, art and literature play an important role in pupils' cultural awareness and the school provides a good range of examples from different cultures. For instance, two Afro-Caribbean visitors recently came to school for a week and told stories, worked with the pupils to create artwork, drama and music typical of their culture. There is an interesting display of weaving and pictures of famous artists are displayed alongside pupils' own work. The study of ancient Greece in Years 3 and 4 was shared with the school and parents in an assembly and information researched from books and computers allows pupils to learn about and see the ways in which people from other countries conduct their lives. Participation in the City Carnival gives pupils a wider understanding of multi-cultural art and music and the first hand experience of performing Bugsy Malone in the near future promotes a very good understanding and enjoyment of musical drama. Pupils have the opportunity to celebrate festivals from other religions and visit places of worship at the centre of other faiths. There are visits to museums, theatres and cinemas which are not only fun, but give pupils direct first-hand experiences of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

39. The school provides a very good quality of physical and personal care for all pupils. Their welfare is a fundamental priority for all who work in the school and the kindness and commitment of all adults who work with and care for the pupils ensures that the personal support and guidance provided for each individual is very good. This is an improvement since the last inspection. Although the procedures to assess pupils' academic progress are satisfactory, the information gathered is not yet being used to full effect to plan work for pupils of all abilities. As a result, the educational support and guidance for pupils, whilst satisfactory, is not as good as it should be. The provision made for those pupils with a statement of special educational need is good. Parents say that they trust the school to take care of their children and are confident that they will be kept informed of any problems that may arise.
40. The school has good systems to monitor and ensure the health and safety of pupils. For example:
- risk assessments are carried out
 - there are regular fire drills and appropriate records are kept
 - there is a good number of well-trained first aiders, good records are maintained and parents always kept informed
 - staff have a good awareness of health and safety issues
 - very good support is provided by the school nurse
41. Provision for child protection is very good. The headteacher has a strong commitment to this aspect of care and all staff are aware of their responsibilities in respect of the protection of children. Records are kept and the school follows the procedures set out in the school policy and in the approved guidelines. The supervision during the mid-day break is very good and pupils enjoy the good quality of the freshly cooked food. The mid-day supervisors play with the pupils and the quality of this important time in the day is enhanced as a result. Teachers ensure that pupils understand how to use resources safely and the importance of good hygiene and diet. Pupils receive appropriate information about sex and drugs through the personal, social, and health

education programme and their science lessons. Visitors come to school to talk to pupils about issues of personal safety in support of the work done in lessons.

42. Because of the very good quality of the relationships that all staff have with the pupils, the formal and informal procedures for monitoring and supporting personal development are good and pupils receive a very good level of personal support and guidance. Good systems monitor attendance and follow up absence and the school is well supported in its efforts to improve attendance by the education welfare officer. The majority of parents inform the school promptly of reasons for absence and there are systems to swiftly follow up the absence of those pupils already causing concern. Morning and afternoon registration procedures comply with legal requirements. There are good formal and informal procedures for monitoring and improving behaviour. Pupils try hard to receive their teacher's praise for good behaviour and to be awarded house points. All staff are consistent in applying the systems for rewards and sanctions and pupils feel that they are fairly treated. The loss of "choice time" is viewed by the pupils as a significant punishment and thus effectively motivates them to behave well and work hard. The school's approach to bullying and anti-social behaviour is rigorous. It is not tolerated and, as a result, neither pupils nor parents have any concerns and trust the school to deal quickly and effectively with any incidents that may occur. Pupils' achievements both in and out of school are celebrated and all their attributes and talents valued. The names of all those receiving awards in Friday assemblies are published in the newsletters. There is a counselling service provided for parents and pupils. Because of parental interest, courses on behaviour management for parents have been offered. This has a good impact on consistency of approach between school and home. The commitment and expertise provided by the three learning mentors is highly regarded and effective.
43. The pupils with special educational needs have their individual education plans reviewed at least termly and those with statements of special needs are reviewed annually. In addition, running records of pupils' achievements and learning support assistants' records of pupils' responses help to identify any changes that are needed in teaching to help pupils meet their targets. Parents are fully informed about their child's targets and are invited to all reviews. There are records of what each pupil has achieved from year to year but these are not used to record the progress of groups of pupils. Class systems of assessment are usually very good and the school now needs to establish an overview of progress over time to ensure that pupils' learn effectively throughout the school. The school has appropriate support from the local education authority's specialists who are called in to help pupils who need additional support.
44. The school's arrangements for monitoring the academic progress and personal development of its pupil are satisfactory. Satisfactory evidence of standards is collated in English, mathematics and science of pupils in Years 2 to 6, using statutory and optional test information. This information is shared with the senior managers of the school, so that they can identify subject strengths and weaknesses and prioritise areas of school development. In the nursery and reception classes assessments are good and teachers have a good knowledge of their children and look after them well. Teachers undertake further assessments in each subject of the curriculum, generally at the end of each topic. This information allows teachers to check on pupils' gains in knowledge. However, there is no consistency across the school in the methods and range of information in these assessments, although there are good models used throughout the school. For example, in Years 3 and 4 limited consideration is given in tests to the development of pupils' skills, or to ensuring that in new learning tasks build effectively on pupils' prior attainment. Throughout the school, good attention is given to providing pupils with learning targets in literacy and numeracy. These targets are

appropriate and all pupils have a good self-knowledge of their previous learning and a good understanding of the next steps they must take to bring about further improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

45. The school's partnership with parents has improved since the last inspection and good, constructive and effective links have been established with the vast majority of parents. The school is achieving its aim of "Achievement through Partnership" very well. The large numbers of parents who expressed a view prior to and during the inspection are very positive about all aspects of school life and they have no significant concerns. Inspection evidence supports most of the parents' very positive views.
46. The information provided for parents about the school is good overall. It includes:
- the prospectus and governors' annual report which contain useful and practical information about the school
 - a very high quality video/CD-ROM to help the induction of pupils who enter school at times other than at the beginning of the school year
 - very good, regular newsletters and curriculum information which keep parents up-to-date with events in the school
 - three opportunities for parents to come into the school to meet teachers, see their children's work and discuss progress
 - arrangements can be made to talk to class teachers or the headteacher at any time should more information be required or if there is a cause for concern
 - very good arrangements for the induction of parents and children into the Nursery which not only gives parents a good idea of what their children will be doing, but also promotes a mutual confidence and understanding
 - the headteacher is usually available in the playground at the beginning and end of the day and, as a familiar figure, is easy to approach
 - the quality of the written annual reports on pupils' progress is satisfactory as they report on all subjects of the curriculum, inform parents about what has been covered, but give little indication of how well they are actually doing
 - targets for improvement are not consistently identified
47. The school is fully committed to involving parents in their children's learning and in the life of the school and most parents' respond very well to the opportunities the school provides for them to be involved. For example:
- they encourage and help their children with their reading and other homework
 - they send their children to school regularly and on time
 - several help regularly in classes, for example, listening to children read and helping with practical activities
 - many of the classroom assistants, who are also parents, volunteer much extra time working in the classrooms
 - many more accompany the children on visits;
 - through the parents' organisation they raise considerable sums of money which have been used for major purchases, for example, the sound system and microphones which will be used to add a professional touch to the production of Buggy Malone
 - they attend consultation evenings

- they support the curriculum workshops in large numbers and are very keen to learn more about how to help their children
 - they support the very good values promoted by the school
 - they enjoy the class assemblies and take pride in their children's performance
 - parent governors make a good contribution to the decision making process of the governing body
48. The school takes parents' views into account when considering changes. For example, they were recently consulted about the changes to the school day. The headteacher welcomes parents' views or ideas. The outcome of this positive level of involvement can be seen in the very good relationship that staff have with most parents. This ensures a continuity of approach between home and school and contributes well towards the children's personal development and their learning.
49. Parents of pupils with special educational needs are consulted when the teachers feel that their child would benefit from additional support and are fully informed about the individual education plans. They are welcome to contact the class teachers or the special educational needs coordinator if they have concerns and are invited to attend the reviews of their child's progress. The identification of pupils with special educational needs has improved over the last two years and teachers monitor pupils who they feel may need additional support from the nursery upwards.

