

INSPECTION REPORT

CHARNWOOD PRIMARY SCHOOL

Lichfield

LEA area: Staffordshire

Unique reference number: 124185

Headteacher: Jeffrey Isaac

Reporting inspector: Michael Best
10413

Dates of inspection: 9th-12th September 2002

Inspection number: 248563

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Purcell Avenue Lichfield Staffordshire
Postcode:	WS13 7PH
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Mike Bird
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Michael Best 10413	Registered inspector	Foundation Stage Information and communication technology Music	Characteristics of the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed What the school should do to improve further
Mrs Patricia Edwards 10965	Lay inspector		Pupils' attitudes, values & personal development How well the school cares for its pupils How well the school works in partnership with parents
Mr William Gale 21317	Team inspector	Mathematics History Geography Special educational needs	The curricular and other opportunities offered to pupils
Mrs Trudy Cotton 3751	Team inspector	English Art and design English as an additional language Inclusion	
Mr Brian Downes 19026	Team inspector	Science Design and technology Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Charnwood Primary School is an average sized school situated on the north side of Lichfield. There are 291 pupils on the school roll, 148 boys and 143 girls. At the time of the inspection, there were 12 children attending the reception class on a part-time basis and 13 attending full-time. Housing in the immediate area is a mixture of mature private and rented homes. The proportion of pupils receiving free school meals is, at 14 per cent, similar to the national average. Attainment on entry is mainly average although this does vary from year to year; children's language, communication and number skills are often just below those expected when they enter the reception class. About 6 per cent of pupils join or leave the school each year other than at the usual times.

Thirteen percent of pupils have special educational needs, which is below the national average. The school has implemented the new Code of Practice¹. At present, three pupils have Statements of Special Educational Need, which is average. In the last school year, a significant number of Year 6 pupils had special educational needs, including three with Statements. The majority of pupils with special educational needs have specific or moderate learning difficulties. Two pupils (one per cent) come from minority ethnic groups and speak English as an additional language. There are no pupils at the early stages of additional language acquisition.

HOW GOOD THE SCHOOL IS

This is a happy school that provides a sound education for its pupils. They have good attitudes to learning and work well together. Pupils make good progress in the Foundation Stage and Years 1 and 2; in Years 3 to 6 they make satisfactory progress. The quality of teaching is satisfactory with some good teaching evident throughout the school. Leadership and management are satisfactory. The school provides satisfactory value for money.

What the school does well

- Children in the Foundation Stage make good progress.
- Standards are above average at the end of Year 2 in mathematics and science and above average in speaking and listening, reading, art and information and communication technology at the end of both Years 2 and 6.
- Standards of behaviour, pupils' attitudes to work and relationships with each other are good, reflecting the good provision made for pupils' personal development.
- The range of extra-curricular activities provided for pupils.
- The school's partnership with parents is good.

What could be improved

- Not all pupils reach the highest levels of which they are capable, particularly in writing and science.
- Assessment procedures in the non-core subjects.
- Teachers' use of assessment information to plan the next steps in pupils' learning.
- Procedures for monitoring and evaluating the school's performance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Improvement has been satisfactory overall. Standards at the end of Year 2 have improved in English, mathematics and science. However, standards at the end of Year 6 have not kept pace with improvements nationally. Average and less able pupils are well provided for but more able pupils are not consistently challenged. After a period of stability there have been a number of recent staff changes and absences due to ill health. Parents are pleased that the school has successfully minimised the disruption to their children during these times. The proportion of satisfactory or better teaching seen during this inspection has been maintained but the proportion of very good teaching is lower. The school has made satisfactory progress overall in addressing the key issues identified in the previous report. However, although good formal assessment procedures are established for the core subjects of English, mathematics and science, procedures in other subjects are unsatisfactory overall. There is still work to be done to meet this issue fully.

¹ The new special educational needs Code of Practice was introduced during the school year 2001-2. There are now four stages of support – School Action, School Action Plus, Statutory Assessment and Statemented.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores² in National Curriculum tests.

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

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

The above table shows that, at the end of Year 6, standards (based on average points scores) were below the national average in English and science and similar to the national average in mathematics. Compared with similar schools, standards were well below average in English and science and below average in mathematics. The proportion of Year 6 pupils gaining Level 4 or above in English, mathematics and science was similar to the national averages, reflecting the targets set by the school. At the end of Year 2, standards (based on average points scores) were well above the national average in reading and mathematics and above average in writing. Compared with similar schools, standards were above average in reading and writing and well above average in mathematics. In the teacher assessments in science, all pupils gained Level 2 or above.

Inspection evidence indicates that standards in reading and speaking and listening are above average at the end of Years 2 and 6. In mathematics, standards are above average at the end of Year 2 and average at the end of Year 6. In science, standards are above average at the end of Year 2 and average at the end of Year 6. At the end of Years 2 and 6, standards in art and design and information and communication technology are above average. In writing, design and technology, geography, history, music and physical education standards are similar to those expected nationally at the end of Years 2 and 6. Standards in the use of literacy, numeracy and information and communication technology across the curriculum are satisfactory. The school is making positive efforts to help pupils apply and develop these skills across the curriculum. In religious education, standards are similar to those expected in the locally agreed syllabus at the end of Years 2 and 6.

In the reception class, children make good progress, particularly in the development of their language and communication skills and in their mathematical development. By the time they enter Year 1, nearly all children achieve the early learning goals in all areas of learning. In the infant³ classes, pupils continue to make good progress. However, this momentum is not maintained in the junior classes although pupils make satisfactory progress. The school has established good assessment procedures in English, mathematics and science to track individual pupils' progress as they move through the school. However, this is not matched by the systematic and consistent use of the information available to raise the standards achieved by pupils, particularly by those who are capable of reaching higher levels. Pupils with special educational needs make good progress in the reception and infant classes and satisfactory progress in the juniors. Pupils for whom English is an additional language make similar progress to others in their classes.

² The average points score provides schools with statistics to compare the overall grades attained by their pupils with the grades attained by pupils in another school. These have been calculated from data made available by OFSTED and calculations agreed with the school. These calculations are published subject to official confirmation by OFSTED later in the academic year.

³ The infant classes ('the infants') are Years 1 and 2. The junior classes ('the juniors') are Years 3 to 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils concentrate well and show interest in their work.
Behaviour, in and out of classrooms	Good. Pupils have a good respect for each other's property and the school environment.
Personal development and relationships	Relationships are good throughout the school. Pupils play well together and help each other. Personal development is good. Pupils willingly accept responsibility.
Attendance	Good. Above the national average. Pupils arrive promptly for school.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 - 6
Lessons seen overall	Good	Good	Satisfactory

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

Teaching and learning are good in the reception and infant classes and satisfactory in the junior classes. Given that the inspection took place at the very beginning of the school year, scrutiny of last year's work has contributed significantly to these judgements. Teaching is good in English. The literacy strategy is well established. In mathematics, teaching is good in the infants and satisfactory in the juniors. Teachers are confident with the numeracy strategy and structure their lessons well. However, in older classes, some teachers are cautious in their expectations of what pupils can achieve. In science, teaching is good in the infants and satisfactory in the juniors. Teaching is good in art and information and communication technology in both the infants and juniors. In other subjects, including religious education, teaching and learning are satisfactory.

