

# INSPECTION REPORT

## **WERRINGTON PRIMARY SCHOOL**

Washerwall, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124075

Headteacher: Mr R F Harvey

Reporting inspector: Mr M Johnstone  
No: 21114

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> June 2003

Inspection number: 248541

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Washerwall Lane  
Washerwall  
Stoke-on-Trent

Postcode: ST9 0JU

Telephone number: 01782 302150

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Appropriate authority: The governing body

Name of chair of governors: Mr J Beech

Date of previous inspection: June 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21114	Malcolm Johnstone	Registered inspector	Physical education Science	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
14178	Patricia Willman	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23566	John Iles		Geography History Music	How good are curricular and other opportunities offered to pupils?
20350	Vivien Davies		Mathematics	How well are pupils taught?
21450	Daniel Kilborn		Information and communication technology (ICT) Religious education Foundation Stage English as an additional language	
22671	David White	Team inspector	English Educational inclusion including race equality Special educational needs	
08339	Hugh Protherough	Team inspector	Art and design Design and technology	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the eastern fringe of Stoke-on-Trent in Staffordshire. It is a community designated primary school for pupils aged from 4-11 and is much bigger than other similar schools. The school is on a split site with the Foundation Stage (the pre-reception class and reception) and Years 1 and 2 on one site and Years 3 to 6 on the main site about a quarter of a mile away. The number on roll is falling gradually with about 30 pupils less than at the previous inspection. There are currently 436 pupils on roll with almost equal numbers of boys and girls. At the time of the inspection, there were 15 children attending part-time in a pre-reception class and 51 attending full-time in the two reception classes. Children come from varied backgrounds but most live in privately owned properties. Attainment on entry is broadly average with the full range of ability represented. Almost all of the pupils are of white United Kingdom heritage and no pupils are at the early stages of English language acquisition. Five per cent of the pupils are eligible for free school meals and this is below average. Thirteen per cent of the pupils have special educational needs and 0.9 per cent has a statement of special educational needs. These percentages are broadly average. The main areas of need are moderate and specific learning, emotional and behavioural and speech and communication.

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

This is an improving school that is effective in key aspects of its work. It has reacted positively to the serious weaknesses that were identified at the time of the last inspection and no longer has serious weaknesses. Standards have improved in all subjects and teaching is now good. The headteacher, staff and governors are committed to improvement and have introduced some promising initiatives. The school is providing good value for money.

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

- Standards are above average in English, mathematics, science, history, geography and singing
- Teaching and learning are good overall with particular strengths in Years 1, 2 and 6 and in the teaching of mathematics
- Behaviour is excellent; pupils enjoy learning, work hard and have very good attitudes to learning
- The provision for pupils with special educational needs is good
- Children get a good start to their education in the Foundation Stage
- Relationships are very good and pupils' moral and social development is promoted very well.

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

- Standards in information and communication technology (ICT) and design and technology
- The effectiveness of the senior management team and co-ordinators
- Systems for finding out how well pupils are doing and using the information to bring about further improvements in learning.

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

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

Standards in most subjects and the quality of teaching have improved since the last inspection in June 2001 when the school was deemed to have serious weaknesses in standards in mathematics, science, religious education, ICT, design and technology, leadership and management and monitoring. Since that time, marked improvements have been made in all these areas, although there is still work to be done in ICT and design and technology. The school has established more effective systems for tracking pupils' progress and in assessing pupils' work in some subjects, particularly in mathematics. However, insufficient use is made of the data generated in order to produce a more systematic and rigorously applied programme led by the senior management team and co-ordinators. The governors now carry out their responsibilities well and are having a greater impact on shaping the direction of the school. The capacity for improvement is good.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	A	E	B	D
Mathematics	C	D	A	B
Science	C	C	A	B

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

Children begin school with broadly average attainment for their age, although the full range of ability is represented. Consistently good teaching in the Foundation Stage enables all the children to achieve well in all the areas of learning. In the 2002 national tests and teacher assessments for pupils at the end of Year 2, standards were average in reading, writing, mathematics and science, although too few pupils reached the higher Level 3 in reading, mathematics and science. As a result of better teaching, this has now improved and evidence from the inspection reveals that standards are now above average in all three subjects and the previous downward trend has been arrested. The good work pupils were doing in Year 1 confirmed this view.

The quality of work seen during the inspection largely reflects the results of the 2002 tests for pupils at the end of Year 6. In all three subjects standards are high enough to be above the national average. The number of pupils achieving nationally expected levels in this year's tests is likely to be as high as in 2002 but the number of pupils achieving the higher levels is slightly down. The school met its appropriately challenging targets for 2002 and indications are that it will meet its targets for 2003 and 2004. These would be likely to maintain the current good standards. The achievements of all pupils, including those who have special educational needs, have been mostly good since the last inspection and the above average pupils are much closer to reaching their potential. Standards in ICT and design and technology are still below average by the end of Year 6 but are improving at a good pace. Pupils achieve well in history, geography and singing. Across all year groups and all subjects, pupils have very good attitudes to work and work hard. This is a key factor in the standards they achieve.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils, including the children in the Foundation Stage and those with special educational needs, have very good attitudes to school and work hard.
Behaviour, in and out of classrooms	Pupils' behaviour around the school and in the playground is generally excellent. Their behaviour in lessons is consistently very good and in assemblies it is exemplary.
Personal development and relationships	Relationships are very good and pupils' personal development is promoted well.
Attendance	Attendance rates are above average and there is no unauthorised absence.

The School Council is very effective and has a very positive impact on school life. Pupils take their responsibilities for tasks around school seriously and show good levels of initiative.



## TEACHING AND LEARNING

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

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

Teaching and learning are mostly good throughout the school. In most lessons the teaching met the needs of all pupils well and they made good progress. No unsatisfactory lessons were seen. Teaching has improved since the last inspection in 2001 when it was generally satisfactory. This is a key factor in the improved standards. The most effective teaching was seen in the Foundation Stage and Year 6.

The quality of teaching and learning are consistent across the subjects for most teachers. The teaching of English and science is good overall and teaching is particularly strong in mathematics. In other subjects, teaching and learning are always at least satisfactory with some examples of very good teaching in music, geography and ICT. Key strengths in teaching are high expectations of what pupils should achieve, very good relationships, the management of lessons, and the use of resources. In less successful teaching, assessment of what pupils already know is not used effectively to plan subsequent work and opportunities for pupils to discuss at length and follow their own lines of enquiry are limited.

The teaching of pupils who have special educational needs is good and they make good progress against the targets set for them in their individual education plans. The teachers and classroom assistants have a good knowledge of their pupils' needs and this is employed successfully in the planning of their work. Since the last inspection the challenge in the work for the above average pupils has improved in most lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum across all subjects of the National Curriculum and religious education. The curriculum for children in the Foundation Stage is good. There is a satisfactory range of extra-curricular activities, although many are for pupils in Years 3 to 6 only.
Provision for pupils with special educational needs	Good. Effective systems identify and meet the needs of the pupils. Teachers and classroom assistants help pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for pupils' spiritual and cultural development is good and for moral and social development it is very good.
How well the school cares for its pupils	The welfare of all pupils, including the children in the Foundation Stage and those with special educational needs, is a fundamental priority for the school and the kindness and commitment of all adults who work with the pupils ensures that they are well cared for.

The school has a constructive and effective partnership with the large majority of parents. Assessment procedures and the use of information from assessments to develop pupils' learning are unsatisfactory in most subjects. This aspect of the school's work has not developed well enough since the last inspection except in the Foundation Stage and for pupils who have special educational needs, where these aspects are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are satisfactory and have improved since the last inspection when there were judged to be some serious weaknesses in this aspect of the school's work.
How well the governors fulfil their responsibilities	The governors are now more involved in school developments and fulfil their statutory duties to greater effect.
The school's evaluation of its performance	Over the past year, good improvements have been made in the tracking of pupils' performance in national tests and the setting up of good internal self-review activities. These are beginning to have a good impact on standards
The strategic use of resources	Financial planning is good and resources are used well. There is good understanding of the principles of best value.

The headteacher has developed a caring, hard-working community in which all who are at the school are equally valued. Day-to-day administration is very good and all non-teaching staff make a significant contribution to the life of the school. The senior management team and co-ordinators are beginning to exert more influence on curriculum development, particularly in mathematics. However, there remains a need to ensure that in conjunction with the headteacher, their time is more rigorously focused on the development of teaching and learning and the use of assessment data to sustain and develop improvement. Staffing levels and accommodation are good and there is a satisfactory range of learning resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• My child likes school and is making good progress</li> <li>• Behaviour is good and the school is helping my child become mature and responsible</li> <li>• Teaching is good and my child is expected to work hard</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress</li> <li>• The range of activities outside lessons</li> </ul>

Inspectors agree with the parents' positive views of the school. Parents responding to the questionnaire have only had one consultation with teachers so far this year but from September of this year the parents will have three opportunities to meet with the teachers. Parents of pupils in Year 6, where English, mathematics and science are taught in sets will also have the opportunity to meet the teachers of the various sets. All teachers are available to meet with parents at any reasonable time should any problems arise. These arrangements are similar to those found in most primary schools. Reports on pupils' progress are considered to be satisfactory although more could be included on pupils' progress in English, mathematics and science. There is a satisfactory range of activities outside lessons, although these are very largely confined to Years 3 to 6.

## **PART B: COMMENTARY**

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

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

1 Children begin school with broadly average attainment for their age, although the full range of ability is represented. In the Foundation Stage the teachers provide an appropriate, well-planned and interesting curriculum which stimulates the children's learning and enables them to achieve well in all the areas of learning. The children are prepared well for the next stage of their education. By the time they enter Year 1, most children attain the early learning goals in language, communication and literacy, mathematics, knowledge and understanding of the world, creative and physical development and a significant minority are set to exceed them. Many children exceed the level expected in their personal, social and emotional development.

2 In the 2002 National Curriculum tests for pupils at the end of Year 2, standards in reading, writing and mathematics were similar to the national average but below those in similar schools. For these pupils, standards were not high enough and had declined over the past two years. Too few pupils reached the higher Level 3. As a result of better teaching, inspection evidence and provisional indications from the 2003 assessments for pupils now at the end of Year 2 reveal a more promising picture. Standards are above average in all three subjects and the downward trend has been arrested. More pupils are working at the higher levels in all subjects. The good work pupils were doing in Year 1 consolidated this view.

3 By the end of Year 2, pupils talk and listen confidently in different contexts, including small groups, whole class and whole school activities. Most pupils read fluently and confidently and have developed an enjoyment of a variety of stories and poems. They have a good grasp of phonics (the sounds made by letters). Above average pupils have begun to recognise and express a preference for different authors and talk knowledgeably about the characters and plot in a story. Writing for all purposes has been a focus for development over the past year and, as a result, pupils have made good progress in their writing skills in all subjects. Pupils develop a good mathematical vocabulary, recall basic number facts accurately and are developing reliable mental methods calculating with two digit numbers. Most of them have appropriate knowledge of addition, subtraction and table facts. Pupils are making good progress in applying their mathematical knowledge to problem solving. Pupils develop a good knowledge across the range of their work in science and are acquiring a love of the subject.

4 In the 2002 National Curriculum tests for pupils at the end of Year 6, standards were above average in English and well above average in mathematics and science. When compared with similar schools, standards were high enough to be above average in mathematics and science but below average in English. These results showed considerable improvement on the results in 2001. The work pupils were doing during the inspection largely confirmed the high standards in mathematics and science and showed improved standards in English where standards were now similar to those achieved in mathematics and science and as high as they should be. In all three subjects standards are above the national average. The number of pupils achieving nationally expected levels is likely to be as high as in 2002 but the number of pupils achieving the higher levels is slightly down. The school met its appropriately challenging targets for 2002 and indications are that it will meet its targets for 2003 and 2004. These would be likely to maintain the current good standards.