HOW WELL IS THE SCHOOL LED AND MANAGED

50. The headteacher leads and manages the school well. In the three years she has been in the school she has impressed governors, parents and pupils with her commitment to the school. Governors say she has brought about a change in attitudes in the school. There is now a highly developed commitment to success and groups of adults, whatever their role in the school or community, have formed effective teams to energise the school and to work very hard for the pupils. Governors set out to appoint someone to the post of headteacher who would:
- be forward looking
 - have a clear vision for school and its pupils
 - have early years experience, and who would
 - improve the curriculum and standards.
- Inspectors judge that these criteria have been met in the present headteacher. There is still some way to go to ensure consistency in the quality of teaching to ensure that the quarter of the lessons seen which were taught satisfactorily are brought up to same high level seen elsewhere. However, improvement since the headteacher has been appointed has been rapid and parents, governors and, most importantly, pupils feel they are fully involved in the school's future and have full confidence in the headteacher to continue the developments. Perhaps this last point is the most important in much of the work that the headteacher has accomplished. Pupils are extremely confident in whatever they do. They grow in stature and self-esteem and manage all of this with a good dose of ambition. Adults want nothing but the best for these pupils.
51. Coordinators share these aspirations. They draw up improvement plans for their subject which are based on good quality evaluations. These plans clearly set out what should be improved, how this will be managed and what financial resources will be needed to secure improvement. Coordinators do not manage their own budgets; however, the system works well and there are good examples in ICT, art and design and design and technology to show how good rates of improvement can be brought

about. The school develop plan is a very good programme which sets out clearly how standards are to be raised.

52. The school meets the requirements of the Code of Practice for Pupils with Special Educational Needs. The policy explains all the school's procedures for supporting pupils with special educational although it needs clarifying for parents. There is a governor who monitors the provision and the special educational needs coordinator oversees the individual education plans and arranges for the pupils' reviews. She works with the management team to ensure that the teaching assistants are deployed effectively and that pupils with statements of special educational needs have the additional support defined in their statements. She does not organise resources to support special educational needs and has not yet established systems for tracking individual pupil's progress throughout the school.
53. The monitoring of teaching and learning are good. The information obtained in these systems has helped the headteacher to improve teaching by moving teachers around the school and to highlight the areas that need improving. This has resulted in a whole school improvement in teaching and learning with particular progress being made in the Foundation Stage and in Years 3 and 4. The systems she has introduced are beginning to take effect but have yet to make the full impact on raising standards. Other examples of improvement are that the teaching and learning in Years 3 and 4 and in ICT, art and design and design and technology have all improved since the last inspection and were part of the key issues for the school to address.
54. The governors work well. They have a clear view of that they want for the pupils and have a range of activities to help them in their work. They observe lessons, form close links with curriculum coordinators and report to the governing body on their findings. They recognise that standards need improving and task the headteacher and the teachers to continually look to the methods that will increase the rate of achievement. Along with the headteacher and school secretary, they keep a close eye on the management of the school's finances. The school is very successful in attracting funds for a variety of reasons. For example, the current private finance initiative has improved the school building to a great extent and immeasurably the learning environment.
55. The supply of teachers and learning support assistants is good. The building and the school site are very good and learning resources are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

56. In order to raise standards and continue the improvement in provision, the headteacher, governors and staff should:

- (1) Raise standards in English* across the curriculum by:
 - providing more opportunities for pupils to develop speaking and listening in lessons
 - consistently correcting poorly spoken English
 - providing more learning opportunities for pupils to learn letter sounds and other reading strategies and opportunities for reading aloud
 - improving the range and frequency of opportunities for pupils to write independently about their work in all subjects
 - organising pupils' work in each subject in such a way that they build on their skills and pupils and teachers see the progress they make

(Paragraphs 4, 7, 27, 72, 74-76, 80, 112, 136)
- (2) Improve the quality and consistency of teaching* in most classes in Years 1, 2, 5 and 6 by:
 - Increasing the pace of work
 - Improving the quality and frequency of marking
 - Increase the challenge and expectation of pupils

(Paragraphs 4, 15, 21-23, 76, 80, 86, 88, 90, 94, 108, 109)

Minor issues the governors may wish to include in their action plan.

Continue to work on improving attendance*
(Paragraph 4)

Develop the school's policy for bilingual pupils and its application across the school in line with the good quality existing practice*
(Paragraph 7, 31)

*** Issues of which the school is aware and staff are currently working to improve.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	28	14	1	0	0
Percentage	5%	26%	45%	23%	2%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		323
Number of full-time pupils known to be eligible for free school meals		72

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		33

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.7

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	19	21	18
	Total	32	34	32
Percentage of pupils at NC level 2 or above	School	84 (91)	89 (93)	84 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	20	21	21
	Total	34	37	37
Percentage of pupils at NC level 2 or above	School	89 (93)	97 (86)	97 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	19	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	14	13	15
	Total	23	23	25
Percentage of pupils at NC level 4 or above	School	66 (76)	66 (65)	71 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	11
	Girls	15	16	10
	Total	26	29	21
Percentage of pupils at NC level 4 or above	School	74 (68)	83 (57)	60 (65)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	269	1	
White – Irish			
White – any other White background	3		
Mixed – White and Black Caribbean	5		
Mixed – White and Black African	1		
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			

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR-Y6

Total number of education support staff	18
Total aggregate hours worked per week	223.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	10
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	30

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	6.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	323
Number of questionnaires returned	184

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	1
My child is making good progress in school.	67	32	2	0	0
Behaviour in the school is good.	52	43	1	2	2
My child gets the right amount of work to do at home.	42	42	13	3	0
The teaching is good.	65	33	2	0	0
I am kept well informed about how my child is getting on.	48	42	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	76	20	3	1	1
The school expects my child to work hard and achieve his or her best.	74	25	1	0	1
The school works closely with parents.	47	46	4	2	1
The school is well led and managed.	66	30	2	1	1
The school is helping my child become mature and responsible.	61	36	2	1	1
The school provides an interesting range of activities outside lessons.	72	23	1	1	3

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

57. Children in the nursery and the two reception classes attend on a full time basis. Attendance in the nursery class begins after the children's third birthday and the majority of them transfer into the reception classes after their fourth birthday. The children who have transferred to the current reception classes mainly attended the nursery class, so they are already familiar with the school's routines as the reception class teachers visit them. At the time when the current group of children joined the school's nursery class their attainment overall was well below average in all areas of learning. There has been some variation in the attainment of children on entry to the nursery class in recent years. There is also more mobility in the area surrounding the school than there was at the time of the last inspection. At the time of the last inspection attainment was judged to be average when the children went into main school. Now when the children move into Year 1 classes attainment is below average. Children have made good progress over their time in the Foundation Stage classes, particularly in the communication, language and literacy area of learning. This is the area of learning where the children are weakest. Children with special needs are identified at an early stage and in the reception classes provision is made to meet their needs efficiently. The children have a good start to their education in the Foundation Stage classes and are being well prepared for their time in the Year 1 classes. They are moving along the Stepping Stones of the Early Learning Goals that are the focus of learning in the national guidance for Foundation Stage classes. The school follows this guidance carefully. Children make good progress because:
- Teaching is of good quality in all the areas of learning
 - The teachers and support staff work closely as a team to plan and deliver work effectively
 - There is a good range of stimulating experiences given to the children as a result of the consistently good teaching throughout all classes in the Foundation Stage
 - Staff have a good knowledge of the curriculum for the Foundation Stage and the particular needs of the children
 - The children have a very attractive environment in which to learn
 - There are good links forged with parents before the children begin in the nursery class that are thoughtfully sustained
 - All of the children, including those with special needs, have their progress carefully tracked by all staff.

Personal, social and emotional development

58. The current intake of children entered the nursery class with well below average social skills. The staff are very aware of the needs of the children and act as good role models when they welcome the children and their parents into school. Initially there is a range of responses from the children. Some are confident and come into the nursery ready to take part in the stimulating range of activities that the nursery nurses have arranged for them. Others, however, are much more reticent and only take part when they have had a great deal of encouragement from the nursery nurses and classroom assistant who staff the nursery class. It was clear in the inspection week that the staff had been well rewarded for the work that they had already done with the children. The children were already all showing appropriate levels of confidence. The children were moving effectively along the Stepping Stones of the Foundation Stage curriculum. They are still

below average but have made good progress so that they move into the reception classes well prepared to move towards achieving the Early Learning Goals. This, in turn, is preparing the children well for their work in Year 1 classes. In the nursery the children co-operate well with one another in a large group. They listen patiently as they wait to move into the different activities. They remain working at the activity for a good length of time. In a focused session taking place outside in a small group a toy is passed around a circle. They know they have the chance to share some thoughts with one another when they hold the toy. They talk to one another sympathetically as the focus is on caring and sharing toys. The adult who is working with them thoughtfully encourages them to talk fully about their feelings when others do not show the same care as themselves for their toys.

59. In the reception classes parallel work takes place to develop this area of learning suitably. Children in the reception classes are very caring as children from the nursery class join them for an assembly time together. The nursery nurses interact well with the class teacher who welcomes the nursery children very openly. The children react in a similar way as they share with one another what things make something special in friends. They are supportive of one another as they change for a physical development lesson in their classroom. They take care that everyone has enough room to leave their normal clothes in a safe and tidy space. They are thoughtful for one another as they move outside and in the school hall with care and safety. By the time they move into Year 1 most children have reached the Early Learning Goals in this area.