Teachers manage their pupils well and successfully promote a purposeful learning atmosphere where pupils work productively and at a good pace. Basic skills are well taught throughout the school but pupils do not always have sufficient opportunities to develop independent study and thinking skills. In the reception class, activities are well organised and make good use of the available time and resources. Particularly in the infants, there is some over-reliance on worksheets. One unsatisfactory lesson was observed during the inspection. In this, as in other lessons that were satisfactory in other respects, insufficient challenge was provided for pupils who are capable of reaching higher levels. The school's assessment procedures range from good to unsatisfactory. The information available to teachers varies and, as a result, they do not always have accurate expectations of what pupils know and can do. More able pupils are not consistently challenged by the work set for them. The good support that pupils with special educational needs receive helps them to make similar progress to others in their classes. Similarly, pupils for whom English is an additional language are carefully supported. Some of the contributions made by support staff to pupils' learning are of a very high standard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad, has a reasonable balanced and meets statutory requirements. Strategies for teaching literacy are good.
Provision for pupils with special educational needs	Satisfactory. There is good support for pupils' literacy needs. Some targets set for pupils are rather broad and difficult to measure.
Provision for pupils with English as an additional language	Good. The school successfully recognises and values pupils' cultural and language needs.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' spiritual, moral, social and cultural development with priority given to providing pupils with clear moral values and a respect for others. Visits and visitors help to promote pupils' cultural development through art and music.
How well the school cares for its pupils	The school provides a caring environment where pupils are treated with respect. Staff are aware of child protection issues but have not received formal training. Statutory assessment procedures are in place but there are shortcomings in the way teachers record and use information about what pupils know and can do to plan the next steps in learning. As a result, standards are satisfactory overall.

The school's partnership with parents is good. Parents feel well informed of pupils' progress through reports and meetings. There is an active Parent and Friends Association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher successfully promotes a caring and supportive school community. He knows staff and pupils very well. Day-to-day routines are well established. Staff work very hard and support the headteacher well. The leadership of many subject areas is in the process of being changed.
How well the governors fulfil their responsibilities	Satisfactory. Most statutory requirements are met. The governors are very supportive but rely heavily on the headteacher to guide them.
The school's evaluation of its performance	Unsatisfactory overall. The school collects and analyses information and has systematic procedures in place for monitoring teaching. However, the use of this information is not always sharp enough. The governing body's role in monitoring and evaluating the work of the school is underdeveloped.
The strategic use of resources	Satisfactory. Specific funds are satisfactorily applied but links between the development plans and finance are not sufficiently developed. The principles of <i>best value</i> are appropriately applied.

The school is satisfactorily staffed. The accommodation is spacious and well used. Learning resources are good. Budget reserves are currently above recommended levels but the school has appropriate plans for their application.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Nine parents attended a meeting with inspectors and 114 (39 per cent) returned questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school. Staff are willing to talk to parents at any time. Behaviour is good 	<ul style="list-style-type: none"> Some classes get more homework than others. Parents would like to know more about the work their children are doing.

Inspectors agree with parents' positive views. Inspection evidence indicates that homework is now being set in line with the school's policy. This term the school has sent information to parents about the topics classes are studying.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 National Curriculum statutory tests taken by 7 year olds, the proportion of pupils gaining Level 2 and above is well above the national averages in reading and mathematics. The results in writing are above the national average in writing because the nearly all pupils gained secure Level 2 results. Teacher assessments indicate that the proportion of pupils gaining Level 2 and above in speaking, listening and science is above the national average. The proportion of pupils gaining the higher Level 3⁴ is above the national averages in reading and mathematics, average in science but below average in writing. Compared with similar schools (on the basis of free school meal entitlement), overall standards are well above average in reading and mathematics and above average in writing. Standards have risen in recent years.
2. National Curriculum statutory tests taken by pupils at the end of Year 6 in May 2002 indicate that the proportion of pupils gaining Level 4 and above is similar to the national average in English, mathematics and science. The proportion of pupils gaining Level 5⁵ is similar to the national averages in reading and mathematics but below the national averages in writing and science. Compared with similar schools (on the basis of free school meal entitlement), standards are below average in mathematics and well below average in English and science. Until this year, standards have varied from year to year but have been at least average in each subject. The school suggests that a contributory factor to these lower results was the well above average number of pupils with Statements of Special Educational Need in this particular year group. Nearly a quarter of pupils in this Year 6 group were on the school's register of special educational needs and three had Statements addressing their needs.
3. These statutory results for 2002 are mainly confirmed by inspection findings. In conjunction with the local education authority, the school sets realistic targets for the proportion of Year 6 pupils achieving Level 4 or above in the statutory tests. The targets for 2002 were met. However, the school's targets for the higher Level 5 were not achieved.
4. Children enter the reception class with a wide range of skills and experiences but overall standards are mainly similar to those expected of children of this age. Simple assessments made by staff soon after children start in the reception class show that language, communication and number skills are often just below those expected for children at this age. They make good progress and by the time they move into Year 1, nearly all children have met the Early Learning Goals⁶ in all the areas of learning.
5. Inspection evidence suggests that the proportions of above average, average and below average attaining pupils are similar to those found in most schools. Cohorts do vary and about five per cent of pupils either join or leave the school other than at the usual times

⁴ The National Curriculum has been written on the basis that pupils are, by the end of Year 2 when pupils are age 7, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

⁵ The National Curriculum has been written on the basis that pupils are, by the end of Year 6 when pupils are age 11, expected to reach Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

⁶ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development. The stages of learning at the Foundation Stage are referred to as *Stepping Stones* and lead to the Early Learning Goals.

each year. Teacher assessments compare well with National Curriculum test results at the end of Year 2 but are less consistent at the end of Year 6.

6. At the time of the last inspection, standards in the core subjects of English, mathematics and science were judged to be similar to the national averages at the end of Year 2 and above the national averages at the end of Year 6. In the intervening period, that picture has been reversed. Standards have risen at the end of Year 2. However, at the end of Year 6, national standards have outpaced the school's results and the school's progress at this age is below the national trend. A key factor in this has been the decline in the proportion of pupils gaining the higher Level 5 results. Inspection evidence confirms that in the juniors, pupils capable of reaching the highest levels are not doing so, particularly in science and in writing in English.
7. In English, mathematics and science, useful information has been collected about pupils' attainment and progress and some analyses undertaken. However, there has been insufficient attention paid to addressing the issues arising or in using assessment information robustly to inform planning. That is now changing. The English co-ordinator has recently undertaken a detailed analysis of pupils' writing and has identified areas for improvement and the action necessary to achieve this. This approach is a good model for other subjects to follow.
8. In literacy, pupils reach good standards in speaking and listening and reading at the ages of 7 and 11 years. The literacy strategy is well established. The good progress made in the Foundation Stage is maintained in the infants but slows in the juniors to a satisfactory rate. In mathematics, pupils make good progress in developing their confidence in understanding and using mathematical language and applying different methods of solving problems in the infant classes. In science, it is the lack of training in independent thinking and development of scientific skills that is the main contributory factor to the lower achievement of higher attaining junior pupils. Guidance from the local education authority's advisory staff has helped teachers in Year 2 to become more confident and accurate in their assessments of what pupils achieve and this has had a good effect on the standards attained in the infant classes.
9. Standards in information and communication technology have risen since the last inspection and are now above those expected of pupils at the ages of 7 and 11 years. Standards in religious education have been maintained and are similar to those outlined in the locally agreed syllabus at these ages.
10. In the non-core subjects of design and technology, geography, history, music and physical education, standards at the ages of 7 and 11 are similar to those expected for pupils of this age and progress is satisfactory. In art and design, standards are above national expectations at these ages. These results are similar to those found at the time of the last inspection.
11. Inspection evidence indicates that, overall, pupils make satisfactory progress from the time they start school in reception until they leave at the end of Year 6. In the Foundation Stage and infant classes progress is good, particularly in the core subjects. Average and below average pupils often make good progress. This is particularly evident in the latest statutory test results taken by 7-year-old pupils at the end of Year 2 last May. Teachers are much better at identifying and meeting their needs than they are for those with the capacity for higher attainment, particularly in the junior classes. These more able pupils do not always make as much progress as they should. This is well illustrated in history where more able pupils learn more detail rather than develop a more sophisticated understanding of cause and effect. At the root of the problem is the absence of ongoing assessment procedures and the use of the information gathered to inform and plan the next steps in pupils' learning,