5 In general, pupils achieve well across Years 3 to 6 with particularly good progress in Year 6. By the end of Year 6, most pupils have developed their knowledge, understanding and skills well in English, mathematics and science. Speaking and listening skills develop well for most pupils. All pupils listen attentively to their teachers and each other during discussions. Pupils are generally keen to make contributions during lessons and express themselves clearly when answering their teachers'

questions, although a few more reticent pupils need more encouragement to make more lengthy responses in some lessons. Across the curriculum, pupils have good understanding of technical vocabulary and language. The pupils' enthusiasm for reading continues and in Year 6 above average pupils are accomplished readers who show impressive understanding of a range of texts. Pupils' ability to find information is well developed throughout the school. In most classes, the pupils' reading diaries are evidence of the volume of reading they achieve and their parents' interest in their children's reading. In all year groups, pupils produce a wide range of good quality writing for different purposes including fiction, factual reports, persuasive writing, poetry and letter writing. Standards in spelling, grammar and handwriting are good and all pupils present their work neatly.

6 In mathematics, pupils develop their skills well and, by the time they are in Year 6, they have acquired accurate, reliable methods for adding, subtracting multiplying and dividing numbers. They are achieving a high level of understanding by first using informal methods of calculation which mirror their mental work prior to using formal written methods. Their work in other aspects of the subject is also good, for example, they show good understanding of measures and classify correctly two and three-dimensional shapes. Pupils use their good literacy skills to support learning well in all subjects and their numeracy skills offer effective support to work in science, ICT and geography. In science, pupils in Year 6 build on their prior knowledge and understanding very well and this results in some high quality work across most aspects of the subject. Some aspects of scientific enquiry are developed well but pupils are not so good at, for example, identifying their own approach in order to answer a scientific question or selecting their own equipment to carry out a test. In all three subjects, the above average pupils are making good overall progress and their achievements are better than at the time of the last inspection.

7 Pupils who have special educational needs receive good provision throughout the school. As a result of the support that they receive from teachers and classroom assistants during the lessons and in small groups withdrawn from classes, they make good progress towards the targets in their Individual Education Plans. A good number of these pupils attain standards that are similar to national averages in English and mathematics and all pupils with special educational needs reached the national average Level 4 in science. Pupils who have special educational needs are included in all aspects of the school's work.

8 Standards and pupils' achievements in information and communication technology (ICT), design and technology and religious education were below average at the time of the last inspection. The work pupils were doing during this inspection indicates that in ICT and design and technology, standards remain below national averages but improved teaching and curriculum provision are increasing the rate of pupils' progress, which is now satisfactory. Pupils are now also using computers more effectively to support their work across other subjects. Standards in religious education now meet the requirements of the local agreed syllabus.

9 Pupils achieve satisfactory standards in art and design and physical education, although standards in swimming are good. Pupils achieve well in history and geography. Standards are above average and all pupils develop an impressive knowledge of the subjects. Some very good and excellent teaching by specialist musicians has a significant impact on pupils' learning and the high standards they achieve.

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

10 Pupils of all abilities, including the children in the Foundation Stage and those with special educational needs, have very good attitudes to school and their behaviour is consistently very good and often excellent. They respond very well to the strong spiritual, moral, social and cultural values promoted by the school. The relationships they have with each other and with the adults who work with them are very good. As a result, most pupils develop into well-balanced, friendly and sociable

individuals and this provides a strong foundation for the mutually supportive and cohesive community of the school. Because pupils feel valued and happy, they make good progress in their learning. The very good quality of these aspects of pupils' development has been maintained very well since the last inspection.

11 Children in the Foundation Stage arrive happily at school, keen to tackle the interesting activities planned for them. In the reception classes they get very involved in their pirate role-play becoming fierce pirates and guarding the treasure. In the pre-reception class, they have learned the importance of fair play and generously applaud the winner of the fruit game in their physical education lessons. Because the children have very good relationships with their teachers and other adults who work with them, they feel secure and valued in school and grow in confidence. They are friendly and outgoing, eager to explain, sometimes at great length, what they are doing. They clearly understand what their teachers expect of them and their behaviour is very good.

12 The pupils in Years 1 to 6 are well motivated and very enthusiastic about many aspects of their lives in school. Most parents who expressed an opinion prior to and during the inspection consider that their children like coming to school and the pupils themselves confirmed this view. They particularly enjoy their science, swimming and ICT lessons in the computer suite. In some lessons and in assemblies, older pupils do not always readily offer their ideas and involve themselves in discussions. Pupils themselves say that this lack of response sometimes leads teachers to think that they do not understand and time is wasted with repetition. They value their teacher's praise for good work and try hard to be awarded house points. Pupils in Years 3 and 4 sing joyously in the choir, turning up to practise in great numbers during the mid-day break. Many pupils successfully represent the school in sports teams and athletics events, practising enthusiastically on the school field at lunch times. The Talent Show generates a great deal of excitement and anticipation. Small groups of pupils are practising hard during spare moments, determined to put on a good performance. The good support provided for pupils with special educational needs enables them to take a full part in the lessons and school life and they do so with interest and commitment. These pupils have very good attitudes to school and respond well to the realistic and achievable targets that are set for them.

13 Pupils' behaviour around the school and in the playground is generally excellent. Their behaviour in lessons is consistently very good and in assemblies it is exemplary. This is a significant strength of the school. Pupils are unfailingly courteous to each other and to adults, rushing to hold doors open, many thank each other as a matter of course, and the reply is often; "You're welcome". This practice starts in the pre-reception class and is second nature to these pupils. They take care of their own and each others' belongings and treat the school's resources with appropriate care and respect. There have been no exclusions.

14 Pupils get on extremely well with each other and have strong and supportive relationships with their teachers and other adults who work with them. As a result, they feel safe and valued in the school community and, because of the very good moral and social values promoted by the school, their personal development is very good. Pupils talk of minor instances of bullying which have made them unhappy in the past, but comment that the school has become much stricter when dealing with this type of behaviour and it now rarely happens. They clearly understand how their actions may have an impact on their friends. They show sympathy and compassion for the difficulties of others through their fund raising activities. In some lessons and assemblies, they are encouraged to think about the feelings of those faced with moral dilemmas. All pupils have classroom responsibilities, which they carry out sensibly, and older pupils have whole school responsibilities. For example, they act as receptionists during the mid-day break, answering the telephone politely, taking messages and passing on requests. The School Council is very effective and has a very positive impact on school life. Pupils take these responsibilities very seriously and are conscientious in the performance of their duties. Many pupils show good levels of initiative. For example, they organise their games at playtimes, setting up and tidying away the various balls and skittles quickly and often without direction. In

lessons, when asked to work in pairs and groups, pupils co-operate effectively, sharing their ideas and helping each other. They do not always have opportunities in their lessons to organise their own work and, as a result, their independent learning skills are not as well developed as they might be. During their time in school, most pupils develop high levels of self-confidence and maturity and are able to clearly and express their views on a variety of subjects.

15 Attendance at school is good. It is above the level found in most primary schools. Because most parents notify the school of reasons for absence, there is no recorded unauthorised absence. Although most absence relates to illness, there are a small number of parents who take their children on holiday during term time. The majority of pupils arrive at school in good time, but there are a few who are regularly a little late and miss the important start to the school day. The registration process is very swift and efficient.

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

16 Teaching has improved since the last inspection in 2001. At that time, it was satisfactory overall; now it is good. During the inspection, teaching was good or better in about three-quarters of the lesson observed. No lessons were judged to be less than satisfactory. All of the lessons seen in the Foundation Stage were good. In Years 1 and 2, teaching was consistently good and there were instances of excellent teaching in Year 1. In Years 3 to 6, the picture was more variable. Teaching was satisfactory in Year 3, except in music, where it was excellent. It improved in Years 4 and 5, where it was good on balance. Teaching was particularly effective in Year 6 where it was mostly good and sometimes very good.

17 Throughout the school, mathematics is well taught and, except for Year 3 where the teaching is satisfactory, it is always good or better; this has a positive impact on standards, which have risen at the end of Years 2 and 6. The quality of teaching and support for pupils with special educational needs is good overall. The teachers and classroom assistants have a good knowledge of their pupils' needs and this is employed successfully in their planning of their Individual Educational Plans. Teachers and classroom assistants are sensitive to the needs of the pupils in their care. In a mathematics lesson for pupils in Year 1, for example, they encouraged a pupil with special educational needs to come out and demonstrate how to work out an answer – there was spontaneous applause for the pupil for getting the correct answer. The classroom assistants take a significant and positive part in ensuring that the pupils make progress that is at least equal to that of their peers. The quality of teaching and learning provided by the tutor responsible for the small withdrawal groups is good and enhances the provision for these pupils. Above average pupils are now given more challenging work in most lessons, notably in mathematics and science throughout the school and in Year 6 where pupils are set by ability. In less effective lessons, this is not always the case and work does not challenge them enough.

18 The major contribution to the improvement in teaching and learning is the model provided by the now secure teaching of mathematics. This increased confidence in the teaching of mathematics started with a thorough analysis by the co-ordinator of teaching including plans, pupils' books and test questions. As a result she identified areas of weakness and organised a programme of in-service training to remedy the problems. A series of targets, measured before and after, provided a check on the effectiveness of the training. Progress for pupils in Year 1 is now secure; after a series of temporary appointments this class is working well with a new teacher.

19 The quality of teaching and learning are consistent across the subjects for most teachers. The teaching of English is good overall in the infant classes and excellent in a Year 1 class. In the junior classes, it is satisfactory in Year 3 and strongest in Year 6 where it is always good or better. The teaching of science is mostly good and is particularly strong in Year 6. In other subjects, the quality of teaching and learning are always at least satisfactory with some examples of very good teaching in

music, geography and ICT. The basic skills in literacy and numeracy are well taught. The ability to write clearly and spell accurately is well developed in nearly all pupils. Teachers give pupils good opportunities to develop mental arithmetic, measurement and data handling and to apply these skills across the curriculum. Homework is well established and pupils throughout the school are given tasks of appropriate length often well linked to topic or other on-going work.

20 A key factor contributing to the pupils' good learning is the quality of the relationships teachers have with their pupils. In consequence, pupils' behaviour is often excellent and confidence levels are high so they are willing to have a go when asked difficult questions. Teachers use teaching techniques, which involve discussion and groupwork, confident that pupils will stay with the task. For example, in a religious education lesson pupils in groups tried to solve problems arising from anti-social behaviour. They began to think about the importance of rules and values in society. This was good preparation for a topic in which the role of the world religions in establishing social guidance would be examined. In some lessons, however, teachers do not harness the pupils' personal and social strengths and opportunities to engage in protracted teacher led discussion is limited. In science, teachers have begun to extend opportunities for pupils to develop the skills of scientific enquiry but activities tend to be too teacher directed and initiated. There is not yet enough scope for pupils to suggest their own lines of enquiry and choose their own equipment. In an otherwise satisfactory lesson in Year 3, for example, the teacher did the experiments used to establish conditions for plant growth. In consequence, pupils were deprived of the opportunity to be more independent and to think for themselves.