Communication, language and literacy

60. This is the area of learning where the children's skills are least well developed when they start in the nursery class. Staff work with skill and patience to support the children in developing their ability to communicate meaningfully through providing them with as many chances as possible to do so. Many of these opportunities are linked to work in other areas of learning. Often there is a carousel arrangement of learning in the nursery class that gives all children the chance to take part in activities in small groups. This allows adults to focus carefully on developing skills at an effective level. Lots of language is being developed when the children work in groups of eight, mixing ingredients, cutting out and baking ginger teddy bears before they have a teddy bears party. The children understand the meaning of dry and wet, uncooked and cooked because they have talked about the processes with a thoughtful adult. Adults make interventions sensibly so that language builds systematically. Better focus still is given when a nursery nurse takes a group of children into the school library to share a book together. The children sit comfortably and have their own versions of the bigger book that the nursery nurse has to read from. The children delight in the way that the nursery nurse reads so expressively. They join in with her, talk about the book and its characters knowingly and have a love of books and reading shared with them at the same time as developing their language skills.
61. Many similar meaningful opportunities are created for the children to develop their language skills in the reception classes. Children work quietly and diligently in absorbed small groups as they discuss how to write invitations to a party. They then write them with reasonable care. The children have an appropriate opportunity to role play in the pet shop that has been set up in the classroom. They are clear about their roles and talk with confidence about what pets need to be healthy and clean and what they should have to eat. The children re-enforce their listening skills as they answer questions about the sound letters for the week. Speaking skills are more limited but adults work patiently and systematically with them through asking open-ended questions. This gives them an appropriate chance to interact with adults and one another and build

skills effectively. Many of the activities are geared towards developing the language of the focused area of learning. This helps the children to move along the Stepping Stones of the Early Learning Goals. They become well prepared for their work in Year 1 classes even though they still need more time to hone their skills appropriately.

Mathematical development

62. The children are given opportunities to develop their knowledge and understanding of mathematics within a range of activities in both the nursery and reception classes. Their understanding is built up gradually from a base that is initially well below that normally found in most schools. In the nursery class the children mix amounts together having weighed them accurately on scales as they make ginger teddy bears. They are so accurate because of the good, intensive adult support that they receive. When they work more independently on ordering numbers from zero to ten they do so with less accuracy because of lack of supportive adult intervention. When there is perceptive questioning by the nursery nurse measuring heights with the children there is much more accuracy in the recognition of numbers. The children are able to make clear comparisons with one another. Shapes are being cut out by another group and fitted together with some dexterity.
63. In the reception classes the language of mathematics is given clear focus in a number of activities. They work in small groups with the teacher as they combine numbers together in different ways to get to the same total amount. The teacher is systematically taking the children through a sequence of learning by asking questions and posing difficulties. At the same time the children are being given support through the provision of counters to help to solve the problems. They are being accurate with their calculations because of the level of support being given. Any miscalculations are quickly corrected because of the support being given. Understanding is being instantly improved as language such as “more than” and “adding on” is in constant and meaningful use with the help of the counters. On another occasion children use a dice as a visual stimulus to help them to subtract numbers from one another with accuracy. Their recording skills are effectively enhanced, as they are able to answer the questions accurately. Another group is estimating with the help of the classroom assistant as they make seed cakes to put out for the birds to eat. They mix amounts together and make up cakes of a similar size to one another because they have estimated the amounts of bread and seeds with good levels of accuracy. This good range of activities prepares the children well for their work in Year1 classes. They still need to have further opportunities to practice their mathematical skills before completely attaining the Early Learning Goals in this area of learning.

Knowledge and understanding of the world

64. Compared to most of their age, the children entering the school’s nursery class have limited knowledge and understanding of the world. The staff provide a good number of opportunities to enable children to develop their knowledge, skills and understanding effectively. In the nursery class the children learn about the changes that take place in a short period of time as they prepare and cook their ginger teddy bears in readiness for their picnic. They follow this up with scribing of recipes for a book that develops their understanding of the different uses of books appropriately. Independently the children control the use of the mouse as they work in pairs on the computer. When they have the support of an adult as they use the computer the accuracy of their language develops well. They know about the monitor and its function because they have an appropriate opportunity to discuss this. As a whole group the children quickly learn how

to program a floor robot. They wait and take turns patiently and are delighted for one another when they have moved the robot accurately.

65. In the reception classes the children's knowledge and understanding of the world is developed well through giving them a good number of learning opportunities. Invariably they take place within a carousel of activities that gives all children the chance to learn in small groups and with thorough adult support. The children learn effectively about how to look after their pets as they play different roles in the pet shop that is set up in the classroom. They manipulate materials with care as well as accuracy as they construct cars and are then able to talk confidently to the other children about what they have produced. Model making with construction kits is completed competently and are clearly identifiable without the children needing to identify them as fire engines or lorries. Skills in using the computer continue to be developed appropriately as the children work in pairs in the school's computer suite with the classroom assistant. This intensive support is typical of the way that the school helps the children to learn well. They move along the Stepping Stones of the early years curriculum effectively. Although they still need to continue to work on developing their knowledge and understanding of the world they are well prepared for their work in Year 1 classes.

Physical development

66. The children have more advanced skills in their physical development than they have in many other areas of learning when they enter the nursery class. Nevertheless these skills are built on very effectively by the staff and then enhanced in the reception classes so that the children are achieving the Early Learning Goals by the time they move into Year 1 classes. In the nursery class the finer physical skills are well developed as the children work independently but purposefully as they cut out pictures from magazines to fit into paper toy boxes. The cutting is being done accurately because the children are estimating the size of the boxes adeptly. When the children have the chance to move to music in the hall they do so with care and precision. They listen carefully to the music and interpret the movement very sensibly. As robots they move different parts of their bodies in different ways at the same time with confidence. When they change to floppy movements they change their level of moving but competently retain their control and co-ordination. They learn about the healthy aspects of moving as a result of good adult direction. Adults are good role models as they join in the movements with the children. The good control is maintained as the children cool down from their physical activities.
67. The finer physical skills are further enhanced in the reception classes as children cut out shapes carefully before they make them up into mobiles. These are to be displayed in the classroom as an indication of the pride that the children have taken in producing them. Individually the children learn to skip with growing accuracy as they take the opportunity of working in pairs in the outside area of the reception classrooms. As a whole class the children change into appropriate clothing in the classroom before moving outside to use the large playground area for practising their ball skills. The children move in different ways and at different levels as a warming up exercise. They gallop like horses, swoops like birds with good control. They are well supported by the class teacher and support staff acting as good role models. The sequence of the children's learning is then carefully developed. They begin by bouncing large balls on the spot, then walk whilst bouncing the balls and finally change the levels and speed of the balls very accurately. Difficulties of control are overcome because the skill is worked at and improved as a result of the good level of adult support.

Creative development

68. The children have more skills in this area of learning when they enter the nursery class. This is developed effectively in both the nursery and reception classes. In consequence the children achieve the Early Learning Goals and are well prepared for the work that they will need to do in the Year 1 classes. In the nursery class a carousel of activities gives the children opportunities to work independently and in a more focused way in developing their creative skills effectively. Independently they discover the difference that the rain makes to paint as they create characters on the outside painting wall. They blend colours with care only to find a very different effect when the rain changes the shape and effect of what they have drawn. In music they sit in a circle with a range of musical instruments and play them to accompany a wide range of taped music. This includes a favourite African tune that generates a great deal of enthusiastic tuneful playing by the children as they focus on making rhythm. Some children use their bodies as instruments but all of them exchange this for playing an instrument very competently at some time. The children blend colours together as they mix two different play doughs to make one colour imaginatively.
69. In the reception classes children are well supported by the classroom assistant as they combine tissue paper, wool and coloured mesh paper to make very pleasing fish puppets. They work with dexterity and show good levels of concentration. They make effective choices as they combine the materials together with aplomb because they have just the right amount of adult intervention. Shells are drawn with delicacy and a good eye is used to produce the subtlety of the colours as children have an early chance to develop their observational skills. A more direct adult intervention would have given the children more useful support in showing the delicacy of the colours needed to reproduce the clematis that is another focus of their observations. Their musical skills continue to develop in whole group learning where the focus on making rhythms is completed successfully.