12. Analysis of test results indicates some small differences in the attainment of boys and girls from year to year but these are not generally significant and by the end of Year 6 there are no particular gender differences in attainment. In the current Year 4 boys significantly outnumber girls. In the 2001 National Curriculum tests at the age of 7, nearly a third more boys than girls achieved higher levels in mathematics. In lessons where boys outnumber girls, teachers successfully encourage girls to contribute just as much as boys.
13. Pupils with special educational needs make good progress in the infants. They are able to meet most of the targets in their individual education plans. Teachers encourage them to make regular contributions to whole class discussions and this helps them to develop their ability to answer questions accurately and relevantly. Pupils receive good guidance on how to improve the shape and spacing of their writing and are able to write clear sentences by the age of 7 years. They recognise and can write down most numbers up to 100 and can complete additions and subtractions as accurately as many other pupils.
14. Pupils with special educational needs make satisfactory progress in the juniors. Their rate of progress is similar to other pupils. They make good progress towards the literacy targets in their Individual education plans, developing their skills in reading and writing well. This frequently enables them to attempt similar work to the other pupils in the class. The appearance and presentation of their written work shows substantial improvement. By the age of 11, they copy information from worksheets carefully and have become increasingly skilled in the use of descriptive adjectives to give their writing greater meaning. They also make good progress in the development of their social skills, becoming more adept at working with other pupils and sharing tasks with them.
15. Pupils from minority ethnic groups and those for whom English is an additional language make similar progress to other pupils. Although no pupils are at the early stages of additional language acquisition, staff are aware that they sometimes need some additional help and this is readily provided.

Pupils' attitudes, values and personal development

16. Throughout the school the attitudes, values and personal development of pupils are good. The positive aspects highlighted in the previous report have been maintained. Parents are happy with their children's attitudes to their learning and feel the school helps them to behave well and grow in maturity
17. Pupils enjoy coming to school and they talk enthusiastically about their work. Most pupils show interest in the activities provided as seen in a Year 1 geography lesson where pupils were discussing whether fruits came from hot or cool climates. They listened carefully and valued each other's ideas and contributions.
18. Throughout the school, pupils work hard in lessons and try to do their best. They sustain good levels of concentration and respond to their teachers well. Pupils from minority ethnic groups are encouraged to play a full part in the life of the school and because of their fluent speaking skills, contribute fully in class lessons.
19. Children in the Foundation Stage settle quickly and are very enthusiastic about their work and play. Some find it hard to concentrate when they first start school but they make good progress and successfully learn to maintain their interest for longer, more appropriate periods of time. Children try hard and their behaviour, particularly when visiting other parts of the school, is invariably very good.
20. Pupils with special educational needs are keen to answer questions during whole class work. They listen to instructions carefully and respond well to the additional advice

provided by classroom assistants in literacy and numeracy lessons. They get on well with other pupils and this enables them to take part fully in all aspects of class activities. They benefit from the examples of other pupils, often checking with them on the exact format of written work. Pupils sustain their concentration well, particularly when practising the writing of sentences or when solving number problems. They are proud of their work and respond well when teachers identify mistakes, attempting to correct them as quickly as possible.

21. During the inspection, the behaviour of pupils in lessons and around the school was good. This confirms the views of most parents. In many lessons, particularly in the reception and infant classes, pupils' behaviour was very good. In the junior classes, pupils' interest sometimes wanes when lessons are too long or when the pace of the lesson slows, resulting in some fidgeting. Pupils demonstrate their acceptance of a clear moral code. In discussion with pupils, it is clear that they know the school rules and the behaviour that staff expect of them. They show care for one another, their belongings and school property. There were no exclusions in the last reporting year.
22. Relationships between members of the school community are good. Between pupils, relationships are very good. In most cases relationships between teachers and pupils are very good but on a few occasions, unnecessarily sharp criticism is made of pupils. In most classes, communications are open and friendly and pupils recognise staff want what is best for them. Pupils show high levels of respect for the views and feelings of others. They are honest, trustworthy and willing to accept responsibility. Pupils in the juniors elect house captains. Pupils in Year 6 responsibly undertake such duties as library monitors, plant monitors and assist in setting up for assemblies and in the office at lunchtimes. However, teachers do not consistently give pupils sufficient opportunities to organise their own work and take responsibility for their own learning.
23. Attendance is above the national average and most pupils arrive punctually allowing sessions to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

24. Taking into account all the available evidence, the overall quality of teaching and learning in the school is satisfactory. These judgements draw upon a wide range of evidence gathered during the inspection from the scrutiny of pupils' work and teachers' planning, as well as inspectors' classroom observations.
25. During the inspection, teaching was satisfactory in 53 per cent of the lessons, good in 42 per cent and very good in four per cent of lessons seen. No excellent lesson, poor or very poor teaching was seen. One unsatisfactory lesson was observed. Although the proportion of good and very good teaching is lower than at the time of the last inspection, there is less unsatisfactory teaching.
26. The overall standard of teaching is satisfactory in the junior classes and good in the Foundation Stage and in the infant classes. Teaching is good in English, art and information and communication technology throughout the school and in mathematics and science in the infants. In the other subjects it is satisfactory. The proportion of good teaching is less than that found in most schools. A contributory factor is the inconsistent approach to gathering and using assessment information.
27. Teaching in the Foundation Stage is good. Planning successfully follows the *Stepping Stones* and leads to the Early Learning Goals. Relationships between adults and children are good and staff work well as a team. They promote a positive learning atmosphere where individuals are valued and nurtured. Staff know the children well and pay close attention to their individual and collective needs. Staff are well aware of children who learn

at slower rates and make good provision for them. They also recognise those who are capable of more challenging work.

28. The quality of teaching in literacy is good in both the infants and juniors. Teachers are giving a particular emphasis to improving and developing writing, and the early indications of this are most promising. The teaching of reading is good. Staff provide pupils with good quality help and encouragement. This is helping to raise standards. Teachers' planning closely follows the guidance provided by the National Literacy Strategy. Pupils are familiar with the school library and most can independently select fiction and non-fiction books.
29. Staff work hard to develop pupils' speaking and listening skills. They try to involve all pupils in responding to questions, not just those who volunteer an answer. In one class where girls are well outnumbered by boys, the teacher ensures that all pupils have the opportunity to contribute. In the lessons seen, girls and boys alike listened attentively and responded confidently to questions. Where teachers successfully engage pupils' interest and stimulate their thinking skills, as for example, when discussing moral issues such as about the environment, pupils respond maturely and participate readily.
30. The overall quality of teaching in mathematics is satisfactory and the numeracy teaching observed during the inspection was good. Staff have received numeracy training and follow the National Numeracy Strategy well. They are working hard to develop pupils' mental mathematics and problem-solving skills but do not consistently challenge those pupils capable of higher attainment. As in other subjects, assessment information is not used to identify the next steps in learning.
31. The teaching of information and communication skills has improved since the last inspection. In-service training for staff has raised their confidence as well as improving their knowledge and understanding. This is having a positive effect on standards and standards are now good. Specific information and communication technology skills that will assist pupils' learning in other subjects are being successfully taught.
32. Basic skills are well taught. Staff identify opportunities for pupils to use and develop their skills in literacy, numeracy and information and communication technology as part of their everyday learning across the curriculum. They also make provision for pupils to improve their research skills by looking for information in the library or on the Internet. The fact that classroom computers are not yet linked to the computer suite has an effect on what can be realistically achieved.
33. The arrangements for working in groups help pupils with special educational needs to co-operate with others and to benefit from their example. This often results in pupils learning without the direct intervention of the teacher. Classroom assistants provide a good level of support in literacy and numeracy. They are quick to help pupils, including those for whom English is an additional language, and to provide them with further advice on how they should tackle their work. Classroom assistants are particularly good at encouraging the more reluctant to volunteer answers during whole class sessions at the end of lessons.
34. Teachers have good expectations of pupils' behaviour. Teachers manage pupils well. They use humour well and pupils' appreciate this. There are, however, some occasions where teachers are rather sharp in their remarks, which is not necessary because pupils generally behave well in lessons and show good attitudes to work. In most lessons, pupils respond well to instructions and maintain their interest. They enjoy opportunities to work with each other. Pupils co-operate well and respect the thoughts and views of their classmates even if they do not always agree with them. They try hard to apply their previous knowledge and understanding to new work.