21 Planning for lessons is good in the reception classes and Years 1 and 2 but is more variable in Years 3 to 6. In general, most teachers plan a range of interesting activities that motivate their pupils. This often includes preparing materials that grab the imagination of the pupils. In Years 1 and 2, for example, some excellent original photographs enlivened a lesson in geography. In the Foundation Stage, a very well prepared pirate's topic provided children with exciting opportunities in many aspects of their learning. In Year 6, a history topic based around the life of John Lennon was enhanced by the use of computers. The main strength of this lesson, however, rested on a much older skill, the ability of the teacher to captivate his pupils by telling a good story based on first-hand knowledge. In some classes aspects of preparation are less effective, for example, in one literacy lesson pupils were not given sufficient opportunity to familiarise themselves with the text before answering questions. In a physical education lesson, the teacher expected pupils to catch balls before they had mastered the much easier task of catching beanbags.

22 A strong feature of pupils' learning is the pride that they take in their work. Teachers insist on high standards of presentation in all subjects and work is exceptionally well presented. In other aspects, teachers' high expectations have a positive impact. This is particularly the case in Years 2 and 6 where pupils work really hard and produce an exceptional amount of work. In all classes, teachers pay good attention to the development of appropriate subject vocabulary and expect pupils to use it correctly. In an art and design lesson, for example, pupils used language associated with perspective and knew the correct technical terms when discussing the work of artists including Mackenzie Thorpe and L.S. Lowry. In some lessons, opportunities to use speaking and listening skills beyond one word answers are not given often enough, for example, in a Year 6 lesson when pupils were comparing two books.

23 Many teachers give very good oral feedback to pupils, as in the lower set in Year 6. In consequence, pupils are clear about what they need to do in order to succeed. However, the feedback given to pupils through marking is more limited. In most classes work is marked regularly but there are few instances of evaluative comment being used to indicate what needs to be done to make their work better. The impact of assessment on the content of the lesson is mixed. In one class, the teacher rightly changed his programme because his pupils were grasping work on function machines more quickly than he anticipated. In another, however, the teacher did not take sufficient note of previous

attainment. In consequence, some pupils were not challenged enough during their mathematics lesson on time. Some pupils were not secure enough to transfer their factual knowledge to a problem-solving situation.



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

24 The school provides a broad, balanced and relevant curriculum. All subjects in the National Curriculum and religious education are taught. The curriculum for children in the Foundation Stage of learning is good and supports teaching and learning for the youngest children well.

25 The quality of provision has improved since the previous inspection. The confidence of teachers to teach the full range of experiences in ICT shows good improvement. The new computer suite provides a valuable resource that is raising standards in the subject. Food technology is now included in design and technology. Whilst standards are improving in these two subjects, the development of skills from year to year is not fully established. Improvement in religious education has resulted from the school following the locally agreed syllabus, which has led to the consistent delivery of the subject.

26 History and geography are taught in blocked units of time with quite long gaps between learning. Good progress has been maintained in these subjects because teachers include aspects of the subjects in work across the curriculum. This is reflected by good quality classroom displays that affirm the importance of the humanities in the pupils' education.

27 The literacy and numeracy strategies have been implemented well at the school and where teaching is good there is evidence of the basic skills being applied effectively across the curriculum. For example, graphs and Venn diagrams are used to record information in geography and word processing skills enhance pupils' projects in history and geography. Literacy skills, particularly through speaking and listening, are used well when pupils make presentations of contrasting points of view. Additional opportunities that enable pupils to see how different subjects and skills make important contributions to knowledge will improve standards further if they are applied across the whole school. This has important implications for monitoring links with other subjects within the planning.

28 The school provides a satisfactory range of extra-curricular activities to extend pupils' learning. Sports activities dominate and there are good quality music clubs as well as opportunities for improving computer skills. Only a recorder group for pupils in Year 2 is available for pupils up to the age of seven.

29 The school's equal opportunities policy is applied well. Pupils with special educational needs are fully included in all activities and there is now better challenge for the above average pupils. Mixed gender teams in games and equal representation of boys and girls on the school council reflect a commitment to equality.

30 The school makes good provision for pupils with special educational needs. Pupils are well supported by their teachers and by teaching assistants. The co-ordinator for special educational needs provides effective support for his colleagues to ensure that good quality Individual Education Plans are in place for each pupil. Small step targets that are achievable are clearly defined and effectively meet the individual needs of the pupils. The provision for special educational needs meets all statutory requirements.

31 Provision for personal, social and health education is included in every subject and is of good quality. It is reflected well in the behaviour and attitudes of pupils. The newly appointed subject manager is reviewing, with the school's curriculum co-ordinator, the current provision and a decision to give this aspect of pupils' education dedicated time in the curriculum is to be made following consultation with staff. Presently, pupils take part in a range of discussions that affect them. The review will focus on improving guidance on citizenship.

32 The school benefits from good links with the local community and neighbouring schools. The school takes part in an Industry Day, which includes representatives from local industry and schools. Church leaders visit the school to lead assemblies and support pupils when studying features of the local churches. The very good quality school choir sings at local venues at Christmas and this has become an important annual event. There is good provision for pupils transferring to secondary school. Teachers from the school teach pupils prior to their transfer. Local schools meet regularly to discuss curriculum matters.

33 Provision for pupils' spiritual, moral, social and cultural development is very good overall and especially strong in moral and social development. These aspects of the school's provision make a significant contribution to pupils' personal and social education. The good provision found in the previous inspection has been improved upon and is now more consistently applied across the school with better provision for religious education and more opportunities for pupils to take on responsibilities around the school.

34 Provision for spiritual development is good. Well-planned acts of worship that set the theme for the week are successfully extended in class discussions and promote pupils' self-esteem well. For example, an assembly based on friendship uses personal reflections very well to explore the meaning behind Christian values, beliefs and care for people in the community. In religious education lessons pupils learn about their own and other faiths and are encouraged to discuss the way issues have an impact on themselves and others. Older pupils reflect in more personal ways and discuss aspects of major rites and events in other religions. Younger pupils consider the creation of the world and are encouraged to consider both scientific and religious perspectives. The strong emphasis on care for and the development of the environment of the school and beyond effectively promotes respect for the natural world and the need for its conservation. Inspirational singing lessons in assemblies, particularly by pupils in Years 3 and 4, and lessons in literacy, science, music and art across the school provide good opportunities for pupils to be fascinated and excited by aspects of their learning.

35 The provision for pupils' moral development benefits from the consistent application by all staff of the school and class rules. Good systems support the individual and a high level of care and concern pervades school life. There is a strong emphasis on positive aspects of behaviour with reward systems related to class and whole school teams. Codes of conduct developed in consultation with pupils on the school council help pupils know what is expected of them. Adults set very high standards of conduct and are very good role models. Pupils are taught clearly the difference between right and wrong and have a good understanding of the need for rules to promote an orderly community. Personal, social and health education lessons provide good opportunities for pupils to listen to stories dealing with morality and discuss issues. This has a positive influence on relationships in the school.

36 Very good promotion of pupils' social development results from staff successfully establishing fair systems for class management that promote equal rights and responsibilities. There is a strong sense of community and ownership and pupils are proud of their school. They eagerly seize the opportunities given to them for personal responsibility. Residential visits give pupils the opportunity to experience life away from home and to socialise with their teachers and peers in a new situation. The playing of competitive games against local schools develops a sense of team play and a perception of shared dependence and aims.

37 Provision for the promotion of pupils' cultural development has improved since the previous inspection. Pupils' knowledge of their own culture is good and through their work in religious education they have a good sense of the rich cultural diversity in modern Britain. Studies of other countries in geography are particularly well promoted and teachers make good use of personal visits by themselves and families to extend pupils' knowledge. Good opportunities are given in literacy, art and design, history and music to develop a good understanding of their own heritage and direct learning from the few pupils from an ethnic minority heritage supports understanding well. In music pupils have

very good opportunities to perform and contribute to local cultural festivals and older pupils have a good understanding of the significance of the local pottery industry and its history. A good range of visitors to school including musicians, theatre groups, and representatives of local support services and faiths other than Christianity, as well as visits to museums and local places of interest extend pupils' cultural development well.

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

38 The welfare of all pupils, including the children in the Foundation Stage and those with special educational needs is a fundamental priority for the school and the kindness and commitment of all adults who work with the pupils ensures that they are well cared for. Because of this strong commitment of staff to the care and welfare of each individual pupil, the quality of the personal support provided is good. The provision made for the educational and personal welfare of those pupils with a statement of special educational needs is good. Parents say that they trust the school to take care of their children and are confident they will be kept informed of any problems that may arise. Some of the pastoral aspects of pupils' care are better now than at the time of the last inspection.

39 The school has good procedures to safeguard the physical well being of pupils. The governors and headteacher carry out checks of the buildings and records are kept of any deficiencies. Fire equipment is checked and tested regularly and fire drills are carried out. These have not always been recorded appropriately. Provision for first aid is good. Records are kept and parents are informed if necessary. The mid-day supervisors treat the pupils with kindness and humour and the quality of supervision during the mid-day break is good. The school follows accepted guidelines for child protection. Appropriate records are kept and staff have a good awareness of their responsibility for this aspect of care. Pupils receive appropriate information about sex and drugs through their science lessons, and the school nurse is involved in the sex education programme in Year 6. From time to time, visitors come to school to talk to pupils about issues of personal safety.

40 As a result of the often very good relationships that teachers have with the pupils, the mostly informal procedures for monitoring and supporting personal development are good overall. This ensures that pupils receive a good level of personal support and guidance. Pupils say that they trust their teachers and know that they, and other adults who work with and care for them, will help them if they are unhappy. The systems to follow-up pupils' absence are effective and parents clearly understand the need to advise the school of reasons for absence promptly. The headteacher monitors individual and overall attendance at regular intervals and morning and afternoon registration procedures comply with legal requirements. Although the school has procedures for recording and monitoring any significant instances of poor or racist behaviour and bullying, they rarely need to be used. All staff use verbal praise for good behaviour consistently and this is very effective in achieving the high standards of behaviour in the school. Whilst pupils' achievements both in and out of school are celebrated in assemblies, there is no formal, on-going record of these achievements

41 Despite some improvement since the last inspection, assessment and the use of information from assessments to develop pupils' learning are unsatisfactory overall. This aspect of the school's work has not developed well enough since the last inspection. The school has prepared a draft assessment policy but it has not yet been adopted. Currently, subject leaders decide how to assess learning and this information is used to identify areas for development in pupils' learning. This works well in some subjects, for example, in mathematics but is not sufficiently well developed to be effective in other subjects.

42 The school uses non-statutory tests in English, mathematics and science but, except in mathematics, does not analyse the results in any focused or rigorous way that informs teaching and learning. There are few whole school assessment systems and this makes it difficult for the school to ensure that key skills are developed progressively. The school has begun to develop targets for pupils

in English and mathematics but these are too general to have a significant impact on the progress of individual pupils and take learning to the next stage.

43 Assessment is better in the Foundation Stage and for pupils who have special educational needs. The procedures for identifying pupils with special needs and for monitoring progress are good. Relative assessment information is used to good effect to draw up the Individual Education Plans that have small achievable targets. The statements of pupils who have special educational needs are being effectively delivered and reviews of statements and Individual Educational Plans are up to date.

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

44 The school has a constructive and effective partnership with the large majority of parents. Most of the parents who expressed a view prior to and during the inspection have positive views about many aspects of what the school provides and achieves. They support and appreciate the very good values promoted by the school and most clearly understand their vital role in the education of their children. The good quality of the school's partnership with parents has been maintained well since the last inspection.