ENGLISH

70. Standards in speaking and listening, reading and writing are below average in Years 2 and 6. Standards are lower than at the time of the last inspection and writing standards are lower than in the national assessments and tests at the end of Year 2 because very few pupils are achieving the higher levels. The girls' achievements are slightly higher than the boys, in line with the national trend. Pupils' progress is satisfactory overall, but good in Years 3 and 4 because of consistently good, and sometimes excellent, teaching. Pupils' attainment in these classes is average.
71. Factors that have had an impact on pupils' standards include:
- more pupils with special educational needs in Years 5 and 6 than in other years
 - a third of the pupils in Year 6 joined the school in Years 3 to 6
 - pupils in Year 2 have experienced turbulence with the reorganisation of classes and have been joined by several pupils with special educational needs
 - the very good teaching in Years 3 and 4 is not reflected throughout the school
72. Most children start school with poor speaking and listening skills. Teachers ensure that pupils have opportunities to contribute to class discussions throughout the school and all pupils are expected to listen attentively to their teacher and to each other. Pupils are taught the technical vocabulary needed for all the subjects of the curriculum. In English

lessons, for example, pupils talk of “stanza” “rhyming couplets”, “compound works” and “adjectives” and in music of “pitch” “pulse” and “ostinati” with confidence and understanding. The excellent range of activities includes drama and pupils are asked to be questioned in the “hot seat” while taking on the role of, for example Zachaeus. But throughout the school, pupils rarely form accurate sentences when speaking and often miss out words, mix tenses, substitute pronouns for nouns or reply with a word or a phrase rather than a sentence. Some do not listen to new vocabulary attentively enough and use a corrupted form when speaking. Although teachers are conscientious about teaching new vocabulary and sentence construction in literacy lessons they rarely correct pupils’ speech or ask pupils to repeat new vocabulary. They question pupils well, encouraging them to think but accept replies that are sometimes inarticulate and often poorly constructed and do not teach pupils how to improve their speech.

73. Pupils with special educational needs make good progress. The teaching assistants often monitor their response in class discussions and use this information to help the teacher plan appropriate work to support them. This has been particularly successful for pupils with emotional, behavioural and social difficulties who often have targets for listening. The few pupils with English as an additional language make appropriate progress and most teachers are conscientious about testing understanding and, occasionally, modelling pronunciation.
74. Almost all pupils enjoy books and stories and have appropriate library and research skills for their age. From Year 1, pupils are taught how to decode words by identifying the sounds letters and combinations of letters make within their literacy lessons. These are often linked to handwriting practice and spelling. Pupils read to their teachers weekly within their reading groups in their lessons and parents are kept informed of the work covered in the reading logs. Although pupils sometimes read to their teacher or teaching assistants at other times, teachers do not regularly hear individual pupils read, systematically develop individual skills or track progress to identify where pupils need support. While older pupils’ reading is often accurate and they read prolifically for their own pleasure, many do not have the skills to engage their audience and find reading aloud difficult. Pupils with special educational needs are given very good support in the lessons so they make steady progress. The progress of many would be better with a rigorous program for developing reading skills.
75. While standards in writing are below average at the end of Years 2 and 6, pupils in Years 3 and 4 achieve average standards. Their writing is interesting and they use a good range of genre and styles. Their teachers have high expectations of both the quantity and the quality of the written work. Pupils are expected to maintain a joined script and to organise their work effectively. Pupils are challenged, time limits are usually set and, in one class where the teaching is excellent, pupils are absolutely clear what is expected of them. They delight in an additional “teacher’s challenge”. In one lesson, for example, they pitted their wits against the teacher to find more compound words than her in two minutes. In some other lessons pupil are restricted in the amount they write because of the limited space allowed on a worksheet and there is no urgency in the task or expectation of the quality and amount produced. This occurred in two of the three lessons observed in the Year 5 and 6 lessons, including the lesson for the more able pupils. In Years 1 and 2 the more able seven-year-olds use appropriate punctuation but the majority forget to punctuate as they write. Their spelling of common words is below what is expected at their age. In two of the three lessons observed in Years 1 and 2 the teachers did not expect enough of their pupils some of whom finished their task and had nothing to do. The literacy strategy is taught effectively throughout the school, but generally the teachers do not expect enough of

their pupils when writing for other subjects. Pupils often write as they speak and forget the structures and rules for English that they have been taught.

76. Standards of handwriting are good in pupils' handwriting books. Younger pupils regularly practise forming their letters correctly and older pupils copy and illustrate poems or shared texts. However, teachers do not expect the same good standards in their book for the other subjects. Pupils practice spellings in their literacy lessons but do not take enough care to spell their work correctly in their other work. Most teachers rarely comment on presentation or spelling when marking books, the exception being in Years 3 and 4.
77. Pupils with special educational needs are supported very well. The teachers and teaching assistants work with the pupils to achieve their targets. The best teachers keep regular records of the pupils' achievements and all pupils know what they need to do to improve. All pupils have group and individual targets for improvement and know what these are. As a result pupils make better progress in relation to their abilities than the rest of the class. Where the teaching is mainly satisfactory their standards do not have a chance to slip because of the effective support. The achievements of the rest of the pupils across all abilities generally parallel the quality of the teaching.
78. All the teaching observed during the inspection was at least satisfactory and it was good or better in over half the lessons. In Years 3 and 4 the teaching is good, very good or excellent. Where the teaching is good, the teacher:
- plan the work effectively so that pupils with different abilities and ages are set achievable and challenging work
 - tell their pupils what they expect of them and how much time they have to complete their tasks
 - direct questions to individual pupils that do not volunteer to answer to make sure they are included and contributing to the lesson
 - generate enthusiasm and a desire to achieve well
 - test pupils' understanding of new skills and insist on clarity and accuracy when speaking and writing
 - ensure that the pupils work towards their targets in all written tasks
 - make sure that the pupils with English as an additional language understand the tasks and make appropriate progress
 - have very good relationships with their pupils so pupils enjoy their lessons and work hard
 - set homework that supports the work in school
79. All teachers work with the teaching assistants very well and there is a strong sense of teamwork in the literacy lessons. Pupils with special educational needs are fully included in all lessons. In the excellent lesson the teacher made sure that the pupils that were being monitored by the teaching assistant, were asked to read the poem to the class. The pupils in this class know when they are being assessed and the teacher enables all her pupils to feel fully included in their learning. In another lesson the teacher applied the pupils' knowledge of persuasive writing very effectively by setting them the task of writing a leaflet to advertise the school. The initial discussion where pupils extolled the virtues of the "spacious hall" and the "cosy, colourful library" as well as the warm welcome visitors can expect, inspired pupils to produce some interesting work.
80. Pupils do not make as much progress as they are capable of throughout the school as a whole because:

- the marking of pupils' work is inconsistent and teachers do not insist that the good handwriting present in the handwriting books is used for all written work
- some worksheets restrict pupils' work because there is not enough room or pupils do not have the scope to organise the work independently
- the pace of some lessons is too slow
- sometimes the work is not challenging enough or pupils do not have enough to do
- few teachers correct the way pupils construct their sentences, both orally and in general writing tasks
- reading skills, including the decoding of words and higher order skills such as an awareness of audience when reading aloud, are not systematically taught throughout the school
- the organisation of the work from several subjects in one book, often with worksheets or loose-leaf paper stuck in does not help pupils to take a pride in their writing or to see the progress they make.

81. The subject leader has a very clear plan for development and has achieved success in raising the profile of books throughout the school by setting up the library clubs and the attractive library. There is now a good range of books that appeal to boys and girls and there are plenty of books that inform pupils about their own and other cultures. This has had a major impact on pupils' attitudes to reading. Pupils' results from annual tests are correlated and the school is beginning to analyse these to identify any weaknesses in the curriculum. She has observed some lessons, although these have been lessons taken by the best teachers. Pupils and teachers have a very good knowledge of the pupils' targets and the subject leader has provided the teachers with clear criteria for judging standards at all levels. She is collating a portfolio of pupils' work to help track progress over time. There is a need for more rigour in the teaching of reading and teachers need to expect more of their pupils' speaking skills and the presentation of their work.

MATHEMATICS

82. Standards in Years 2 and 6 are below average. There are more pupils with special educational needs in Year 6 and this has limiting effect on standards. Year 2 pupils have had a fractured year in terms of teaching and this has also limited the progress pupils have made. Since the last inspection the proportion of pupils achieving the expected levels has increased. There are promising signs that standards are improving for several reasons.
- The co-ordinator of the subject is very good and focused on raising standards
 - The National Numeracy Strategy has helped teachers see where improvements need to be made in the lessons they plan
 - New teachers and a growing sense of optimism have helped raise expectations
83. This is particularly the case in Years 3 and 4, where the rate of achievement is good and standards are average. There are some teachers who do not expect enough of pupils and the pace of lessons is slow. Pupils with special educational needs are well supported and they make good progress. There are differences between the attainment of boys and girls which mirror the national picture.
84. By Year 2 pupils have learned that they can calculate accurately by thinking through problems. Helped by Shelley the tortoise, pupils determined whether statements were

true or false by mentally calculating using addition and subtraction. The very few brighter pupils use 1000, 100, 10 and units. They solve problems with money and tell the time. They know about two- and three-dimensional shapes and construct simple graphs to display their information. In Year 6 the top set solve problems by thinking about the stages they need to complete to arrive at the correct answer. Pupils in Year 6 measure accurately in millimetres, calculate area by using the formula and understand the similarity between fractions, decimals and percentages. In all of the lessons seen investigation held a key role in developing pupils' understanding, although in the analysis of books there were few examples of this sort of work in some classes. Investigations did figure strongly where teaching is of good quality. There are some examples of pupils using computers in lesson to sharpen mental skills of help in developing an understanding of two-dimensional shape. Numeracy skills are used well in other subjects such as science.