35. The best lessons seen, such as science in Year 2, successfully capture pupils' imagination and actively involve them in challenging work. Learning objectives are well explained and time targets set for the completion of work. Unambiguous questions ensure that pupils understand what they have to do. Checks to see that everyone is working along the correct lines successfully keep pupils on their toes. This approach is well used in information and communication technology lessons where pupils proceed at varying rates.
36. The pace of learning in lessons is satisfactory. Lesson introductions usually have a clear focus and most teachers share with pupils what they are going to achieve by the end of the lesson. Plenary sessions (end-of-lesson reviews sessions), when staff and pupils share what they have achieved, are not always long enough to discuss the next steps. Some lessons, for example in numeracy, history and music, are simply too long and staff have to work hard to maintain pupils' concentration.
37. Teachers' lesson planning is satisfactory. In literacy and numeracy it is guided by the national strategies. In science and the non-core subjects, nationally available plans are utilised. In religious education, teachers follow the locally agreed syllabus. Most lessons have a clear introduction, development and review session. In the majority of lessons, activities are identified for pupils who learn at slower rates but little reference is made to the targets in pupils' individual education plans. Learning support staff are usually clear as to their roles and responsibilities. They invariably make a very good contribution to the quality of pupils' learning.
38. The quality and use of assessment information to inform their planning is unsatisfactory overall. In the better lessons, teachers set clear learning objectives and share these intentions with pupils. Sometimes, however, teachers identify the content of the lesson rather than what skills and knowledge they want pupils to learn. In some lessons, teachers are unsure of what pupils have actually learnt, particularly for the higher attaining pupils. Pupils' work is regularly marked and comments generally help them improve their work.
39. Teachers' expectations of what pupils can achieve are satisfactory in the reception and infant classes but unsatisfactory overall in the juniors because the information they have is not sharp enough to identify the level of the next steps in learning. Subject co-ordinators are starting to build up collections of pupils' annotated work. This will help teachers set pupils targets for improvement that are more accurate. Although the school has established a system whereby individual pupils are set targets for improvement, teachers do not consistently make the best use of these to plan future learning.
40. The school has a policy outlining the arrangements for homework. A small number of parents expressed concern about the inconsistencies between classes and year groups in the last academic year. Inspection evidence indicates that the school policy is now being adhered to.

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

41. The school's provision for children in the Foundation Stage covers all the areas of learning, follows the recommended *Stepping Stones* and leads to the Early Learning Goals. The school's curriculum for the infant and junior classes provides an appropriate balance and meets National Curriculum requirements. It includes religious education, based on the locally agreed syllabus, and provides a breadth of opportunities to meet pupils' needs. The emphasis on literacy and numeracy provides sufficient time for teachers to provide lessons in line with national recommendations. The planning for literacy, in particular, has been gradually refined since the introduction of the strategy. It now provides a good basis for learning, enabling teachers to concentrate on areas of

weakness, such as pupils' writing. The organisation of topics, which are mainly geography or history in each half term, works well and provides for continuity in pupils' learning. Art is given more time than several other subjects, because it is used as a means of reinforcing much of the topic content. The two-year rolling programme of topics ensures that pupils in classes with more than one year group do not repeat previous learning.

42. Since the last inspection, schemes of work have been introduced in all subjects. These give a satisfactory framework for the planning of a series of lessons. The length of lessons is suitable for most subjects, providing time for a whole class introduction, group work and a concluding session. In a few instances, such as in numeracy, music and history, lessons of over an hour can be too long for pupils to sustain their concentration and interest.
43. The school's curriculum provides a sound basis for the inclusion of pupils of all abilities and backgrounds. The planning to address basic skills, such as listening, reading and the presentation of writing is strong, and is particularly suitable for less able pupils and those with English as an additional language. Classroom activities are usually designed so that all pupils can take part and there is considerable emphasis on ensuring that they have equal access to all aspects of the curriculum. Pupils are taught in class groups for most subjects, with a mixture of the full range of abilities. Teachers plan well for the less able and those of average ability, but there is less consistent planning for the most able pupils, who are sometimes given tasks which do not present them with sufficient challenge. Pupils are grouped according to their level of ability in literacy and numeracy. This works well and helps teachers to plan to address any significant weaknesses in pupils' learning.
44. The school has adopted a suitable format for individual education plans for pupils with special educational needs. Most targets in the individual education plans focus on literacy and help to strengthen the planning in English. In other subjects, teachers' lesson planning seldom makes reference to individual education plan targets, although it is clear that teachers and classroom assistants are aware of the nature of targets and the work set is usually at a suitable level of difficulty for pupils' abilities. The majority of targets are precise and measurable, but there are examples of targets, which are rather too broad and general to be measured in the period between reviews of pupils' progress. There is a close link between pupils' Statements of Special Educational Need and the targets in their individual education plans.
45. Since the last inspection, the school has introduced a planned programme for pupils' personal, social and health education. Planning for this is good in the infants, where there are separate, distinct lessons in the subject as well as references in other areas of the curriculum. It develops pupils' understanding well and, as a result, they have produced some thoughtful pieces of written work based upon discussions in class. In the juniors, the subject is taught through the medium of other subjects. For example, health education, which includes drug awareness and sex education, is taught as part of the science curriculum. The school has conducted an audit, which demonstrates that all the basic areas are being covered, but arrangements are not yet in place to help pupils to develop a more sophisticated understanding. The school is aware of this and has plans, for instance, to update its teaching of citizenship as part of this year's new developments.
46. The school provides a good range of extra-curricular opportunities, especially in sport and music. All pupils, regardless of their level of ability and experience, have a chance to take part in these activities and there is encouragement for girls to take part in sports usually dominated by boys, such as football. A good balance is achieved between more informal activities at lunchtime and more formal sessions, such as team games, after school. The headteacher and staff are enthusiastic in their support of extra-curricular activities and there is very good level of pupil involvement.