45 The quality of the information provided for parents about the school and about their children's progress is satisfactory. The prospectus and governors' annual report contain practical information about the school, although neither fully reflects the many strengths of the school. The induction procedures for parents of the reception children are good and this enables parents to feel confident about leaving their small children in the school's care. A few parents expressed a concern about the information they receive about the progress of their children. The school currently offers two opportunities for parents to speak to teachers about their children's progress and to see their work. In addition, parents know that they can make an appointment to speak to teachers should they have a concern. A third consultation during the autumn term is to be reintroduced. Parents of older pupils also have the opportunity to speak to the different teachers who teach their children in sets. These opportunities are similar to those found in most primary schools. The annual reports on pupils' progress are satisfactory. They tell parents what their children have done, but do not always clearly say how well they have done it nor give an indication of the level of achievement. Newsletters are sent to parents about once a term, and at the beginning of each term, parents are given good information about what their children will be learning.

46 The school recognises the positive impact of parental involvement in raising the achievement of their children and improving school life. A small number of parents are actively involved within the school helping in classrooms, and their help is valued. Many parents willingly volunteer to help with visits out of school and are very supportive of the fund raising events organised by the parents' association. Large sums of money are raised as a result, providing the school with valued resources; for example, a new interactive whiteboard has recently been purchased. Several pupils say that their parents help and encourage them with their homework and many listen to their children read. The reading diaries in Years 1 and 2 show a high level of parental involvement. Parents were recently consulted about homework and the results published. Several areas for improvement were identified. Parent governors play a full part in the decision making process in the school and their contribution is valued.

47 The school fully involves the parents of pupils with special educational needs in the review procedures required for individual education plans. Their views and contributions are actively sought and valued. The school provides parents with a copy of their child's plan that lists the school and parents' contributions to the plan.

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

48 The leadership and management of the school are satisfactory and have improved since the last inspection when there were judged to be some serious weaknesses in this aspect of the school's work. The headteacher has developed a caring, hard-working community in which all who are at the school are equally valued. He is well respected by the large majority of parents and well liked by all the pupils. The very good relationships between pupils and staff and the hard work of the pupils promote a high quality ethos and good conditions for effective teaching and learning. This is a significant factor in the good standards now achieved. There is a clear set of appropriate aims that are well reflected in the every day life of the school. The school has adopted national guidelines for all subjects and these have brought improvement in the planning of pupils' work from year to year.

49 The headteacher has reacted in a positive way to the serious weaknesses identified and improvement has been good in most areas. There is still work to be done in creating a strong and clear vision, for example, the school development plan does not plot the way forward beyond the next year. However, there is now greater understanding of how the school needs to develop and what needs to be done to achieve it. Standards have risen and the above average pupils now achieve well. There has been improvement in the quality of teaching and greater sharing of ideas across the split site housing the Reception, Year 1 and 2 pupils and the site for the Years 3 to 6 classes.

50 Over the past year, there has been good improvement in the tracking of pupils' performance in national tests and the setting up of good internal self-review activities. These are beginning to have a good impact on standards, for example, on pupils' writing, investigative work in science and in mathematics. However, more needs to be done to analyse trends and develop more focused target setting for individual and groups of pupils. The roles and responsibilities of staff have improved since the last inspection and there is a better distribution of responsibility. The work and influence of the subject leaders is beginning to bear fruit and the mathematics subject leader is developing some particularly good work.

51 The leadership and management of special educational needs is good and has led to a good standard of provision for these pupils. The special educational needs co-ordinator has developed very effective systems for maintaining and updating pupil plans and the quality of support provided for colleagues is good. He is very effective in seeking and utilising the support available to the school from outside agencies. The two deputy heads are beginning to exert more influence on curriculum development but there remains a need to ensure that, in conjunction with the headteacher, their time is more rigorously focused on the development of assessment, teaching and learning across the school.

52 The governing body fulfils its statutory requirements well and is developing its strategic role satisfactorily. It is well led by a knowledgeable and supportive chair of governors and has recruited valuable expertise in the areas of finance and school leadership. The governing body is supportive of the headteacher and has good knowledge of what needs to be done. Governors are now more proactive than at the time of the last inspection and are able to measure the school's success as a result of more comprehensive data from the headteacher. This is enabling them to start to ask critical questions and to hold the school more accountable for the quality of education it provides, for example, they challenged the school's English and mathematics targets for 2002 as being too low. The governors played a full and active part in drawing up the last post-inspection plan and feed their ideas into the school development plan. The committee structure works well.

53 The school applies the principles of best value well. For example, governors closely monitor the school's performance and compare it with that of similar local schools; they review initiatives such as the use and value to the pupils' learning of the new computer suite. Good economy is sought by the every effective and efficient use of the site manager in dealing with day-to-day maintenance and larger projects to improve the school's facilities. A range of quotes is sought before agreeing to aspects of building maintenance. Governors take their financial monitoring seriously and give very good support to the headteacher in his financial management. Funds are well applied to support staff

training and this ensures that all staff and governors have opportunities to develop professionally and lead staff training themselves.

54 Financial planning is secure. The governors and headteacher measure future commitments and levels of income well. The school seeks appropriately to spend resources available on the educational needs of the pupils and uses significant donations from the PTFA to enhance allocations; the headteacher and governors are well aware of the reliance on this source of income to improve resources. Funding is in the lower quartile of schools nationally and, given the good standards, quality of teaching and very good attitudes to learning, the school provides good value for money.

55 The day-to-day administration is very good. The office staff provide a welcoming first point of contact for visitors and divert routine management tasks away from the teaching staff.

56 The overall number and expertise of the teaching and support staff in the school are good. The problems encountered in one Year 1 class during the past year have been resolved and some stability has been restored. Performance management systems are well established and targets are relevant to both school and individual needs.

57 The school operates on two sites, both of which are of a good size and allow the curriculum to be taught effectively. The lower school is in good decorative order and classrooms are an adequate size for the number of pupils. Classrooms in the upper school are light and airy, but are just adequate in size for the larger classes in Years 5 and 6. Both buildings benefit from generous outside play areas, with a separate area for the very youngest children. Some areas of the upper school are in need of decoration, for example, the covered walkway. The new computer suite, built by the site manager, is making a significant contribution to the improving standards in ICT. Displays around the school are interesting and celebrate the pupils' work.

58 Learning resources in the school are satisfactory overall. Resources for religious education, which were unsatisfactory at the time of the last inspection, are now good. With the addition of the computer suite, the resources for ICT are now satisfactory. Similarly, for design and technology, although some aspects of the subject are not well resourced, the overall provision is satisfactory. Resources for mathematics, science, music, physical education, special educational needs and for the Foundation Stage are good, although there is a limited range of large equipment for gymnastics. There are a few gaps in resources for history and geography.

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

59 In order to improve standards and the quality of education, the headteacher, staff and governors should improve:

- 1) Standards in ICT and design and technology by;
  - continuing the recent good work in the subjects.
  - ensuring that key skills are developed progressively from year to year
  - establishing a whole school approach to assessment and ensuring that it is used consistently in all classes.
  - monitoring the quality of teaching and providing relevant in-service training to plug any gaps in teachers' knowledge and expertise.

(These issues are discussed in paragraphs 8, 25, 102-03, 106-07, 123 and 127)

- 2) The effectiveness of the senior management team and subject leaders by;
  - devising a clear focus for their release time based upon improving assessment, teaching and learning

- ensuring that monitoring by the headteacher and deputies is rigorous and followed through consistently
- spreading the good practice in teaching through observation and discussion
- using the good model of co-ordination of mathematics in other subjects
- empowering the less experienced teachers to have a greater influence on school development

(These issues are discussed in paragraphs 50, 57, 84, 97, 101 and 144)

3) The quality of assessment and make better use of its findings by;

- establishing whole school assessment systems and ensuring that the information acquired is used effectively in all subjects to improve teaching and learning.
- developing more focused target setting for individuals and groups of pupils in English and science.
- ensuring that there is consistency in the marking of pupils' work to include more comments on how it might be improved.

(These issues are discussed in paragraphs 23, 41, 42, 83, 90, 97, 101, 107, 112, 119, 127 and 134)

**In addition to the key issues above, the school should also consider the following less significant weaknesses for inclusion in the plan.**

- Develop a more forward-looking school improvement plan. (Paragraph 49)
- Provide more opportunities for pupils to extend their speaking skills, take more responsibility for their own learning and follow their own lines of enquiry. (Paragraphs 5, 14, 20 and 74)
- Enhance the quality of pupils' annual reports by including a clear indication of how well pupils are achieving and what they should do next in order to improve (Paragraph 45)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	40

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	40	22	0	0	0
Percentage	4	13	53	30	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	436
Number of full-time pupils known to be eligible for free school meals	21

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	55

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	1

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

#### **Authorised absence**

	%
School data	5.2
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	28	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	24	26
	Girls	27	28	28
	Total	53	52	54
Percentage of pupils at NC level 2 or above	School	95 (90)	93 (90)	96 (90)
	National	84 (840)	86 (860)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	26
	Girls	26	28	27
	Total	49	54	53
Percentage of pupils at NC level 2 or above	School	88 (87)	96 (80)	95 (92)
	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	40	28	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	35	40
	Girls	26	25	28
	Total	60	60	68
Percentage of pupils at NC level 4 or above	School	88 (64)	88 (66)	100 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	34	36
	Girls	25	25	27
	Total	53	59	63
Percentage of pupils at NC level 4 or above	School	78 (71)	87 (73)	93 (86)
	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	373	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.8
Number of pupils per qualified teacher	24.3
Average class size	26.8

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

Total number of education support staff	10
Total aggregate hours worked per week	252

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	965,459
Total expenditure	971,031
Expenditure per pupil	2,116
Balance brought forward from previous year	22,320
Balance carried forward to next year	16,748

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

Number of teachers who left the school during the last two years	3.1
Number of teachers appointed to the school during the last two years	3.6

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	436
Number of questionnaires returned	70

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	37	9	0	0
My child is making good progress in school.	47	49	3	1	0
Behaviour in the school is good.	40	56	3	0	1
My child gets the right amount of work to do at home.	43	43	9	3	3
The teaching is good.	50	44	4	0	1
I am kept well informed about how my child is getting on.	29	47	19	6	0
I would feel comfortable about approaching the school with questions or a problem.	60	33	4	3	0
The school expects my child to work hard and achieve his or her best.	53	40	3	1	3
The school works closely with parents.	26	56	17	1	0
The school is well led and managed.	36	51	6	3	4
The school is helping my child become mature and responsible.	43	49	6	1	1
The school provides an interesting range of activities outside lessons.	16	37	29	9	10

## **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**

60 Children attend a pre-reception class part time before entering the reception classes. There are currently 26 children in the pre-reception class and attainment on entry is broadly average although the full range is represented. The pre-reception class is very well managed by the three qualified nursery staff and provides a very good start to children's early school experiences. As a result of this very good provision children are very well prepared for entry to the reception classes.

61 There are currently 51 children in these classes and by the time they enter Year 1 the great majority are likely to achieve the early learning goals in all areas of their learning. Children's personal, social and emotional development is promoted very well and as a result children settle and make enormous strides in this area of their learning. Provision for children with educational needs is good and they make good progress.

62 Teaching is consistently good across all areas of learning in both reception classes and often very good. Teachers provide an exciting range of well planned experiences and children are well supported throughout the day by support staff and teachers. Children are observed carefully in all their activities and regular checks are made on what they understand in a variety of situations. Teachers then modify planned activities to meet the needs of different groups of children. This works well for all children and they are happy and confident in their work. This careful assessment of children has improved since the previous inspection when it was identified as an area for development.

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

63 Children's personal, social and emotional development is very good and, by the end of the reception year, the children achieve the early learning goals in this area. Many are likely to exceed the expected standard. The quality of teaching in this area of learning is consistently good. Staff are very good at promoting personal and social development. They are warm, friendly and reassuring while at the same time making their expectations clear. They constantly emphasise the positive by praising children for their successes. This promotes children's self-esteem well. Staff set very good examples of courtesy and consideration and as a consequence, children feel secure and trust their teachers.