85. The quality of teaching in lessons was good overall but when the analysis of books is taken into account teaching is broadly satisfactory. However, this masks variations between the year groups and between classes within teams. For example, the best consistent teaching was seen in all the classes of Years 3 and 4 and one class in Years 5 and 6. In these classes the teaching in lessons and the analyses of pupils' books were equally strong and high expectations of pupils' work were seen across the range of evidence. In those lessons where teaching is very strong teachers set off all the lessons at a brisk pace. They require pupils to calculate difficult problems mentally. They fire appropriate questions at the different groups and expect answers to contain the correct terminology. This occurred very well in a Year 3 lesson, during which the teacher not only involved pupils in a dialogue about what they were learning but also helped pupils understand how they were learning. It was common to hear; 'If I'm going to extend your learning, this is what we'll do next.' This also took place in the set for average and below average pupils in Year 6 where pupils counted around the class in intervals of 0.9. The pupils with special educational needs in this group used calculators to help check the progress of their peers. When it came to their turn to answer pupils kept up with the task even though their subsequent work was at a much lower level than the other members of the class.
86. This was in contrast with the top set in Year 6 where pupils were asked to devise one-step and then two-step calculations between 2 and 24. This starter lacked pace and although it prepared pupils for the work to come afterwards, did little to sharpen pupils' mental skills. Pupils in the top set had difficulty in recalling their mathematics targets. In a Year 1 class too little work had been prepared for the brighter pupils and this meant that their learning was insufficiently extended. In the top set in Years 3 and 4, pupils were asked to mentally work out long series of calculations involving all four arithmetic operations and show the answer to their teacher on their fingers. This was carried out highly accurately in almost total silence. When pupils began their work they talked of how much they like mathematics, 'because it makes me think'. Almost all of the pupils could describe their mathematics targets and knew what to do to improve their work. In a very difficult task pupils had to design a garden using a range of ground-cover materials, decide on what fraction of the garden is to be covered in each material and then work out the cost. In this lesson pupils were working at above the levels expected for their ages. Marking is handled well in some classes; pupils receive good quality information about how well they are doing. In other classes work is marked by a tick without giving pupils an indication of what they have to do to improve.
87. The co-ordinator and the headteacher are aware of the need to improve the consistency of teaching and the plans for the next academic year are sensible. The measures taken by the headteacher to halt the drift in Years 3 and 4 has worked very

well and should provide a very firm foundation for improving results in Years 1 and 2 and 5 and 6.

SCIENCE

88. Standards in science are below average for pupils in Years 2 and 6. Since the last inspection standards have fallen. In the 2002 national tests, standards of Year 6 pupils were well below average in both national and similar schools' comparisons. Standards in national tests have been at these well below average levels since 1999. The trend of improvement over a five-year period has not matched the national picture, although there has been some improvement over time. In 2002, few Year 6 pupils achieved the higher level 5, and one quarter of Year 6 did not reach national expectations for their age. There was little difference between the attainment of boys and girls. The school has recognized that there are weaknesses in the subject, which they need to address urgently. For example, in Years 5 and 6 teachers do not plan learning opportunities as a team and the curriculum is taught in a manner which is particular to these year groups and which is not producing continuous learning opportunities for pupils. Science is currently a priority area of development and strategies have been introduced to raise standards. These include:
- regular opportunities for pupils to undertake investigative and exploratory science
 - the support of the local authority and in-service training have had a positive effect on teachers' confidence
 - the curriculum has improved with more first-hand scientific experiences
88. In Years 1 and 2 pupils engaged in a range of activities linked to their topic work. For example, a topic on homes involved work on materials to choose types of materials used in house building and to judge their strength. Teachers are skilled at providing links so that in a geography lesson on a visit out of school pupils were shown different types of houses using these various materials. A scrutiny of topic work indicates that by Year 2 pupils have undertaken a suitable range of activities about animals and plants, healthy living, and work on the senses.
89. In Years 3 and 4 pupils can measure accurately in centimetres and millimetres to create a scale drawing. In a good topic on "Forces" pupils in Years 3 and 4 followed a science workshop by designing and making their own paper aeroplanes, and then tested them to identify strengths and weaknesses in their design. In a good link to ICT pupils searched on the Internet for more information on the "Cosford" site. By Year 6 most pupils can record their answers in charts, tabulations and simple graphs. They understand and use a limited range of scientific vocabulary. Pupils have learnt about some famous scientists, such as Darwin. A favourite topic has been about "The Planet Earth and its place in the Solar System." Older pupils have enjoyed a recent poster competition, where they had to show the relationships of the planets to each other. For example, Years 3 and 4 visited RAF Cosford recently as part of a project on forces.
90. Progress of pupils is satisfactory overall. A scrutiny of pupils' books and discussions with pupils supports this judgement. There are examples of pupils making good progress, particularly in Years 3 and 4, but this is not consistent throughout school. In Years 3 and 4 teachers have introduced assessment procedures to measure pupils' progress and the development of their scientific skills, but this system is at early stages and has not yet been taken up by other teachers across the school.
91. During the inspection in lessons where good progress occurred, the learning included a range of challenging activities that became progressively more difficult. Through skilful

teacher questioning, pupils' thinking and observational skills were increased. Tasks were well matched to pupils' levels of ability, and new skills and knowledge develop successfully building on their prior attainment. However, in many lessons, although pupils had good opportunities to undertake practical activities and made satisfactory progress, they were unable to build on previous knowledge to check or clarify results. Moreover, writing tasks set by teachers lacked challenge and variety. Pupils' books showed that in some classes worksheets are used as the main method of recording, often requiring only one-word answers from pupils. As a result pupils' progress in scientific reporting is unsatisfactory. Few pupils by Year 6 know how to create a hypothesis, predict outcomes, and later draw conclusions to prove or disprove their predictions based on accurate test results. Overall, pupils' knowledge of scientific facts is patchy by Year 6. Pupils with special educational needs or who have English as an additional language make satisfactory progress overall in line with their peers. In Years 3 and 4 the progress of differing groups of pupils is good, as sensitive adult intervention is provided when necessary.

92. The quality of teaching and learning are satisfactory overall but consistently good in Years 3 and 4. During the inspection the majority of teaching seen was satisfactory. All lessons have a satisfactory structure and good attention is given to the organisation of equipment and the management of pupils.
93. Strengths in teaching include:
- Teachers and teaching assistants work well together to support pupils in their learning
 - Most lessons include practical activities, which pupils enjoy
 - Good attention is given to the criteria of fair testing in experiments
 - Links with literacy and numeracy are developed. For example, in Year 2 pupils measure quantities of water in millilitres, and learn to read capacity measurements
 - Activities are clearly explained and demonstrated
 - Resources are of good quality and sufficient
94. Weaknesses in teaching include:
- Pupils are not given sufficient opportunity to contribute their own ideas and come to decisions of how and why things work as they do
 - The lack of sharing of good teacher expertise, such as in the assessment of pupils' knowledge and skills in practical activities
 - In some classes teachers' expectations are too low in written tasks. As a result the content of pupils' work lacks structure and fails to show depth in understanding. It is often incomplete or poorly presented
 - Marking is poor and fails to make clear to pupils what they have done well and what needs further improvement. In some instances pupils' misconceptions or spelling errors go uncorrected and are consequently compounded
95. Leadership and management of the subject are satisfactory. During this school year there has been a change in co-ordinator, resulting in a greater enthusiasm and capacity for improvement. Standards are showing good signs of recovery because of several initiatives, which have been introduced. Already pupils in Years 1 to 4 are achieving satisfactory standards. However, because new strategies are not fully embedded it is too early to ascertain if the new strategies will be sufficiently rigorous to raise standards overall.