47. The school makes good use of the community to enhance pupils' learning opportunities. There are good links with local sports teams, such as Beacon Park football team, who make use of the school's pitches. The school takes part in Lichfield Music Festival and makes regular use of the cathedral's facilities, as well as having strong links with the local church. Pupils are made more aware of the local area and the facilities it has to offer, through discussion about local routes and landmarks in geography. Visitors, such as senior citizens from nearby housing and pupils' grandparents, are invited for special celebrations, when pupils have opportunities to discuss their experiences with them and entertain visitors with performances, such as the Christmas production.
48. The school has good relationships with other educational establishments. Pupils from local secondary schools visit as part of their work experience programme and students from the University of Wolverhampton gain experience at the school. There are particularly good links with the local nurseries which provide important information about children about to enter the school. This is of considerable benefit to teachers planning to make children's first term at school as beneficial as possible.
49. The school's provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is good. Collective worship meets statutory requirements. Assemblies and the recently introduced religious education syllabus provide good opportunities for pupils to discuss feelings and personal belief, for example, the discussions surrounding the commemoration of the September 11th terrorist attack in 2001. The good choice of Jay Ungar's *Ashokan Farewell* provided a poignant backdrop for pupils' quiet reflection in assembly. Across the curriculum, spiritual development is incidental rather than planned. However, there are good examples in some science lessons where pupils are encouraged to reflect upon the wonders of the scientific and natural world. One class teacher asked pupils to look at salt crystals through a microscope; one pupil said that it was *like looking at dinosaur legs*. Spiritual awareness was also seen in displays of artwork linked with music such as Benjamin Britten's *Storm* and by pupils' portrait sketches depicting feelings.
50. Good provision is made for pupils' moral development. A high priority is given to providing pupils with a clear set of moral values and teaching them the difference between right and wrong. There is a strong moral dimension in religious education lessons where pupils learn the principles of other faiths as well as Christianity. Staff model the principles of fairness, respect for property and caring for others. The team point system is popular with pupils and is used effectively to reward caring attitudes and good behaviour as well as for good work. Moral issues are discussed and the school is involved in recycling paper, cans and cartridges. The money raised has been used to plant trees in the school grounds.
51. The provision for social development is good. There are residential visits for pupils in Years 5 and 6, extra curricular activities and music and drama productions. All these opportunities help promote pupils' self esteem. Pupils co-operate well together in lessons. In discussions, pupils learn to appreciate the views of others, thus developing their social skills as well as those of speaking and listening. The school successfully promotes the importance of thinking of others. Social development is further enhanced by opportunities to work together, share and take turns. Teachers encourage pupils to consider each other's different methods and rates of working. Pupils readily assist with activities at harvest and Christmas when the local elderly are entertained and provided with refreshments and gifts. Pupils also assist at the lunches organised for their grandparents. Fund raising for local and other charities such as Comic Relief, the Poppy Appeal and the Acorn Trust Children's Hospice helps to make pupils aware of others less fortunate than themselves.
52. The provision for the cultural development of pupils is good. They gain insight into the beliefs and cultures of other people particularly in religious education, art and music. The

school's curriculum reflects other cultures and ways of life through the range of books; the artists studied and in the range of music listened to. There is a cultural element in many food technology lessons where the work involves dishes from various cultures. However, there is no strong emphasis on the wide range of traditions from which scientific thinking comes. Visits to places of worship are linked to religious education. The school has focus days, for example, when they study African customs and culture.

53. Partnerships between the school and other institutions such as the parish church, the Methodist church, Lichfield's Arts Festival committee and the Emmanuel Christian Centre strengthen the school's cultural provision. Visits have been made to places of interest such as Lunt Roman Fort to support the needs of the curriculum. Theatre workshops have been held in school and visitors such as a poet, an author and musicians have been made welcome and provide opportunities to develop pupils' wider cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school provides a caring environment. Most parents are happy with the care offered to their children. They feel that their children are happy in school and well looked after by all staff.
55. Teachers know their pupils well and value them as individuals. This helps them to make regular checks on pupils' personal development and ensure that all groups within the school have access to all aspects of school life. Teachers and classroom assistants have frequent conversations about how pupils with special educational needs are coping with the classroom environment and any problems are quickly identified and addressed. The school values the contribution made by the small number of pupils from ethnic minority groups. Mindful of pupils' personal development, the school deals with any racial issues firmly and fairly and keeps appropriate records of any incidents.
56. Procedures for assessment and the use made of the information gained provide a very mixed picture throughout the school. Overall, they are unsatisfactory because the school has yet to respond fully to a key issue raised in the previous report, which identified the need for a whole school approach to assessment throughout the curriculum.
57. The school assesses pupils' attainment in the national tests in English, mathematics and science at 7 and 11 years, with results providing a broad picture of achievement and progress in relation to National Curriculum levels. These procedures are good. However, the use of ongoing assessment, which makes specific judgements about what pupils understand and can do, varies considerably in the core subjects. For example, in science little ongoing assessment takes place; in mathematics assessment is mainly appropriate. English provides a model for useful assessment, which helps teachers plan the next step in pupils' learning. Samples of writing are analysed each half-term and guide teachers in their lesson planning and reading assessments show pupils' individual reading progress.
58. As yet, there are no formal assessment and recording procedures in the non-core subjects, such as geography, history and design and technology. The procedures in information and communication technology do not provide an accurate picture of what pupils know and can do. In subjects where skills are built up progressively, it is difficult to move forward without clear assessment of what knowledge and understanding pupils have gained.
59. Simple baseline tests set at the start of school in the reception year give a good indication of attainment on entry. Teachers make ongoing assessments in the six areas of learning, but as yet do not use the *Stepping Stones*⁷ for finer evaluation and planning.

⁷ The Stepping Stones for Learning are the steps in learning leading to the Early Learning Goals for children at the Foundation Stage. This stage of learning is completed at the end of the reception year when children move into Year 1 as five year olds.

Assessments at the end of the reception year successfully identify the progress made by children and indicate their potential for further achievement. Profiles are used well by the Early Years staff to promote personal and social development.

60. Pupils from minority ethnic groups are usually beyond the first stages of learning English as an additional language when they join the school. When necessary, the school has access to outside expertise to assess the pupils' language and learning needs but makes only informal assessments of pupils' language needs. However, the school does not specifically track the progress made by pupils from minority ethnic groups or those for whom English is an additional language.
61. The school's assessment and provision for pupils on the school's action and action plus stage is satisfactory. Targets set in pupils' individual education plans are not always specific enough to meet individual needs. The school has yet to identify its gifted and talented pupils and to assess how well they are achieving.
62. There are good arrangements for the review of pupils' individual education plans. There are regular informal reviews of pupils' progress towards their targets and reliable arrangements for review at the end of the year. Annual reviews for pupils with Statements of Special Educational Need are well organised and are used to update individual education plans. Some targets are rather general and it can be difficult to measure pupils' progress towards them over a limited period of time.
63. Staff consistently apply the agreed school behaviour policy. Pupils and parents are aware of the rules of the school and support these through the home school agreement. Staff deal with any reported incidents of bullying swiftly and effectively.
64. Procedures for checking attendance are good. Teachers call the register promptly at the beginning of each session. Any unexplained absence is followed up consistently on the second day. A cup for the class with the best attendance is presented weekly.
65. The school has effective child protection procedures in place which comply with those of the local child protection committee. All staff are fully aware of these procedures. However, the member of staff with designated child protection responsibilities has undertaken no outside training. The arrangements for first aid, including the recording of accidents and informing parents, are good. Outside agencies successfully support lessons on drug awareness and sex education.
66. The school has a comprehensive health and safety policy and risk assessments are carried out. However, a member of the governing body is not always actively involved in these assessments. Annual checks on fire equipment are up to date. Inspectors have informed the headteacher of some minor health and safety issues that require attention.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

67. The school's partnership with parents is good and similar to that found at the previous inspection. Most parents indicate that they are pleased with what the school provides and achieves.
68. The quality of information provided by the school is good. Parents feel that the school's regular newsletters keep them well informed about events. However the school does not provide parents with written information on the topics being studied by each class. Parent teacher consultation meetings are held each term and afternoon meetings are held for parents each time their child moves to a new key stage. The school makes parents feel welcome and parents find staff approachable and willing to discuss concerns at any reasonable time.