64 Children behave very well because they are interested in their activities. They show very good respect for others, take turns in activities and co-operate very well in pairs or small groups. They persevere very well on tasks set by the teachers or when developing their own ideas with other children. Teachers take care to reinforce the distinction between right and wrong whenever behaviour merits comment. Children are extremely polite to visitors, keen to engage in conversation and quick to hold doors open for others. They put out and clear away apparatus and equipment willingly and show good independence when changing for physical education.

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

65 Children make good progress and, by the time they enter Year 1, most will reach the early learning goals and many will achieve beyond these in speaking and listening. Since the previous inspection there has been a greater emphasis on early reading skills and staff teach the basic skills of reading spelling and writing well. The quality of teaching and learning is good and a variety of practical and stimulating activities keep children interested. For example, an imaginative play area based on a pirate theme stimulates children to engage in language activities creating their own stories and acting out different characters. They talk about pirates, name flags and use a telescope. An activity based around an imaginary island creates good opportunities for discussion of which characters

to place at different locations and where treasure should be hidden. The staff listen attentively to the children and utilise the opportunities that arise to widen the children's vocabulary. When discussing a story that has been read to them most pupils have good recall of the story and say why they liked it. When discussing 'special things' the pupils are given good opportunities to explain why the items they have brought in are special. Other children in the class take turns to ask questions like; 'Why is it special?' 'Who gave it to you?' and; 'Have you had it long?' This helps extend vocabulary well and teachers ensure all pupils have opportunities to participate.

66 All children listen eagerly to stories, songs and rhymes and handle the varied and attractive books with care. They listen to story tapes on headphones and are totally absorbed by the activity. Teachers and support staff read a good variety of books to the children. For example, when talking with a group of children about an animal book the teacher encourages the children to refer to the pictures to understand the likely written text. There is a clear culture of reading, children take books home and teachers and parents record the progress made.

67 Classroom displays are very focused on reading, books and language work. Children are encouraged to write titles for their paintings, for example, with paintings of castles. Good emphasis is placed on early writing skills that are well linked to current topics. After drawing their own imaginary islands children write their names and simple sentences about their work. The class teacher continually stresses initial letter sounds and sounds out letters and blends when helping with spellings. Most children have knowledge of lower and upper case and are using their phonic knowledge with some confidence.

### **Mathematical development**

68 The quality of teaching in this area is good and often very good. Most children are in line to achieve the early learning goals by the time they enter Year 1. Some children exceed this standard especially in areas of recognition and ordering of numbers. They make good progress because when teachers are teaching the whole class all children take an active part. The teachers recognise the value of practical activities and number songs and have high expectations of children. The very good relationships between teachers, support staff and children encourage the children to be confident in their number work. This is evident when all children willingly take turns in re-organising big numbers between 10 and 20. In a very good lesson on estimation, the teacher encourages children to guess numbers. She uses praise very effectively when accurate answers are given. Good use is made of a hundred number square when the teacher covers four numbers for children to guess in turn. Most children recognise the hidden numbers, order numbers up to 20 accurately and read written numbers up to 10. Many practical activities relating to sorting and grouping shapes enable most children to successfully identify simple two and three-dimensional shapes.

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

69 Children make good progress in acquiring knowledge and understanding of the world and nearly all will achieve the early learning goals by the time they leave the reception classes. The quality of teaching and learning are good with a wide range of motivating activities that develop enquiring and interested children.

70 Teachers' planning supports this area of learning well with different topics and themes which show good understanding of children's needs and interest. During the inspection, the theme was based around 'Pirates' and a good range of activities enables children to explore and discover how and why ships float and sink, the nature of islands, different animals, plants and types of weather. Work in this area is well linked to literacy work and after reading a pirate story the children take it in turns to go on a 'treasure hunt' around the school buildings and grounds. They follow clues left at strategic places and make very good progress in their knowledge of the school environment and different directions.

This is an exciting and greatly enjoyed activity that promotes understanding very well. The teachers have arranged the clues to maximise interest, for example, there is a bee nest near one area and this promotes discussion of the differences between bees and wasps and their colour differences. Also when crossing the car park they are reminded of road safety rules and children show good awareness of the dangers of roads and vehicles. Children extend their knowledge of how people change over time when listening to a story about a 'special baby'. They recall a baby coming into school and are aware of differences between themselves now and when they were babies. They learn about the seasons, days of the week and months of the year when singing counting and rhyming songs. When working on the computer, they demonstrate appropriate skill at controlling the mouse, they scroll up and down to find their own name. All are aware they can get information from books and television programmes as well as observing things for themselves.

### **Physical development**

71 Children make good progress and by the time they enter Year 1 most are likely to achieve the early learning goals. The quality of teaching and learning is good. Members of staff and parent volunteers successfully help children to develop their control of small manipulative skills. When children join the reception classes their very good experiences in the pre-reception class enable them to quickly hold a pencil correctly and begin to make controlled marks on paper. As a result of clear and consistent teaching, most children demonstrate good control of their movements of pencils, brushes and scissors which supports their work well in the literacy and creative areas of learning. Staff have high expectations of children's independence, so children use precise movements to the extent expected for their age when they undo buttons and get changed for physical education lessons. In dance and gymnastics activities, they follow instructions very carefully. They hop, skip and move with good control, confidence and co-ordination. When moving as penguins and swimmers, they show very good expression and imagination. They copy and repeat movements successfully, find space well and seek to improve their own performance. Most pupils use a range of outside play activities and wheeled vehicles confidently and show good regard for the safety and space of others.

### **Creative development**

72 Children make good progress and, by the time they enter Year 1, they are likely to achieve the early learning goals with a significant minority exceeding these. The quality of teaching and learning is good. Teachers have good understanding of the value of children exploring materials and using their imagination. As a result of this, children have regular independent access to paint, water, sand, musical instruments and role-play areas. They develop their ideas alone and in pairs or small groups and the high level of social skills and confidence developed in the reception classes enable children to make good gains in this area. For example, a group of four boys and girls play in a pirate ship area, dressing up, taking turns as captain and crew and having imaginary adventures in the 'ship' and around the classroom. Other children build up pirate characters on an imaginary island and discuss places for the treasure to be hidden. Good opportunities are given for children to use a wide range of media to create recognisable paintings of castles and dragons. A good balance is made between children interacting between themselves and adult intervention. When led by an adult, teaching moves children's learning on well by encouraging them to consider new areas for their creative and imaginative work. Behaviour at all times is very good and children show very good care for resources and use them safely.

### **ENGLISH**

73 Standards in English continue to improve and pupils of all abilities achieve well given their generally average attainment on entry to the reception classes. In the national tests for 2002, standards in reading and writing were in line with the average for all schools but below average when compared with similar schools. Evidence collected during the inspection indicates that standards being

achieved in reading and writing are now above the expected levels in Year 2. In the 2002 National Curriculum tests for pupils at the end of Year 6, standards were above the national average but below those attained in similar schools. This represented a significant improvement from the previous year when standards were well below the national average. Inspection evidence indicates that standards in reading and writing continue to rise and are now as high as they should be.

74 The pupils' speaking and listening skills throughout the school are good and these skills are widely used in other subjects. All pupils listen attentively to their teachers and each other during discussions. Pupils are generally keen to make contributions during lessons and express themselves clearly when answering their teachers' questions. There are too few opportunities for pupils to discuss questions in pairs before responding ('talking pairs'). They would help enhance the pupils' discussion skills and use of formal language, particularly for the more reticent older pupils. Across the curriculum, pupils have good understanding of technical vocabulary and language. For example, in Year 6, pupils use words such as alliteration, simile and metaphor when describing imagery and above average pupils explain 'metalanguage' as the technical language of language itself. In a science lesson, pupils in Year 1 used the correct terminology to describe how they hear.

75 The beginning and end of lessons provide good focal points for discussion. Pupils are encouraged to share their work at the end of a lesson by explaining what they have learned. From the youngest age pupils learn to listen to everyone's contributions and that only one person can speak at a time, therefore setting a code of behaviour for listening as they progress through the school. Teachers are careful to ensure pupils who have special educational needs are involved at these times.

76 Standards of reading are above average in Years 1 and 2 and the pupils make good progress. All pupils are very enthusiastic readers. By the end of Year 2, they read fluently and confidently and have developed an enjoyment of a variety of stories and poems. Above average pupils have begun to recognise and express a preference for different authors. Average and below average pupils, including those with special educational needs, have a good grasp of phonics (the sounds made by letters) and are able to build up words by using initial sounds and blends.

77 Their enthusiasm for reading continues as the pupils progress through the school. When pupils reach Year 6, standards in reading are above average with some pupils reading to a very high standard. Pupils of average and above average ability are accomplished readers and make comparisons, for example, between the Harry Potter books and the Wind in the Willows. They discuss differences and why each book is interesting in its own way. Pupils with special educational needs are supported well in their reading and are provided with a range of books that are suited to their abilities. They receive valuable support from the classroom assistants and specialist teachers.

78 Younger pupils learn to read in a logical and systematic way. Once they develop a level of fluency, they are given a guided choice in the books they choose. All classes timetable a period during the day for guided reading. By Year 2, pupils understand the purpose of non-fiction and show an awareness of index and contents pages. Pupils in Year 6 understand the school's Dewey Index System and locate books on different subjects. Literacy skills are well used across the curriculum. Pupils' ability to find information is well developed throughout the school. Pupils also have well-developed skills at retrieving information from the Internet to support their learning. For example, in Year 6, extensive use was made of information systems to produce projects on rivers that embraced several subjects.

79 Throughout the school, pupils have very good access to books in and out of school and are very well supported by their parents. In most classes, the pupils' reading diaries are evidence of the volume of reading they achieve and their parents' interest in their children's reading.



80 Writing for all purposes has been a focus for development over the past year and, as a result, pupils have made good progress in their writing skills in all subjects, especially science, history and geography. Pupils' writing in Years 1 and 2 is, with the exception of one class in Year 1, above average. In that one class the pupils' writing is average. This difference in standards is the result of frequent staff changes and disruption in the continuity of learning earlier in the year. Inspection evidence indicates that this is no longer the case and with a more settled teacher, pupils in the class are now making much better progress.

81 In Year 1, the above average pupils use capital letters and full stops accurately and their writing is interesting and well organised, especially when, for example, writing about the life cycle of a butterfly. In Year 2 pupils continue to make good progress. In their stories about "the Selfish Child" vocabulary is used effectively and words are chosen with care. Work is invariably presented well. Standards in writing in Year 3 are satisfactory but by the end of Year 6, they are above average. This is achieved by the good quality of teaching the pupils receive, particularly in Year 6. In all year groups, pupils produce a wide range of writing for different purposes including fiction, factual reports, persuasive writing, poetry and letter writing. This has followed intervention by the subject manager in leading training and arranging local education authority training in these aspects. Above average pupils are beginning to develop theme as well as plot. In Year 5, the pupils' writing is lively and well paced, for example, characters and dialogue are developed well in a space fiction story "Jerome and the Weird Teacher". The skills of persuasive writing are employed effectively in discussing "Who needs a supermarket?" All pupils organise their persuasive writing effectively when discussing "parking outside school" and show an ability to choose words for effect and efficiency when writing the Haikus about rock climbing and caving on a visit they made to an outdoor adventure centre. Pupils across the school use ICT well to develop their writing skills, for example, when writing a factual account of their village.