ART AND DESIGN

96. By the end of Year 2 and 6, pupils achieve well because they have been involved in a wide range of interesting and stimulating learning opportunities. Although art is sometimes used as a vehicle for displaying knowledge and understanding in other subjects the skills and techniques of making art have not been lost. Standards are above average at the end of both Years 2 and 6, which is a good improvement since the last inspection. Then standards in art were identified as an issue for the school to address. The school has done this thoroughly through the determined joint work of the head teacher and subject co-ordinator. A clear, well-structured scheme of work has been drawn up. Status has been given to the subject through the interactive and carefully designed displays of work throughout the school. Boys and girls achieve as well as one another and make good progress. This includes pupils with special educational needs who are given effective support by both class teachers and well-informed support staff. As in much of their work in the school the pupils have positive attitudes to their tasks in art and design. They enjoy using, and often combining, the different materials such as clay, hessian, wools and paints that help them to develop attractive end products. The work often supports their spiritual, moral, social and cultural development effectively because of the breadth of their learning opportunities.
97. The pupils follow up the many opportunities given in the Foundation Stage classes to explore and experiment in making art. They are well supported by teachers and support staff in doing this in a more structured way in classes for older pupils. Skills are effectively built upon those already developed as the pupils learn more about the techniques of art. They are presented with imaginative tasks that are well resourced with opportunities to use a wide and engaging range of media. A good sample of work in sketchbooks, a portfolio and displays gave an ample amount of evidence of the high quality of work being produced. Pattern making in different forms gives the pupils opportunities to explore the use of felt tipped pens and polystyrene tiles when repeating patterns are the focus of learning in Year1/2 classes. Chalk pastels and paint are combined dramatically successfully to produce work based on the theme of Bonfire Night. The work of famous artists is studied in Years 1 and 2 classes. Unusually work by Kadinsky and Joan Miro is the focus for the pupils who interpret their responses to the styles of the artists. They use tissue paper and oil pastels expertly to produce work with depth and tone. The study of the work of artists supports the pupils effectively in developing the design element of making art. This is clearly revealed in the sketchbooks maintained by the pupils from Year1 onwards throughout the school. Although these helpfully confirm the good progress that is being made they are not used consistently enough to show how skills are gradually built upon one another. This aspect of the pupils' progress is shown in both the portfolio of work and the direct lesson observation in the inspection week in Years 3 and 4. The skill of applying colour washes initially practised in Years 1 and 2 classes supports pupils as they shade and give line, shape and size to their direct observation of flowers whilst modelling their work on that of Monet. Paper weaving in Years 1 and 2 classes opens up to pupils' skills that they enhance in Years 5 and 6 when a multi media approach to weaving is completed successfully. Two and three-dimensional work produces very effective batik prints and models of Elizabethans and Tudor houses as part of the pupils' history studies. ICT skills are beginning to be used to good effect in order to bring a new dimension to learning.
98. Teaching is good throughout the school in art and design. Care is taken with lesson planning. Activities are organised thoughtfully. Resources, which are stored centrally, are used effectively. Teachers have secure subject knowledge because they are well supported by a useful scheme of work. Lesson objectives are clearly shared with the pupils in Years 3 and 4. Pupils review their work as they go along because teachers

intervene with perceptive questions that encourage them to make appropriate decisions about improving their work. Pupils enjoy art and design lessons and enthusiastically work hard.

99. The subject co-ordinator has worked very hard since the last inspection to improve the subject. An enthusiastic headteacher has ably joined her in this task. A good scheme of work now underpins the subject thoroughly and gives all teachers the confidence to develop art and design work effectively. The practical nature of the tasks help ensure that the pupils produce successful work.

DESIGN AND TECHNOLOGY

100. Standards at the end of Years 2 and 6 are above average. This is a good improvement since the last inspection. At the last inspection standards were found to be below average at the end of Year 6. There are a number of reasons for this improvement:
- Tasks are carefully presented to the pupils
 - The tasks arise from an effectively drawn up scheme of work
 - Teachers work confidently as a result of secure subject knowledge arising from the scheme of work
 - The impact of a knowledgeable subject co-ordinator
 - The support given by the co-ordinator resourcing work appropriately
 - The care with which planning by all staff is supported by the co-ordinators' monitoring
101. Boys and girls achieve equally as well and they all make good progress. This includes pupils with special educational needs who are given encouraging support by teachers and support staff. The tasks often support their numeracy skills, as they are required to work with accuracy in their measuring and joining of materials. Social skills are supported well too as they often work co-operatively in pairs and small groups in order to complete tasks successfully. The pupils make positive responses to tasks because they enjoy the chance to make creative end products from their initial designs. They like to see the growth of their work from a paper design to a useful artefact.
102. Pupils build skills upon previous learning throughout the school. Whole class discussions that invariably begin lessons re-visit what has already been successfully achieved. When they are focusing on making a bag to hold lavender and hang in a wardrobe in Years 1 and 2 the pupils' progressive learning is well structured. The designs made already are studied carefully before the pupils are expected to make choices of materials that will help them to make an effective end product. Class teachers and support staff raise questions in the pupils thinking rather than by telling them what they need to do to be successful. Pupils make choices confidently. Their learning is extended profitably as they add effective motifs to their designs. Years 5 and 6 work together particularly thoughtfully as they build towers with art straws after drawing up their designs in pairs. The paired work in Years 5 and 6 is also efficiently supporting their ability to make a switch for a light circuit that will flash and create a signal. The work is carefully cross-referenced to their work on electricity in science and makes the creation of their design more meaningful for the pupils. Not enough use is made of ICT skills to produce work in design and technology.
103. Teaching is good throughout the school in design and technology. Lessons are planned constructively so that learning is sequential. Skills are made to build on skills already taught and learnt. Resources are used effectively. All teachers have secure subject knowledge because they are well supported by a scheme of work that underpins their planning successfully. Teachers and support staff ask open-ended questions of pupils

that help them to review their efforts. This supports on-going improvements as they work on producing the objects that are the focus of their learning.

104. The skilled work of the subject co-ordinator has been a major influence upon the improvements made since the last inspection. Co-ordination is now well informed with a secure scheme of work that helps all teachers to plan and teach with confidence. The subject co-ordinator gives intensive support in planning when it is needed as well as ensuring that the subject is resourced appropriately. The pupils particularly enjoy the practical nature of the subject and seeing the work grow from a paper exercise to a solid object. They are proud of their work.

GEOGRAPHY

105. Standards in geography are average for pupils by Year 2, but below expected levels for pupils by Year 6. Since the last inspection standards of Year 6 pupils have declined. Progress is variable across the school but is satisfactory overall. It is satisfactory in Years 1 and 2, good in Years 3 and 4 and in one class of Year 5 and 6. Progress is unsatisfactory for pupils in two classes of Years 5 and 6. Pupils with special educational needs, and those pupils who learn English as an additional language achieve similar progress to their peers.
106. Strengths in provision include:
- The curriculum has sufficient breadth with a good range of learning experiences, which helps pupils understand the world around them
 - Pupils' understanding of citizenship and social responsibility increases as they study some geographical topics
 - First-hand learning opportunities provide increased relevance to lessons
107. By Year 2 pupils have a satisfactory understanding of their local environment. Through visits into the neighbourhood they have studied types of houses in a topic on "Homes." Linked with science pupils have considered types of materials used in the building of houses and looked at building constructions. Year 4 pupils have a good understanding of climatic change. In a project to plan an area of the school grounds for development, they used scientific instruments to effectively measure wind velocity, soil and air temperatures, and climatic variations. For Year 5 pupils this has led to a study of the water cycle to help them understand weather variations. Older pupils in Years 5 and 6 have studied the local Festival Park to identify key features of retail, leisure, commercial and industrial development, and transport facilities. Reflecting on the previous developments of the site, and in discussion of the positive and negative features of the present developments they have acted as town planners to create a development area of their own. Although most Year 6 pupils have good ideas, they are unable to translate these ideas successfully into a design plan. In other work pupils' knowledge of countries and their capital cities is weak and even the more able have a limited understanding of the European Union and the countries within it. As a result pupils find it difficult to estimate distances, or choose appropriate forms of travel or communication.
108. Each year pupils draw maps of the route from home to school as an assessment task. Over a period of time this exercise shows gradual improvements in pupils' mapping skills although rates of progress of some pupils are unsatisfactory. A scrutiny of teachers' planning and pupils' books shows that the teaching of mapping skills and map referencing is varied across the school. As a result many pupils find the assessment task difficult. By Year 6 at least one third of pupils are still unable to draw a map accurately. Many fail to understand a "birds eye view" perspective, or use

mapping key references appropriately. Only the more able Year 6 pupils can describe the position of town on an Ordnance Survey map using co-ordinate references.