69. Annual progress reports are informative and provide useful information for parents on the work covered, the progress made and areas for development with a separate section for targets for the following term. The school prospectus is attractively presented and provides a practical introduction to the school. However, there is limited curriculum information and the school's annual attendance figures have been omitted in the most recent edition.
70. There are satisfactory arrangements for the involvement of parents in the annual reviews of pupils' Statements of Special Educational Need.
71. Parental involvement with the school is good and has a positive effect on pupils' learning. Homework is set in line with the school's homework policy and parents are supportive of reading at home. A small number of parents help regularly in school and staff are appreciative of this reliable support. Parents assist with refreshments at harvest, Christmas and on sports days. The Parents and Friends Association organises fund raising and social events such as the family disco in the nearby social club. These well attended events raise considerable additional funds to assist the school and enrich pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The headteacher successfully promotes a stable, caring environment where pupils feel safe and secure. The very positive ethos of the school, reported at the time of the last inspection, has been maintained. Day-to-day routines are well established and the school runs smoothly. The headteacher has clear long-term plans for the future development of the school, in particular how the best use can be made of the accommodation as the number of pupils settles. However, the school development plan does not provide a sharp enough vision for improvement.
73. Last year saw a number of staffing changes. In addition to staff leaving for the usual reasons of promotion and relocation, the deputy headteacher was seconded to an acting headship in the autumn term and is still there. There was also some long-term staff absence due to ill health. The strong ethos of the school is able to support stability in such adverse circumstances and parents are pleased that their children's education was not unduly affected. Crucially, the school is very fortunate in being able to call upon quality supply staff to step in at short notice.
74. Performance management is satisfactorily established in the school. Training was provided when the new arrangements were introduced and an annual review cycle is now established, although there have been some disruptions due to staff absence. An external adviser is due to visit the school this term to support the governing body in their review of the headteacher's performance.
75. Shortcomings identified in the previous inspection in the arrangements for new teachers' induction to the school have been successfully addressed. The school makes good arrangements to support staff new to the school and they speak very highly of the help, guidance and comradeship they receive. The school has the capacity to provide initial teacher training placements.
76. Staff are highly committed to the school and work very hard. The acting deputy headteacher and staff support the headteacher well. Since the last inspection, the school has put in place systematic procedures to monitor teaching. The school also collects a lot of information about pupils' performance in statutory and non-statutory tests and analyses trends. These improvements are good but, as yet, the school has not made robust enough links between the information it collects and the action needed to address the

issues that are evident. These shortcomings are reflected in the school development plan. Although identifying priorities, the present format does not effectively bring together the various elements needed to maintain and raise standards further and make close enough links with the school budget.

77. The quality of subject management is satisfactory. Many co-ordinator responsibilities are in transition following changes in staff and some temporary arrangements are currently in place. Leadership in English is good because of the way in which shortcomings in pupils' writing have been identified and plans made to address them. This provides a good model for development in other subjects. In mathematics, the new co-ordinator is in the process of looking at strengths and shortcomings to identify what needs to be done to improve standards. Standards in information and communication technology have improved since the last inspection because successive co-ordinators have successfully overseen the development of the computer suite and supported staff in developing their own knowledge and understanding. In art, the enthusiastic co-ordinator's expertise is shared and valued by colleagues. At present there is no subject co-ordinator for physical education although plans are in hand to address this. In science, insufficient action has been taken to address the decline in pupils gaining the higher levels at the end of Year 6. This lack of evaluation, not only in science but also across many curriculum areas, is one of the reasons why the leadership and management of the school are satisfactory rather than good, as reported at the time of the last inspection.
78. The work of the governors is satisfactory. With the minor exception of some information missing from the current prospectus, all statutory requirements are met. Appropriate sub-committees are in place. Governors are very supportive of the school and many have long-established links with it. They receive regular reports from the headteacher and many frequently attend concerts and other school events. However, work commitments prevent some governors from visiting the school as often as they would wish to see it at work. As a result, their understanding of the school's strengths and weaknesses relies heavily on written reports rather than first-hand knowledge. Procedures for evaluating the performance of the school have not developed at a fast enough pace since the last inspection.
79. The school has a sound inclusion policy. All of the accommodation, including the school grounds, is accessible to pupils with physical disabilities. In line with recommended practice, the school is looking to make the school more accessible to people with disabilities whenever building work is undertaken. The school does not currently maintain a register of gifted and talented pupils or make extra provision for those identified. It has responded appropriately to the new special educational needs Code of Practice and although pupils make good progress in general, their individual education plans are not specific enough. The special educational needs co-ordinator has limited time to support teachers to discuss their planning for pupils with special educational needs. As a result, lesson plans seldom refer to the targets in pupils' individual education plans.
80. Good use is made of the funds available for special educational needs to provide staff and resources to enable pupils' learning, and to ensure that they are fully included in lessons. The governor with responsibility for special educational needs has a good awareness of the priorities in the school's special educational needs policy and meets with the co-ordinator on a regular basis to discuss current issues. Suitable training has been provided for staff in the additional literacy needs of pupils with special educational needs. Staff are less familiar with practice in other areas.
81. There is a satisfactory level of teachers and support staff to provide for pupils' learning. Overall, teachers are deployed effectively to ensure that their expertise is used well. Some teachers have rather heavy demands placed upon them in terms of the subject co-ordination they undertake but the headteacher says that this is only temporary, pending

further staff development. Support assistants make a significant contribution in enabling teaching and learning. Administrative staff provide a very efficient and friendly service.

82. The accommodation is very good. Classrooms are bright and spacious and provide good space for practical work. There are two halls that provide very good areas for the school. In addition to classroom space, there is a well-stocked and attractive library, a music room, an information and communication technology centre and a room for special educational needs. Some areas of the outside of the school are still in poor condition and urgently need replacing. Bright, attractive displays add to the feeling of purpose and brightness around the school. The janitor, maintenance staff and cleaning staff ensure that the school is cleaned and maintained to a high standard. The playgrounds and fields provide good space for the number of pupils on role. There is a safe, fenced off play area for younger pupils.
83. Financial control and school administration are good. Appropriate attention is given to achieving best value in its ordering of resources and services. Specific grants are used appropriately. The school does not currently draw on local education authority funds or support for pupils from minority ethnic groups. The school development plan does not give sufficient attention to the financial implications of proposed plans for development.
84. Resources are good overall. There are good resources for children under five. The school has a good range of books and equipment in classrooms. The resources for information and communication technology are good. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. The governing body, headteacher and staff should firstly establish formal assessment procedures in all the non-core subjects in order to fully address the key issue identified at the time of the last inspection and then:

- (1) improve the challenge provided for pupils, particularly the more able, so that they may reach the highest levels of which they are capable by:
 - (i) across the curriculum:
 - ensuring that lesson planning provides a range of work matched to pupils' needs; *(paragraphs 7, 37-8, 43-45, 79, 89, 121, 137, 146, 170, 182)*
 - providing more opportunities for pupils to develop independent thinking and study skills; *(paragraphs 8, 29, 115, 119, 122, 144, 178, 184, 189, 198, 206)*
 - (ii) in writing in English:
 - in the infant classes, providing more opportunities for pupils to experiment with their independent writing and using fewer worksheets when teaching writing skills;
 - in the junior classes, providing the time and opportunity for older pupils to make choices about the form their writing takes and think through, and shape, longer pieces of original work;
(paragraphs 115 and 127)
 - (iii) in science, develop pupils' scientific skills and thinking by teaching them to:
 - develop their own methods of setting up tests, recording results and in using a variety of graphs and tables to do so;)
 - discuss what happens if the variables in a test are altered;
 - decide how their tests might be improved in the light of experience.
(paragraphs 144-5)
- (2) make better use of the assessment information gathered about what pupils know and can do, particularly in mathematics, science and the non-core subjects, to inform the next steps in pupils' learning;
(paragraphs 38-39, 57-59)
- (3) strengthen the procedures for monitoring and evaluating the school's performance and, in conjunction with the governing body, use the information gained to more sharply focus the way forward for the school. Do this by:
 - focusing on the impact of teaching on pupils' learning and their achievement;
 - ensuring closer links between the budget and the school development plan in order to make best use of the available resources;
(paragraphs 72, 77-78)