82 Pupils' attitudes to English are very good. They listen carefully and most pupils are eager to contribute their ideas to class discussions. They have a very strong work ethic, applying themselves well to the tasks set by their teachers. Pupils have very good relationships with their teachers and peers and are keen to learn. They work together co-operatively and share resources when required to do so. Their behaviour is exemplary.

83 The quality of teaching is good overall and is a major factor in the achievement of good standards in the school. The most effective teaching was seen in Years 1, 2 and 6 and was characterised by the teachers' good subject knowledge and understanding, their ability to stimulate pace and challenge, their high expectations of their pupils and their sheer enthusiasm for the subject. These features have a very positive effect on their pupils' progress. All teachers make very good use of lesson introductions to gauge pupils' understanding previous lessons and their plenary summary provides good reinforcement of the lesson content. In a small number of lessons observed, insufficient time was allowed to cover all the planned aspects of the plenary session (the final whole class activity). This meant that teachers were not able to assess accurately what the pupils had achieved during the lesson or to share with them the next stages of learning. The standard of marking is variable. At its best, it not only gives praise and encouragement to the pupils but also provides precise advice as to how their work may be improved. In some classes small step targets are provided to aid this process. Very good use is made of classroom assistants who are a valuable asset in supporting pupils' learning. Pupils who have special educational needs are well supported individually and in small groups. Teachers and classroom assistants engage pupils in worthwhile activities that focus on developing the skills that have been clearly identified in the pupils' individual education plans.

84 Leadership of the subject is satisfactory. The school has worked hard to raise standards in writing across the curriculum and the standard of work that the pupils produce in all subjects is evidence of this. In order to raise standards further the school should enable the subject leader to be more proactive in monitoring and evaluating the quality of teaching and learning, using the assessment

information now being collected to raise standards further and devising a consistent marking and target setting strategy.

## MATHEMATICS

85 The school has worked very hard to improve attainment since the last inspection in 2001. Then, standards at the end of Year 6 contributed to the judgement that this was a school with serious weaknesses. The school has addressed the problem successfully. In 2002 pupils in Year 6 achieved standards that were well above the national average and above those of similar schools. The work pupils were doing during the inspection indicates that standards are above the national average. The number of pupils achieving nationally expected levels is likely to be as high but the number of pupils achieving the higher levels is slightly down. There has also been a very significant improvement in provision since the last inspection.

86 Teaching is now almost consistently good across the school rather than satisfactory. Very effective assessment arrangements, appropriate subject training and monitoring by a skilled subject manager have all contributed to this improvement. Pupils' achieve well over their time in school, given their broadly average attainment on entry. Pupils who have special educational needs make good progress, particularly when they receive additional support. Over time, boys and girls make similar progress. Above average pupils are now performing at an appropriately high level.

87 By the end of Year 2, pupils' results in the national tests for 2002 were similar to the national average but below those found in similar schools. The number of pupils achieving higher levels was also lower than the national figure. Unconfirmed results for 2003 and inspection evidence indicate a more positive picture. In particular, about a third of pupils are achieving higher levels. By the end of Year 2, pupils recall basic number facts accurately and are developing reliable mental methods calculating with two digit numbers. Most of them have appropriate knowledge of addition, subtraction and table facts. They have a very good mathematical vocabulary. The skills they need to use and apply their mathematical knowledge, including problem solving, are developing well. They have a good understanding of number operations; most are acquiring a sound grasp of place value. Pupils use standards units for measuring length and tell the time accurately. They know how to use graphs to display data when comparing plant growth. They have a good knowledge of the names and properties of shapes.

88 The pupils increase their capabilities well in the junior classes and by the time they are in Year 6, they have acquired accurate, reliable methods for adding, subtracting multiplying and dividing numbers. They are achieving a high level of understanding by first using informal methods of calculation which mirror their mental work prior to using formal written methods. They calculate well using common fractions and decimals. In the top set they are beginning to use simple algebra with understanding. In all sets, pupils use brackets with confidence to clarify mathematical expressions. They show good understanding of measures and use their skills to find the perimeter and area of shapes. Pupils name and classify correctly two and three-dimensional shapes. They use the protractor accurately to measure angle.

89 Pupils really enjoy their mathematics lessons and take a pride in their learning. Work in books is very neat. In all classes, pupils work really hard; this is particularly noticeable in Years 2 and 6 where the quantity of work produced is significant. Pupils are beginning to make good use of ICT to consolidate learning in the classroom. Links between mathematics and other subjects of the curriculum, particularly science, are developing well. Pupils' problem solving skills are developing well in this subject

90 The teaching of mathematics is almost consistently good throughout the school and satisfactory in Year 3. Most teachers show a very good grasp of the strategies advocated by the National Numeracy Strategy. Most lessons are very well planned and managed; the teachers' presentation of the work is lively and engages pupils well. When teaching is less successful it is often due to preparation that is less effective. In one case, the teacher planned too many activities so was

not thorough enough and pupils learning gains were slowed. In another case, the teacher did not anticipate that pupils would need some new notation to record their work and hence the pace was not as rapid as it should have been. Most teachers make very good use of simple resources to model mathematics. In consequence, the pupils concentrate and learn well. They include carefully selected vocabulary. Oral and mental starters in nearly all classes contain a very good range of activities designed to improve pupils' speedy recall of number. During a very good lesson in Year 2 the teacher used a lively question and answer game using loop cards to consolidate vocabulary and sharpen mental skills. In another lesson in Year 6, the teacher used dice to create two digit numbers quickly. The teachers use informal observations and regular tests to assess the pupils' attainment. This information is well used to set targets. Teachers measure their success in teaching these targets by testing before and after. Their marking of the pupils' work is thorough but does not give pupils sufficient feedback.

91 The management of the subject is very good. The subject leader makes effective use of a range of tests and assessments and has established procedures for tracking the progress of individual pupils and cohorts as they move through the school. Outcomes are analysed to identify strengths and weaknesses. This information is used in the planning of subsequent work and has contributed significantly to recent improvements. Her analysis of the schools' weaknesses following the last inspection was impressive. The co-ordinator is now responsible for all year groups; this is working well and has led to major improvements. She is monitoring the quality of teaching and learning effectively through observation, checking planning and looking at pupils' work. In particular, the programme of training and guidance has contributed significantly to the strong position which mathematics now enjoys.

## **SCIENCE**

92 Standards have improved since the last inspection and are above average by the end of Years 2 and 6. By the end of Year 2, more pupils are now reaching the higher Level 3 and by the end of Year 6, over a half are reaching the higher Level 5. There is no significant difference in the work of boys and girls and pupils of all abilities, including those who have special educational needs achieve well. All pupils, for example, reached at least the average Level 4 in the 2002 National Curriculum tests for pupils at the end of Year 6. Improvement has been brought about by better teaching that has raised expectations of what the above average pupils can achieve, more emphasis on the development of investigative work and more effective leadership of the subject.

93 Throughout the school, pupils develop a very good knowledge of life processes and living things, materials and their properties and physical processes. They enjoy the subject and show a keen interest in all things scientific. One pupil in Year 1, for example, explained science as 'things you don't know but you want to find out.' Pupils in Year 1 have a good knowledge of sound and know that there are different sources. They have a good knowledge of the basic parts of the ear and use terms such as eardrum correctly. Pupils in Year 2 accurately classify materials that bend, twist, stretch or squash and record their results in an appropriate table. They have also used computers and their good mathematics skills to produce graphs of various data they have helped collect. In Year 3, pupils use their literacy skills and knowledge of plants well to produce an information leaflet on conditions for growth. They use the computer well to present their final versions. Pupils in Year 4 develop good knowledge and understanding of animal habitats through first-hand observations in the school grounds. In Year 5, pupils develop good knowledge and understanding of reversible and irreversible changes in their work on materials and their properties.

94 Pupils in Year 6 build on their prior knowledge and understanding very well and this results in some high quality work. For example, in a series of lessons in the three Year 6 classes, pupils talked knowledgeably about investigations they were doing on the nature of acid and alkaline chemicals. They investigated the predication that objects projected by a force and those in free fall would land at the same time and used their mathematics skills well to measure the amount of stretch in various

elastic bands. At all stages, pupils literacy skills support work well and lead to good discussion, written accounts and reading for information.

95 Some aspects of scientific enquiry are developed well. For example, pupils develop a very good scientific vocabulary, record their work very well in a variety of forms, develop a good understanding of what constitutes a fair test and conduct teacher-initiated investigations. However, pupils are not so adept at identifying their own approach in order to answer a scientific question or selecting their own equipment to carry out a test.

96 The quality of teaching is mostly good overall with particularly good teaching observed in Years 1 and 6. Teachers plan a good range of work across all aspects of the subject so that there are very few gaps in pupils' knowledge. Practical apparatus and resources support learning well. In a Year 1 lesson, for example, different instruments and information charts helped pupils' understanding of sound well. Most teachers have a good knowledge of the subject and this means that the correct technical vocabulary is used. Questioning is well focused on encouraging pupils to think more deeply about their responses; for example, in a lesson for pupils in Year 1, the teacher asked; 'Does having bigger ears mean an animal can hear better?' The teachers share with pupils what is to be learnt and this makes the activities more meaningful. Lessons are organised and managed well so that little time is lost. Assessments are undertaken after the various units of work and the results of these are used satisfactorily to plan subsequent series of lessons. Whilst teachers are now providing more opportunities to develop pupils' scientific enquiry skills, much of this work is too teacher-directed and pupils do not have enough opportunity for independent enquiry.

97 The subject leader is developing the subject well. There is now a need to consolidate the good improvements that have taken place since the last inspection by empowering the co-ordinator to more rigorously monitor teaching and learning in order to iron out inconsistency. Particularly good teaching and learning are not shared enough in order to raise further the overall quality. More rigorous analysis of the good information being built up on pupils' progress is also needed in order to develop learning further in the weaker aspect of scientific enquiry.

## **ART AND DESIGN**

98 Over the past couple of years the headteacher and staff have rightly chosen to focus their efforts on improving other aspects of the school's curricular provision. However, they have also been successful in sustaining the standard of the pupils' work in art and design which continues to be in line with the levels expected by the end of Years 2 and 6. The recent appointment of a new subject leader who possesses a good understanding of the subject means that the school is now well set to develop the subject further.

99 The analysis of the pupils' work in Years 1 and 2 shows that by the age of seven the majority of the pupils are increasingly confident in creating observational drawings. For instance, a collection of pencil sketches of vehicles reveals that many children possess a keen eye for detail with the intricacy of such features as hubcaps, tyres and lights often recorded in precise detail. Other recent work includes self-portraits, collages from natural materials and early attempts at weaving with paper and fabrics. Throughout Years 3 to 6 the pupils make steady progress so that by the age of eleven they have refined their skills and apply them effectively in a variety of settings. For example, pupils in Year 6 draw accurate representations of faces revealing a variety of emotions such as sadness, anger or joy. Several of the drawings are well proportioned and demonstrate a good awareness of the techniques that can be used with pencils and crayons. The pupils' work on the theme of "movement" combines a variety of techniques including image sequences that define an acrobat tumbling or the dive of a swimmer.

100 The two art lessons in Year 6 observed during the inspection showed that both teachers have good subject knowledge and that the activities provided for the children built carefully upon what had been taught before. Thus the pupils' familiarity with the work of Lowry and MacKenzie Thorpe provided a helpful springboard for the consideration of perspective and the techniques used by artists to represent this within their work. In both lessons the children behaved impeccably because they were interested in what the teachers had to say. They were motivated by the challenge of attempting to create perspective more accurately within their own drawings of the local church and Shugborough Hall. Relationships within both classes are extremely positive because the teachers have created an ethos of mutual respect where hard work and application are recognised and the evaluation of work in progress is carried out in a supportive but rigorous fashion.