109. The management of the subject has recently been taken over by a new and temporary co-ordinator. During the present school year there has been little development in the subject. The co-ordinator recognizes that action needs to be taken to improve standards particularly for pupils by Year 6. Areas to develop include:
- The appointment of a permanent co-ordinator to lead and manage the subject and increase its profile in school
 - The introduction of a whole-school assessment system to measure the development of pupils' knowledge and skills
 - Increased challenge and pace to learning for pupils in some classes
 - At the end of each geographical topic an evaluation of the teaching and learning to ensure coverage of the scheme of work is consistent

HISTORY

110. Standards at the end of Years 2 and 6 are average. This is a static situation that has been sustained since the last inspection. Pupils make satisfactory progress but a minimal amount of written recording of knowledge and understanding inhibits better progress being made. This is particularly the case in Years 1 and 2 where recording is included in one folder together with other foundation subjects of the National Curriculum. History is also blocked against geography and so there are periods of time when there is too little focus on the subject. During the inspection week there was no history work in Years 5 and 6 and judgements for Year 6 are based on the sample of work, display and discussions with the subject co-ordinator. Inspection evidence indicates that better progress is beginning to be made by the end of Year 2 and in Years 3 and 4. Pupils have satisfactory levels of knowledge and understanding but their recording of historical ideas and themes is not well developed.
111. However, the work was the same in all of the Year 1 and 2 classes. During the inspection week all of the activities were practical ones that were being well supported by class teachers and support staff. The pupils were making comparisons of life in Victorian homes to life at home now. The comparisons were being made in a meaningful carousel of activities. The pupils worked co-operatively in small groups with support from adults in three groups but role-playing independently conditions in a home that had been set up in all classrooms. In the supported groups the pupils made tea with tea leaves, made cucumber sandwiches or washed clothes by hand. The pupils learning was enhanced by the open-ended questions posed to them by the adults as they worked together. Progress in knowledge and understanding was clear. However, the missed opportunity to record anything of the experience in writing was replicated in the sample of work where too little was recorded. In Years 3 and 4 pupils were studied aspects of life in Ancient Greece. A particular focus on the Olympic games was presented imaginatively with the help of artefacts that developed the pupils' understanding effectively. They then researched with the help of books, before they recorded their knowledge of what Games events were taking place in the past, present or at both times. The pupils in these classes confirmed the depth of their knowledge and understanding when they presented them to parents at a lively well-structured assembly. The sample of work confirmed that the pupils in Years 5 and 6 made careful studies of Britain in the 1930's and since the Second World War. When recording is completed it is nearly always as a result of independent writing as little use is made of worksheets. This encourages the pupils to develop their different forms of writing such as diaries and accounts and supports the development of their literacy skills effectively.

112. Teaching is satisfactory throughout the school with some good features seen during the inspection week. Where teaching was best tasks had been carefully structured and resourced. Teachers had planned carefully. Support staff, including some volunteers, was well deployed and helping the pupils to develop an understanding of life in the past compared to now. However, there is too little written recording being completed to assure continuity and progression in history. There is not enough attention being paid to ensuring that the passage of time is recognised as a logical time line as the pupils change the different periods of history being studied too dramatically. An example of this was seen in the sample of work where pupils in Years 3 and 4 studied the Vikings and then made a leap in time to study the Victorians before studying Britain since the 1930's. This is in need of review if the pupils are to clarify their understanding of the passage of time.
113. A recently appointed co-ordinator has a very clear view of the needs of history. A short-term plan to resource work better with the provision of meaningful artefacts has been completed. Planning has been considered. The next steps forward are clearly considered in the co-ordinators action plan. Evaluation and monitoring are a priority that will help the co-ordinator to clarify needs across the school. With this plan ready there is good capacity for further improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Standards are average in Years 2 and Year 6. Pupils in the later years of the school have more to catch up than the younger pupils, but they are not far away from the levels expected for eleven-year-olds. At the last inspection this was a key issue for improvement and the school has done well to improve the level of equipment and raise the standards to the present levels, where pupils now use spreadsheets, databases and control technology. There are several reasons for the improvement in standards.
- There is more equipment of better quality
 - Teachers' are more aware of the National Curriculum and have trained to improve their subject knowledge
 - As a consequence of teachers' rising confidence and the appointment of new staff, pupils regularly learn the skills of ICT
 - At the last inspection there were no observations of ICT lessons, as it was not taught as a discrete subject. Since the last inspection the co-ordinator has concentrated on raising standards in each year group and this has worked to good effect. There are good examples of pupils' work in most displays around the school in which they have used computers.
115. Throughout the school pupils use the Internet for research purposes. Their teachers set them problems and pupils log onto the web sites. Lower attaining pupils in Year 2 were so keen on using a multi-media reading program that they took home the address to practise at home. Younger pupils log onto the World Wide Web, understand how to use the navigation bar and are familiar with the conventions of using programs and their associated icons. They know how to change the appearance of their work by the altering the size, style and colour of the fonts they use. By the time they reach Year 6 pupils are experienced in using computers in other subjects. For example, pupils use drawing programs to emulate the work of Henri Matisse, they search the Internet for photographs from space to complement their work in science and they use their knowledge of digital photography to produce highly effective self-portraits. Pupils in Year 4 use their knowledge of cutting, pasting and resizing text and graphics to produce good quality newspapers about the Ancient Greek world, a good link to their work in history. During this lesson pupils used reference books and their own knowledge with the very good resources that their teacher had prepared for them. Pupils in Year 6

protected a 'house' against burglary by working out how to instruct a program to check for intruders. As windows, doors and pressure pads were activated, alarms began. Pupils learned how to run continuous checks on the 'infra- red detectors' and switch off the alarms after a certain period. This lesson ended well with pupils evaluating their work and pointing out to the teacher where they need to make improvements in their learning. Pupils were set homework to find how many pieces of equipment in their homes use computing power to regulate their use. Pupils know how to use presentation programs to illustrate their work, use spreadsheets to plan a family outing and databases to store and sort information.

116. All of the teaching seen was of good quality, although at times the equipment in the suite was temperamental, teachers had sufficient knowledge to reset the programs and hardware so that little time was wasted. Expectations of pupils in these lessons enabled them to work at the expected levels for their ages. Classes were managed well; pupils were focused on their tasks and worked together very well to complete their work. In lessons in classrooms, computers are used frequently to practise skills in literacy and numeracy. The quality of teaching has improved, particularly in Years 3 to 6, and pupils have far more access to better quality equipment. Of particular importance are the observations learning support assistants make of pupils during lessons. The notes they take of pupils' contributions, how well they perform and where they make errors, are invaluable to teachers in follow-up work.
117. The co-ordinator and other members of staff have worked hard to improve the quality of provision. The school has adopted schemes of work that ensure that learning opportunities build on what pupils know, understand and do.

MODERN FOREIGN LANGUAGES

118. The school teaches French to pupils in Year 6 for half of the summer term. This is to prepare them for transfer to secondary schools. Pupils are taught the subject for about 50 minutes each week, benefiting from a Years 5/6 teacher who is a skilled French speaker. One lesson was observed and discussions were held with a group of pupils. Standards are just about in line for pupils with this level of experience, they are achieving well and enjoy their lessons. There are no differences between the achievements of boys and girls. In the lesson observed, which was taught very well, pupils showed high levels of confidence. Their teacher gave good encouragement to pupils and their listening skills helped pupils answer correctly questions posed in French such as; "What is the weather like?" This was after a good range of warm up activities including a question and response chain of pupils asking each other how they felt. Pupils gave thumbs up signs to accompany their response if they felt well. This sort of action helped pupils to consolidate their learning. Pupils then played bingo and were reminded about their knowledge of French terms for numbers.
119. Teaching in this lesson was very good. The teacher used good, clear French and it was obvious from pupils' reactions that they understood more French than they could speak. For instance, when the teacher asked for four volunteers in French, hands shot into the air. They were dressed in clothing to suit different weather conditions. Most pupils were able to respond to individual questions and as the lesson progressed more pupils became confident and participated well in the activities. By the end of the lesson all of the pupils could respond to a question about the weather in an appropriate manner. Pupils enjoy French; they understand why it is important for them to learn the language and are gaining a valuable insight into another culture.