The governing body should also ensure that:

- the named person for child protection receives regular training and disseminates this to all staff; *(paragraph 65) ***
- they actively participate in the school's health and safety arrangements.
(paragraph 66)

*** Between the end of the inspection and the publication of the report, the school reports that it has made arrangements for the named person to receive appropriate training.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	28	35	1	0	0
Percentage	0	4	42	53	1	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. In one of the 68 lessons seen, it was not possible to grade the teaching.

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)	285
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	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	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	16	16	17
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97 (91)	97 (97)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	16	16	17
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97 (91)	97 (97)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	25	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	18
	Girls	19	19	21
	Total	34	33	39
Percentage of pupils at NC level 4 or above	School	77 (76)	75 (73)	89 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	18
	Girls	19	21	21
	Total	35	35	39
Percentage of pupils at NC level 4 or above	School	80 (80)	80 (76)	89 (96)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
253	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
1	0	0
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)	11
Number of pupils per qualified teacher	23.3
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	162

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	601,002
Total expenditure	602,946
Expenditure per pupil	2,138
Balance brought forward from previous year	78,200
Balance carried forward to next year	76,257

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
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 39%

Number of questionnaires sent out	291
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	4	3	0
My child is making good progress in school.	50	46	4	0	0
Behaviour in the school is good.	54	41	4	1	0
My child gets the right amount of work to do at home.	30	50	15	4	1
The teaching is good.	56	41	2	1	0
I am kept well informed about how my child is getting on.	46	39	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	28	5	3	0
The school expects my child to work hard and achieve his or her best.	62	35	3	0	0
The school works closely with parents.	41	45	11	3	0
The school is well led and managed.	61	32	4	2	1
The school is helping my child become mature and responsible.	52	44	3	1	0
The school provides an interesting range of activities outside lessons.	38	41	8	4	9

Other issues raised by parents

- Inconsistencies in the setting of homework.
- Lack of information about the work their children are doing.

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

86. Children enter the reception class at the beginning of the term following their fourth birthday, initially on a part-time basis. Children enter the reception class with a wide range of skills and experiences. Some have attended full-time nurseries, others have had child minders whilst others have remained within the family setting. Assessments made by staff soon after the children start school indicate that children's personal and social skills are generally above average, but for many, language, communication and number skills are just below those expected at this age. Children make good progress in these areas and reassessment at the end of the reception year shows that language and number skills are at least as expected for their ages.
87. The school makes good provision for children's learning. The reception suite is generously proportioned, enabling areas to be dedicated to specific learning activities. A secure outside area provides hard standing and grassed areas for physical activities and play. There is plenty of room for creative activities, including water and sand play. Plans to enlarge and develop a quiet area for story reading are about to be fulfilled. Activities are well resourced although some items are showing evidence of sustained use.
88. The quality of teaching is good. Relationships between adults and children are good. Staff work well as a team. There is a positive learning atmosphere where individuals are valued and nurtured. Staff know the children well and pay close attention to their individual, as well as their group, needs. There are no significant differences in the attainment or progress of boys and girls. Staff are well aware of children who learn at slower rates and make good provision for them. They also recognise those who are capable of more challenging work. By the end of the reception year, nearly all children achieve the Early Learning Goals in each of the areas of learning and some exceed them.
89. Staff plan learning activities in accordance with the national guidelines for children in the Foundation Stage. The class teacher carefully plans activities for all staff and detailed records kept of what children achieve. Planning and record keeping procedures are detailed but staff do not always use the *Stepping Stones* for the finer evaluation and planning. Planning sometimes concentrates more on the content of an activity rather than the skills to be learnt.
90. At the time of the inspection, there were 12 children attending on a part-time basis for the first two weeks of term and 13 children attending full-time. It was the school's intention to have all pupils attending full-time from the start of the week following the inspection. The theme for the week of the inspection was based on the nursery rhyme *Oranges and Lemons* and the majority of activities across the areas of learning were centred on this theme.

Personal, social and emotional development

91. Children make a happy and settled start in school. Most come to school with good personal and social skills and mix well from the start. They demonstrate good levels of independence in their personal hygiene and in dressing themselves. At lunchtimes, when the reception class eat on their own before the main sittings, most children manage well.
92. Most children readily talk and listen to each other and to adults but many have limited concentration spans and initially want to flit from one activity to another. Once they have become established in the reception class routines, they happily share toys, books and equipment and show that they can exercise increasing self-control. They successfully

learn to maintain their interest in activities such as the 'shop' or when using large construction equipment. Older children, who are more familiar with classroom routines, often take the initiative when clearing up and tidying away at the end of sessions.

93. The quality of teaching is good. Staff make good provision for children's development by establishing good role models themselves through their own example. They take every opportunity to foster and develop children's self-esteem and their confidence as learners. Good emphasis is given to developing children's understanding of right and wrong through simple classroom rules and examples in discussions and stories. As a result, children quickly come to appreciate the expectations staff have of their behaviour. Staff make good use of praise to celebrate children's achievements.
94. Children are working confidently towards achieving the Early Learning Goals in this area of learning. By the time they reach the end of the reception year, most will achieve, and many exceed, the standards expected for their ages.

Communication, language and literacy

95. Although simple tests show that children's skills when they enter the reception class are just below those expected for their ages, they make good progress from the outset and, by the end of the reception year, nearly all children achieve the Early Learning Goals in this area of learning. Indeed, some children exceed these expectations. Provision and teaching in this area of learning are good.
96. When they start in the reception class, many children do not have the breadth of vocabulary to make their intentions clear or to use talk, rather than words, to express their earlier experiences and link important events together. Although their listening skills are average for their ages, many children use only one or two word answers. Some shout out rather than wait their turn to speak. A small number of children demonstrate delayed language; this is something that staff quickly recognise and make good provision to tackle.
97. Children make good progress because of the good examples provided by staff. For example, in encouraging the children to expand their answers, the teacher insisted that everyone took their turn and listened carefully to what each other had to say. She asked specific questions and modelled good replies, making full use of a range of adjectives. Older children working in the shop successfully engaged an adult in a conversation about the different sort of goods on offer. They showed good imagination in the role-play setting.
98. Staff focus well on developing children's recognition of rhyming words and give regular attention to matching initial sounds with the letters they represent. They ensure that learning in this area is fun. For example, with their work in making jelly and observing its change from liquid to solid, children were encouraged to handle the jelly and staff recorded the different words that children used to describe what it felt like. Although many of these were nonsense words, many rhymed and had similar initial and final sounds that conveyed the children's *wibbly wobbly* feelings.
99. Children have ready access to books and most understand that print conveys information. They know how to handle books correctly. Most are familiar with a number of well-known stories and rhymes, remembering how each ends. They follow a simple story line and some can guess what might come next. Older children are familiar with the labels around the classroom and younger children have a growing recall of familiar names and words. Children readily join in with adults in reading the class *big book*.
100. Staff encourage children's mark making and experimentation with a variety of tools and equipment. They help children to handle a variety of mark makers correctly and with increasing control. By the time they leave the reception class, many children are able to

form recognisable letters, words and phrases. Some already copy adult writing accurately. Children make good use of writing as a means of recording and communicating because staff ensure that they develop these skills thoroughly.