101 The new subject leader has already begun to establish a clear view of how to improve still further the quality of the pupils' art across the school. For instance, the teaching of fundamental skills such as colour mixing are not yet firmly established within every class in Years 1 and 2. Opportunities for drawings, paintings and printing on a scale larger than A4 or A3 are too infrequent. Despite the construction of a chilling, adult sized Egyptian mummy in a Year 4 class there is also currently too little three-dimensional work in evidence around the school. There is no whole school assessment system and this makes it difficult for teachers to build on what pupils already know. The next step is to ensure that the subject co-ordinator is fully empowered in the development and delivery of her proposed review of curriculum organisation and its subsequent regular monitoring and review.

## **DESIGN AND TECHNOLOGY**

102 The school has made a conscientious and successful response to the key issue raised in the previous report. The school improvement plan sensibly tackled other priorities first and it is only recently that concerted action has started in this subject. Even so, there has been good initial progress and standards at Year 2 now reflect those expected of seven-year-olds. The pupils in Year 6 are producing some good work, but gaps in their earlier learning mean that their overall attainment is still below average.

103 In Years 1 and 2, the pupils have made a good start to developing their knowledge and skills. They have designed and constructed a variety of cards to celebrate occasions such as Mother's Day and Easter. In response to some of the texts they have read in literacy lessons, they have made their own books complete with illustrations and characters hidden under movable flaps of paper. The current focus on healthy eating was used as stimulus for the pupils to design, make and eat a meal of fruit and vegetables having recorded the contents first by cutting out pictures of their food and fixing it to a paper plate. These types of activities provide a useful introduction to some of the principle skills and techniques of the subject such as the design of each project, the decisions about components as well as cutting, assembling and fixing. Although it was not possible to observe the teaching in Years 1 and 2, the displays in the classrooms show that the children's achievements are improving steadily. In Year 2, there is a collection of vibrant masks constructed out of card and attractively finished with buttons and sequins. Another project has enabled the children to design and sew a jumper for a teddy bear, using fabric crayons as a means of providing a distinctive finish on the white material employed. The children speak with pleasure about their work and explain clearly what they did. However, the next step is to encourage a greater diversity of approach in order that the pupils move from the security of teachers' templates towards greater individuality of design.

104 In Year 3, the pupils have recently been developing a variety of artefacts that move. Initially they created a paper jack in the box with its own paper spring. However, the work developed a more individualistic flavour when the pupils developed a variety of racing buggies powered by a balloon that were tried and tested in the school hall. Finally, a collection of toys has been assembled that move when the owner blows down a tube. This work shows clearly that many children possess interesting

and original ideas and that they take a pride in ensuring their artefacts are neatly and attractively finished.

105 The Year 6 lesson observed during the inspection was good and provided a strong indication of the type of high quality work of which many children are clearly capable. The pupils have been designing slippers and had previously constructed a prototype out of cardboard and a kitchen cloth. The teacher had asked the pupils to complete this task for homework and all had returned with a wide variety of interesting and attractive solutions, each aimed at a different type of person. In one or two cases it was evident that it was not only the pupils who had been motivated by the task because they had received considerable interested support from their parents and carers. The standards of construction and finish were good. During the lesson the pupils started to construct the templates from which the final slipper would be made. The teacher rapidly re-established the previous learning and the objective for the day. However, the insistence on the pupils writing the instructions for construction got in the way of the practical work and slowed the progress in what might otherwise have been a very effective lesson. Throughout the lesson the pupils worked very hard and spoke intelligently with the inspector, evaluating their work and identifying how it might be improved.

106 The analysis of the pupils' folders in Years 5 and 6 shows that they have covered a reasonable variety of work over the year, but that there still remain gaps in the pupils' knowledge and skills caused by previous shortcomings in the curriculum. For instance, the current teaching still makes little direct use of ICT within the design process. There are few signs of larger scale work involving the more complex cutting sticking and fixing of different materials such as wood, plastic and metals, nor of the evaluation of everyday products that might assist the pupils in creating their own designs. It is for these reasons that standards by the end of Year 6 remain below average.

107 The new subject leader recognises the recent improvements and those that still need to be made. The introduction of a new curriculum framework has clearly helped the teachers ensure that the subject is taught on a regular basis. The next step is to boost still further their subject knowledge in order to extend the range of activities provided and implement a whole school assessment system.

## **HISTORY**

108 Standards in history are above those expected of pupils at the end of Years 2 and 6 and are similar to those at the time of the previous inspection. All pupils, including those with special educational needs, make good progress. The previous report identified a lack of match in the quality of work seen in a class in the infants. This weakness has been addressed and following examination of pupils' work and discussions with pupils and teachers, work in all classes is of good quality. History and geography are taught in blocks of lessons. During the period of the inspection no history lessons were observed in Years 1 and 2.

109 The school follows the latest national guidelines. Pupils in Year 1 compare old and new toys and know that they are made from different materials. They show interest in houses of different periods and describe how kitchens in new houses are different from those of Tudor times. By the end of Year 2, pupils produce attractive booklets on seaside holidays through the ages and enjoy talking about changes in fashion. In discussion, pupils enthusiastically recalled the life of Florence Nightingale and how Samuel Pepys' diary contributes to our knowledge of the plague and the Great Fire of London. They recall a considerable amount of detail and are fascinated by, for example, the unhygienic conditions found in the early hospitals and the appalling filth found in London during the seventeenth century. A feature of their work is the good use of literacy skills. For example, they describe history as "What happened years ago – in the past" and use words like "disease", "infection", and "amputation" correctly in context.

110 Enthusiasm for history continues in Years 3 to 6. Good quality work is evident across classes and there is broad coverage that prepares pupils well for secondary school. Pupils are encouraged to extend their knowledge of the Greeks by researching a topic on the Olympic games. The completed folders are neatly presented. Pupils have used books to find information and there are examples of information taken from the Internet. Skills in ICT are developing well with some pupils choosing to word process their contributions and to download graphics into their work. In discussion with Year 6 pupils, they show considerable enjoyment of the subject with some pupils claiming it is their favourite subject. They are developing a very good sense of chronology and know the important periods in British history. For example, some pupils gave dates for the Viking invasion and were able to discuss the links between different invaders in Europe. A significant proportion of pupils has a thirst for knowledge and makes good use of the school and local libraries.

111 The quality of teaching varies from very good to satisfactory. In a very good lesson for pupils in Year 5, the teacher used the latest technology in the computer suite to review life in Britain after the Second World War. In this lesson, very good use of film was used to illustrate events and act as an incentive for speaking and listening. Good quality writing based on history projects is emerging. Pupils are developing an awareness of bias in the reporting of historical events. In a lesson about life after World War 2, pupils in Year 6 were fascinated to learn that their teacher could describe changes in Britain during the fifties from personal experience. This added further reliability to events. Successful lessons enthuse pupils and bring history to life. In these lessons teachers share learning objectives with pupils, have good subject knowledge and use relevant resources well.

112 At the time of the previous inspection, the subject was led by two subject leaders and there was no monitoring of standards and teaching. Leadership of the subject has now been rationalised and is led more successfully by one person. Pupils' work and teachers' planning is scrutinised to ensure progression and appropriate challenge in the work. However, there is no whole assessment system to record and build on pupils' successes and help them overcome any difficulties. Resources are satisfactory but additional artefacts to support work in Years 3 to 6 would help to improve teaching and learning further. Teachers take pupils on educational visits to good quality centres of historical interest. For example, pupils in Year 1 spent valuable time in a Tudor mansion and were thrilled to dress up in Tudor costume and look carefully at the toys of the period. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development.

## **GEOGRAPHY**

113 Standards in geography are above those expected for pupils at the end of Years 2 and 6. Standards have improved since the last inspection when they were average. Owing to the way history and geography are organised into time blocks, only one lesson was observed. Judgements are supplemented by scrutiny of pupils' work, analysis of teachers' planning and discussions with pupils. All pupils achieve well and there are no significant differences observed in the standards of work of boys and girls.

114 The school follows the latest national guidelines for geography and teachers modify materials to precisely meet the interests and needs of their pupils, for example, the teachers have developed a study of the Dominican Republic to support pupils to learn about a contrasting locality. This work is very successful because the school has a reliable source for good quality resources to support teaching. Pupils are enjoying the experiences evident in the enthusiastic discussions that they share with visitors.

115 Work builds upon the imaginative approach to developing knowledge and understanding in the Foundation Stage. Pupils in Year 1 discover maps and draw sketch maps of their routes to school. They describe how to plan a journey and how to use a map and talk about their adventures when they visit different locations for holiday. Pupils in Year 2 identify similarities and differences between life at



home with life in the Dominican Republic. In discussion, pupils talk excitedly about large spiders and poisonous snakes and are surprised that American outlets for fast food exist in remote parts of the world. The adventures of 'Barnaby Bear' as he accompanies pupils on their travels are well documented and feature prominently as part of pupils' experience of an extending world.

116 The quality of teaching in the one lesson observed in Year 2 was very good. The teacher was very enthusiastic and had very good subject knowledge. Good quality resources, for example using attractively mounted photographs showing life styles in hot countries created a high level of interest. These factors made a significant contribution to learning. The teacher used very good questions to develop pupils' observational skills. This provided additional support for very good learning and pupils made good gains in knowledge.

117 Discussions with pupils in Year 6 indicate their very good knowledge of rivers and mountains that have been systematically built up over time. Most pupils have a wide range of general knowledge and this is exploited in developing independent learning, for example, researching and writing up a river study. They use a good range of reference books and have access to Internet facilities at home and at school. Another feature of the work suggests pupils and their parents share learning and this accelerates pupils' progress. A pupil with special needs dedicated his work to his mother, "...without whose support the work would not have been completed." Teachers assess the quality of investigations and comment upon presentation, content and understanding of the work. Teachers give advice on how pupils can improve their work further.

118 There are good links with other subjects. Pupils' interest in locations in the world is made through the telling of traditional stories. Speaking and listening skills are developed in discussion and the use of technical language to describe work is encouraged. Older pupils learn to write historical accounts for different audiences and this is reflected in their project work. They record their work often using graphs to increase the impact of their investigations.

119 The subject is soundly led. The subject leader recognises the strengths in the subject and has identified areas that need further examination. For example, there are no arrangements for the formal assessment of pupils' work. There are plans to explore ways of establishing assessment systems to improve standards even further. This is particularly important when the subject is taught in blocks of lessons with gaps in between. There are a few shortages in resources, for example, maps are out of date and need replacement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

120 At the time of the previous inspection, standards were reported to be below average by the end of Years 2 and Year 6. Since then there has been additional teacher training, some revision of the subject programme especially for Years 3 to 6, the provision of a computer suite and improvement in the quantity and quality of resources. As a result, there has been a good improvement in standards. By the end of Year 2, they are now similar to the national average.

121 There has been good recent improvement in standards by the end of Year 6 but the effect of better staff confidence and expertise, and the new computer suite have not yet had sufficient impact upon standards which although rising are still below the national average. Teaching and learning in the lessons seen were never less than satisfactory and often good for all pupils, including those with special educational needs. Good use is being made of the new overhead interactive screen to demonstrate teaching points to pupils before they use the range of machines available to them in the suite.

122 Pupils enter Year 1 with appropriate skills developed from the good opportunities given in the Foundation Stage. In Year 1, pupils have appropriate mouse control they find control icons and click

with accuracy to change elements of their work such as changing letters from lower case to upper case. In Year 2, pupils use different fonts in their word processing. They create charts and graphs to list their favourite foods using different colours in their maths work. They recognise that a data base stores organised information. Pupils successfully program toys giving clear instructions to move a wheeled vehicle around a square. They present their work well using an art programme to create attractive cover designs.