MUSIC

120. Very few music lessons were observed during the inspection and no music lessons were taught to the oldest pupils because of the arrangement of the timetable. However, evidence from a portfolio of work, the large range of instrumental music lessons and the quality of the music in assemblies and in the practices for the major school production indicates that the above average standards have been maintained in Year 6. Pupils' standards are in line with national expectations in Years 2, lower than at the time of the last inspection although the provision of the subject has improved.
121. The provision for music is a strength of the school. The assemblies are used to deepen pupils' understanding of the work of musicians and composers from around the world. The school listened to "Gabriel's oboe" by a contemporary English composer this week. Pupils were asked to identify the instrument, orchestral family and, given the date of the composition, the era of the music when they first heard it. Pupils are very knowledgeable and hands were raised throughout the school. They were asked to focus on the dynamics, tempo and texture, words they were familiar with. The questions became more challenging as the week progressed. The pupils sing well. The whole school joined in with the singing of "Shalom" in four parts. Pupils maintained their parts very well, singing expressively and maintaining the pitch and dynamics. Impressively, the older pupils adjusted the volume as pupils left the hall, maintaining the volume and quality of the sound. The school choir sing tunefully and confidently and accurately perform a complex song of Robbie Williams. The school production "Bugsy Malone" demonstrates the quality of pupils' performance, with confident soloists as well as gusty song and dance routines. About 20 pupils benefit from instrumental tuition consisting of brass, woodwind and strings and others learn the recorder.
122. In a music lesson observed in Years 1 and 2, the teacher planned this well and it formed part of a series of lessons based on pitch and rhythm. The teaching and learning were satisfactory but pupils found it difficult to maintain concentration as the lesson progressed and progress would have been better of pupils had had more opportunity to sing and play for enjoyment.
123. In an excellent lesson observed in Years 3 and 4 excellent teaching, impeccable planning and very high expectations had a considerable impact on the standards pupils achieve, the progress they made and their love of music. The co-ordinator takes all the lessons in Years 5 and 6. Her inclusion of pupils with special educational needs was particularly impressive. They were given the task of maintaining a drone while the class performed rhythmic patterns in four parts with all pupils using the word "ostinati" to describe their pattern. Later the same pupils performed an ostinati themselves, making excellent progress. These Year 2 and 3 pupils use hand signals to identify pitch, many read standard notation for the lengths of sound and use the terms "crotchet" "quaver" and "minim" accurately. They know a range of playground songs and the properties that make them effective. All pupils, thanks to the teacher's excellent subject knowledge, high expectations and conscientious checking of understanding, know the difference between pulse and rhythm and drone and ostinati. Their behaviour is impeccable because of well-established routines. Instruments that are not performing are silent!
124. The coordinator has planned the school's music curriculum very well, combining the guidance from the Qualifications and Curriculum Authority and the materials already in school to produce a good quality scheme of work. Music is taught in six-week cycles, two weeks to learn skills, two weeks to apply them through composition and performance and two weeks to evaluate the outcomes. Very good assessment

procedures enable her to track pupils' progress and she correlates samples of pupils' composition and performance in a portfolio of work. There is a good range of resources; world musicians and workshops such as the Afro-Caribbean musicians enhance the curriculum. Pupils in Years 5 and 6 study and perform cyclic patterns in Indian and Javanese music and some have played a gamelan. The community knows of the school's musical traditions and the school often performs locally, in the Salvation Army Festival of Music, in local churches, to senior citizens and in the recorder festival, for example. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural education.

PHYSICAL EDUCATION

125. Standards are average by the end of Years 2 and 6 and have been maintained since the last inspection. Pupils make satisfactory progress overall and good progress in some lessons. Pupils with special educational needs and those with English as an additional language achieve in line with other pupils, when necessary supported in their learning by well-trained learning support assistants. A small number of pupils are identified as having a gift or talent in swimming or football. The school supports their success and further improvements in their performance are encouraged. Since the last inspection there have been some good improvements in provision.
126. Strengths in the provision include:
- A well-structured curriculum in which pupils have good opportunities to improve their performance in a range of skills
 - Opportunities to participate in a good range of out of school sporting activities, which consolidate and strengthen pupils' skills and knowledge
 - Provision for pupils' moral and social development, which is planned in many lessons.
126. Pupils participate in gymnastics, games activities, including athletics, swimming and dance. Year 6 pupils have additional opportunities to try various outdoor pursuits whilst on a residential holiday. The curriculum follows nationally recommended guidelines, but it is adapted successfully to match for the needs of the school. Skills and knowledge are developed systematically, although assessment procedures to track pupil progress are informal.
127. By Year 2 pupils are eager to complete a series of movements involving rolls, jumps and turns. They can travel in different directions at various speeds, following teacher directions carefully. They explain the good effects of healthy exercise clearly and logically to their teachers. Skills of throwing and catching show good improvement in lessons. Pupils in Years 3 and 4 continue with this good improvement. They show good improvement in the accuracy and distance of their throws. By the time pupils are in Year 6 their enthusiasm for sports have increased considerably, partially because of their involvement in sporting activities after school. Older pupils appreciate the need for team rules so that team sports can be successful. Currently lessons involve pupils in a range of athletics activities. Targets for good improvement in performance are sufficient to raise significantly the levels of pupils' performance, particularly as many activities are in preparation for sports day. Pupils enjoy a competitive target and strive to increase their speed and accuracy as well as improving the quality of their performance. Many pupils have good agility with games skills are appropriate for their age. By the end of Year 6 pupils can create a sequence of movements in gymnastics or dance, linking their actions to create more complex sequences and showing improved levels of co-ordination and balance. Most can reflect and evaluate their performance.

128. In Years 3 to 6 all pupils have regular swimming lessons. Specialist teachers assist with swimming tuition. All pupils can meet nationally expected levels achieving at least 25 metres, and with many pupils swimming much further.
129. The teaching of physical education continues to improve. It is currently of a satisfactory quality overall, but with good features in many lessons. The local sports college provides specialist help to enable teachers to improve their skills and knowledge. Lessons have a varied range of activities, which develop pupils' skills systematically. In good lessons the needs of pupils of differing abilities are considered carefully. For example, in a Year 1 lesson pupils were successful in improving their defensive ball skills because they practised with tennis or beach balls, whichever they were able to handle easily. In all lessons teachers maximise warm up and cooling down activities to remind pupils of the benefits of exercise. As a result pupils learn the value of physical exercise and understand how to maintain a healthy lifestyle. Management and organisation of lessons are good. Pupils understand rules of health and safety and behave appropriately.
130. The leadership of the subject is good, managed well by an enthusiastic co-ordinator. There is an appropriate action plan of priorities, which includes monitoring of teaching and learning in lessons. The rate of development is anticipated to increase rapidly as the subject becomes a priority area of school improvement in the next school year.

RELIGIOUS EDUCATION

131. Standards have been maintained since the last inspection and in Years 2 and 6 pupils' knowledge and understanding of religious education is in line with the Staffordshire Agreed Syllabus for Religious Education. The curriculum enables pupils to respond to their learning well and much of it is based on discussion and analysis of the subject's impact on pupils' lives and world issues. However, because pupils' work is not organised into discrete subject books or folders pupils find it difficult to remember what they have learnt. This makes comparisons between religions, for example, more difficult than it should be.
132. The quality of the teaching is good overall and there was no unsatisfactory teaching observed during the inspection. In a good lesson in Year 1, the teacher was encouraged to draw on their knowledge of the Qur'an to compare it with the Bible, understanding that they are Holy Books and teach us about God. Pupils know that the Bible consists of two books and that stories about Jesus are in the New Testament. Pupils responded well to the story of the lost sheep and the teacher brought it to life at the end of the lesson with a storybook with amusing pictures and involving the pupils in a dramatic reconstruction of the story as a pupil re-read it to the class. A sensitive discussion showed that pupils understood that everyone is special to God, once they has moved beyond the moral as "don't wander off and get lost"!
133. In a challenging lesson about Zacchaeus pupils were encouraged to guess the theme of the story from clues given by the teacher. The clues - a story about a short person who's life was changed by a meeting with Jesus - were enough for some pupils to identify it, showing an appropriate knowledge of Jesus' life. These pupils also acted out the story. The teacher involved a pupil with English as an additional language very well as he was selected as the member of the crowd to shout out to Jesus. Language was extended very well for all pupils as they described Zacchaeus' behaviour before and after his life-changing encounter, with words such as "disgraceful" "shameful" and "generous". There were good links with citizenship as the "crowd" cheered on receiving their tax rebate.

134. Pupils in Year 5 and 6 have an appropriate knowledge of Islam and some recall of aspects of Judaism. Their teacher explained the Five Pillars of Islam well and pupils gave valid reasons why pillars were selected. The written task they were set was too easy as they drew a picture of the pillars [the teacher has already shown them one]. They demonstrated a good understanding of Islam, as many made sure they had a small fault in their work. All remembered not to draw people in their pictures.
135. Pupils listen attentively in all their lessons and most contribute to class discussions. It is a tribute to the very good relationships between the pupils and teachers that pupils are confident to discuss their feelings, sensitive to those of their peers and respectful of the beliefs of others. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.
136. The subject is well managed. The new coordinator has a very clear understanding of the curriculum and the changes that are needed to comply with the new syllabus that will be introduced next year. There are appropriate systems for assessing pupils' work. It is more difficult to track their progress because most pupils' work is scattered throughout work from other subjects. This not only makes it difficult for pupils and teachers to see the progress made but also generates a lack of pride in the presentation and restricts the usefulness of the work already completed as pupils cannot refer to it.