123 For pupils in Years 3 to 6, the lack of good facilities in the past, the limited subject expertise by teachers identified in the previous inspection and lack of the development of skills progressively has meant pupils' achievements over time have been unsatisfactory. However, standards are rising and pupils in Year 3 open their own program effectively on work linked to science and care of plants. Most change the font successfully and change to different formats unaided. Pupils in Year 4 have appropriate knowledge to create their own presentations in literacy work linked to debating arguments for and against animal testing. They use ICT to generate, organise and present their work. They access web sites and read, choose and edit text. They save their work successfully. In a history lesson based on Egyptian hieroglyphics pupils interrogate different information sites and edit, select and create their own pages on the topic.

124 Pupils in Year 6 log on to their own program and investigate mathematics databases successfully to create formulas related to prices and product numbers and area of shapes. Above average pupils use control programs to move model cranes they have constructed and good links are made to science as they use a variety of different pulleys and link these to motors. Most are aware of control devices and have experience of using sound and tape recorders. They use digital cameras and art programs to carefully illustrate their work in literacy and in history they create slide shows of Greek theatres.

125 All pupils have good attitudes towards their work in ICT and in all lessons they use the computers and equipment with great care. They co-operate extremely well in pairs and are very supportive of each other. Behaviour in the lessons seen was never less than good and often very good.

126 Teaching in the lessons seen was never less than satisfactory and often good. Teachers in the classes in Years 1 and 2 do not have access at present to the computer suite but regularly use their class-based computers. The use of computers as a continuing tool to support learning is now embedded across the school and is part of the culture of classroom organisation and lessons. Good use is made of computers to support learning in other areas of the curriculum particularly in mathematics, literacy and history work. At the present time, the computers in the computer suite are not sufficiently compatible with the class-based machines and this means that it is not always possible to follow up lessons during class time. This places some limitations on learning.

127 The school has plans to review its scheme of work and has appropriate plans for the development of the subject. The knowledgeable subject leader has worked hard to support colleagues and has a very good vision for improving standards based on his experience of other school systems. Assessment systems are not developed sufficiently. They are based on a simple register of skills. More detailed summative assessment procedures are required to better inform progression and future planning. The school now needs to build upon the skills established with the younger pupils, continue regular access to the new computer suite and ensure work can be followed up on compatible classroom machines.

## **MUSIC**

128 Standards in music are above those expected at the end of Years 2 and 6 and are similar to those reported at the last inspection. All pupils, including those with special educational needs make

good progress. The provision the school makes for the teaching of music is a particular strength as it inspires and enthuses pupils with a love of singing and performance. Pupils are offered a wide range of experiences and over time the school has built up a high reputation within the community for high quality performances in school and in the wider community.

129 Music clubs are an important part of the provision for extra curricular activities. There are two choirs – one for pupils in Years 3 and 4 and a senior choir for pupils in Years 5 and 6. Recorder groups for all year groups are very popular and have provided starting points for pupils who have developed their musical education to a significant level. There are opportunities for pupils to play their instruments in morning assemblies. During the inspection week, groups of flautists played with confidence despite the fact that they had been learning to play their instruments for only a short time. In another assembly a group of pupils in Year 4 sang a difficult song with distinction and delighted all those present with their clear diction and delicate interpretation of the music. These performances add considerably to the atmosphere in morning assemblies – they are events to look forward to!

130 Pupils thoroughly enjoy singing. They arrive punctually and with great enthusiasm for rehearsal. More than a hundred pupils in Years 3 and 4 attended the junior practice. The work is rigorous and the teacher is demanding. The pace of learning is impressive. The teacher is a very accomplished pianist who has very high standards. He teaches singing by example. He leads, the pupils follow and this result in very good quality singing. Pupils sing a range of songs including some popular music. They are justly proud of their performances. These experiences develop confidence and pupils' self esteem

131 The quality of teaching varies between good and excellent. A feature of excellence includes the high level of expertise of some staff who are accomplished musicians and lead by example, inspiring pupils to learn to play instruments and compose. Teachers have very secure subject knowledge and know precisely what they have to do to extend learning. A feature of lessons is the variety of activities offered. For example, pupils in Year 3 play a range of instruments from different parts of the world and respond rhythmically by clapping their hands and beating a rhythm on their instruments. Teachers prepare pupils for singing through good warm up activities which link exercise to preparation for singing. In a good lesson in Year 1 pupils sang, played a range of instruments and sequenced a story using musical instruments to create effects. Teachers increase pupils' technical knowledge through challenge and older pupils look forward to singing rounds and presenting to audiences. Individual performance is encouraged and celebrated and pupils are pleased to perform in front of an audience. Significant numbers of pupils are members of the Moorlands Music Centre Choir that meets on Saturday mornings at the school. Pupils from the school have sung at a range of highly impressive concert halls, including the Royal Albert Hall in London and the Symphony Hall in Birmingham.

132 Teachers use time and resources very effectively and this makes a very important contribution to learning. There is an immense sense of fun in lessons. Pupils are thrilled to be praised for the quality of their performances by their teachers whose opinions are highly respected.

133 Pupils are very excited by opportunities to take part in music lessons and behaviour is of a high standard. They listen attentively, copying sounds and rhythms correctly. A good range of musical tuition is available. Specialist music teachers enable pupils to play a range of wind instruments. They work hard and have a determination to succeed. Pupils evaluate each other's work and this supports learning well. The hard work is accompanied by a sense of fun and this makes learning enjoyable.

134 The subject leader has a very clear understanding of the strengths of music teaching throughout the school and provides good support to his colleagues. He ensures that music has a high profile in the school. However, there is no whole school assessment system to record pupils' progress in class lessons. The school organises fund raising activities to purchase additional resources. There is a good range of instruments on loan from Staffordshire Performing Arts. There are plans to extend

the school's resources with the addition of ethnic instruments. The school has good links with Lichfield Cathedral whose choir has shown interest in visiting the school to work with classes in vocal work.

## **PHYSICAL EDUCATION**

135 Due to the way the school organises the physical education curriculum into units of work covering games, gymnastic, dance and athletics, it was only possible to see games taught during the inspection. Standards in this aspect of pupils' work are average by the end of Years 2 and 6. From school records and discussion with the co-ordinators, the large majority of pupils are able to swim the expected 25 metres by the end of Year 6. Many pupils develop swimming well beyond this level. This picture of the subject largely reflects the position at the time of the last inspection, although there has been some improvement in co-ordination of the subject and planning. The two new subject leaders are developing the subject well and lead by example. They are both active in sport themselves and provide good role models for the pupils. The adoption of nationally recommended guidelines for the subject has impacted well on the planning of key skills from year to year and is helping raise pupils' achievements.

136 In the lessons observed in Years 2, 3, 4 and 5 there was no significant difference in the quality of work of boys and girls. Team games and paired activities were mixed gender and all pupils co-operated well to achieve the tasks set. Pupils who have special educational needs are integrated well into all lessons and take a full and active part. All pupils enjoy particularly the competitive aspect of the work; for example, in a warm-up activity in a lesson for pupils in Year 2, the teachers' challenge to see which team could collect the most beanbags produced much activity and excitement.

137 By the end of Year 2, most pupils are beginning to vary skills and actions and are starting to link these in ways that suit the action. For example, in a lesson for pupils in Year 2, they were travelling with a ball and using their hands and then their feet to control its direction. They show reasonable control of a large ball and most move it successfully around various obstacles. By the end of Year 6, pupils' skills controlling a ball have progressed satisfactorily. In Year 3, for example pupils show greater control of small balls in throwing and catching activities in preparation for team games such as rounders and cricket. In Year 4, pupils continue to work on ball skills and show satisfactory levels of skill in underarm bowling and accurate throwing at a target. In Year 5 pupils use these skills effectively in striking and fielding games activities.

138 In the four lessons seen, teaching was mostly satisfactory and in one lesson, it was good. All lessons begin with a suitably warm-up activity that raises pupils' energy levels quickly. There is opportunity to practice basic skills and then apply them in a competitive situation. Teachers' expectations of behaviour and participation in all activities are high and pupils work hard to try and improve. Where the teaching is most effective, there is a good balance between teacher direction and pupil activity so that pupils are kept on the go. On occasions, the teacher talks for too long and pupils interest begins to flag. Areas for improvement in the teaching relate to more opportunity for pupils to evaluate their work and that of others in order to move it forward and more teacher demonstration of techniques and skills in order to remedy initial faults in pupils' work. The co-ordinators are aware that in order to develop the subject further, a whole school assessment system needs to be implemented in order to ensure that key skills are built upon from year to year.

139 The school's participation in local competitions in boys and girls football, cricket, netball, swimming, cross-country running, rounders and athletics events makes a strong contribution to pupils' achievements in the subject. Through these activities, and in lessons generally, the subject makes an effective contribution to pupils' social and moral education.

## **RELIGIOUS EDUCATION**

140 Standards by the end of Years 2 and 6 are in line with those expected in the local agreed syllabus. This represents an improvement since the previous inspection when they were below. All pupils, including those who have special educational needs make satisfactory progress over time and in the lessons seen progress and achievement is mainly good. This improvement is as a result of a more whole school consistent approach with planning now securely based on the local agreed syllabus. Teachers are more confident and now have good resources available to support their lessons.

141 Pupils in Year 2 present their work well and know a good range of stories based on Christian beliefs. They know the main Christian festivals and their significance. They gain understanding about important events in their own lives when writing about their special things and people. They know that Christians worship and pray in church and understand that it is a special place. They match symbols to different faith buildings and have some knowledge of the Sikh religion. Pupils in Year 1 discuss the creation and create their own time lines and pictures to describe this. They are aware that there are different views as to how the world began.

142 Pupils in Year 6 have satisfactory knowledge of the main events and stories from the life of Jesus. They draw lessons from the stories and relate these to modern day situations such as making choices and decisions related to a car crash. They consider the concept of sacrifice when studying the rescue services. They have good knowledge of the main world religions and list the main features of Judaism, Hinduism, Islam and Buddhism. Pupils in Year 5 have good awareness of different belief systems and show sensitivity to fellow creatures and protection of species when considering decision-making and the power of mankind. They relate this understanding to aspects of their own community when being aware of the consequences of dropping litter and pollution. Pupils in Year 4 reflect on time and investigate life cycles and growing up into an adult. They study various journeys and reflect on the Moslem 'Hajj' the journeys of Jesus and his disciples and the work of Gladys Aylward in China. From these studies they gain good awareness of making the right personal decisions in life.

143 The quality of teaching and learning is good overall. Evidence from the scrutiny of work and the lessons seen indicates consistent approach to planning. Teachers have high expectations of behaviour and a very good work ethic pervades all lessons. Work is well presented and teachers confidently tackle issues related to personal faith and choices in life. Procedures for assessing pupils' achievements are satisfactory and are based on end of unit informal teacher assessment. There are advanced plans to move to a more formal structure in conjunction with the secondary school and other local primary schools. Teachers are particularly good at instigating discussions amongst pupils about moral and social aspects of living as a community. This makes a significant contribution to the very good and often excellent relationships that exist and the respect pupils have for each other and adults throughout the school.

144 The committed subject leader, who has worked hard to raise the profile of the subject, leads the subject satisfactorily. She has given good guidance, support and advice on resources to colleagues. She has a good understanding of strengths and areas for improvement but has had few opportunities to work alongside colleagues in Years 3, 4 and 5.