Mathematical development

101. Children make good progress in this area of learning and, by the time they leave the reception class most successfully achieve the Early Learning Goals in this area of learning. The provision is good, particularly in the use of incidental opportunities to count, match and sort. A strength of the good teaching in this area of learning is the encouragement given for children to use mathematical language correctly.
102. Children recognise figures and order them to nine correctly. Many are able to match names to numbers and reliably count sets of everyday objects. Occasionally, some children forget the next number in a sequence and need prompting to remember it. Staff provide good reinforcement of number patterns. For example, they introduce terms such as *more* and *less* in both formal and informal situations so that children become familiar with both usage and meaning. Some children are particularly confident with handling numbers. One child told his group, *My dad's got a number game on my phone and I play with it*. Another observed to the teacher that, *You've got that number upside down but I know what it is*.
103. Children are successfully learning to explain how they arrive at their answers and to suggest different ways of solving problems. They can name simple shapes correctly and recognises similarities and differences.

Knowledge and understanding of the world

104. Many children come to school with a reasonable awareness of what is going on around them. They have a clear recollection of what happened yesterday and they notice how things change in the classroom. Staff make learning interesting in this area of learning by providing some exciting experiences. Children make good progress and by the time they complete the reception year, most successfully achieve the Early Learning Goals in this area of learning.
105. Staff provide good opportunities for children to develop their computer skills. Timetabled sessions in the computer suite in the junior department enable children to gain skills and understanding that form a good basis for their future learning. Most children are confident in using computers. Many handle the mouse with some accuracy. This was particularly evident when they were using an art application. The teacher asked them to select a broad brush and make thick lines on the screen and then to choose a finer brush and make thin lines. Children successfully worked on this together, paying good attention to instructions.
106. Visits to the junior building help children to become familiar with the school, to find their way around and to know that different rooms have different functions. They visit the school library and learn that books that provide information as well as stories. Children are introduced to different culture and beliefs through stories and discussions.
107. Staff build well on children's natural curiosity. Using a jelly to show how materials can change, children observed the making of the jelly with hot water and that it set when cooled. They talked about what they saw and what happened and made up a whole range of different words to describe what it was like to handle the solid jelly.

Physical development

108. Children make good progress in this area of learning and nearly all achieve the Early Learning Goals by the end of the reception year. Provision and teaching are good. Staff make good use of the facilities available, particularly the outside area.
109. Children have regular opportunities for supervised outdoor play. The range of large wheeled vehicles and equipment is good and children are encouraged to have a go on different items of equipment as well their favourites. At break times, staff engage children in short periods of rigorous stretching, hopping and jumping movements. They encourage them to sustain their efforts and build up sequences of connected forwards and backwards movements. Some children demonstrate good ball skills, controlling and bouncing a large ball.
110. In the hall, children are gaining confidence in their awareness of space. They help to get apparatus out and put it away, learning about safety as they go along. Many can balance and they start to experiment with different ways of transferring weight from one body part to another.
111. In classroom activities, children have many opportunities to develop finer skills in handling tools and equipment. A variety of construction kits are available and children enjoy making models. Most children have already expressed a clear preference for the left or right hand. Staff are aware of the particular needs of those who are left-handed and ensure that equipment is appropriate to their needs.

Creative development

112. By the time they complete the reception year, nearly all children reach the Early Learning Goals in this area of learning. Good provision is made and teaching is good overall.
113. Children have regular opportunities to construct, paint and draw. They choose colours and work with materials of contrasting textures. They handle musical instruments correctly and are starting to develop a good sense of rhythm. Children are keen to talk about their work with adults.

ENGLISH

114. At the age of 7, standards in speaking, listening and reading are above the national average. In writing standards are nearer the national average. Similarly, standards at the age of 11 are above average in speaking, listening and reading, but standards in writing are only average and this brings down the overall standards to satisfactory.
115. Over time, standards in reading have remained above those found nationally for 7 and 11 year olds. Pupils' speaking and listening skills remain consistently good. In national tests in writing, average attaining pupils successfully reach the nationally expected standards with their work, but pupils capable of reaching the highest levels in writing are not doing so. This is because:
- there are fewer opportunities to experiment and develop independent writing in infant classes; and
 - pupils in the junior classes need more time and opportunity to make choices about the form their writing takes, and to create and think through longer pieces of original work.
116. Since the previous inspection, standards and progress have improved in the infants, and present inspection findings show that by 7 years of age, pupils' speaking, listening and reading skills are good. They achieve good standards in spelling, write sentences that are grammatically correct and use punctuation more consistently in their writing. However, despite a good command of the basic skills, capable writers are not achieving high enough standards.
117. A similar picture is found in relation to standards by the end of junior classes. Average attaining pupils often make good progress, but fewer pupils than expected reach high enough levels with their written work. Not all pupils with the capacity for higher attainment are making the progress of which they are capable.
118. The school is aware of these shortfalls and is working hard to analyse gaps in writing development. The subject manager has the expertise and commitment to take the subject forward and under her guidance, the school's focus on improving writing at the higher levels is beginning to pay dividends. For example, whole school assessments of writing tasks, undertaken each half- term, provide clear targets for school focus.
119. During the inspection, teachers made good use of the information gained from writing assessments to support a wider range of writing tasks and to make more time for guided writing. In Years 1 and 2, for instance, pupils experimented with writing letters and, with guidance, learned how to structure a letter and improve their work. Progress was good and, by the end of the lesson, pupils produced their own work independently. Older pupils in Year 6 also achieved well, as they began to draft descriptive settings for their stories. *The black cloak of the midnight sky was being cast away by the hot, blazing sun* is an example of a successful start to a story about a haunted house.
120. The school provides the opportunity for all school groups to work and learn together successfully. There are no pupils at the lower or intermediate levels of learning English. All speak English fluently and make steady progress with their learning. They are reading and writing at levels similar to their peers. Pupils from minority ethnic groups speak English fluently and contribute confidently in lessons.
121. By Year 6, boys and girls achieve similar standards in reading, although in discussions fewer boys say they turn readily to books as a source of enjoyment. Although by the end of infant classes boys tend to be better writers than girls are, attainment evens out by Year 6. Setting across the mixed-year age groups in English broadly meets the needs of different ability groups. Work linked to supporting average attaining pupils is the most

successful, enabling pupils to achieve appropriate standards. The progress of less capable learners is a mixed picture, because individual learning targets, planned to provide specific help, are not used well enough to guide everyday work. As yet no gifted and talented pupils are identified in school.

122. Teachers make good use of the literacy hour to teach basic skills. Texts are used well to develop a thorough knowledge and understanding of grammar and the use of punctuation. However, there is a tendency to use too many work sheets in independent work time and this takes away the opportunity for pupils to explore and to create pieces of writing by themselves. Plenary sessions (feedback time) are well paced and help pupils to share achievement and review their learning. Initiatives such as Additional Literacy Support and work in booster groups work well by providing extra help for pupils on the cusp of reaching average levels.
123. The school makes good use of other subjects, such as history, to develop literacy skills. Writing an account of the life of a Victorian chimney boy in Year 2 or composing a letter from Charles I to Lichfield, are examples of where good standards are attained. In a similar way, cultural and social development is supported effectively through the study and provision of an interesting range of books, which reflect other cultural heritages.
124. Standards in speaking and listening are above average throughout the school. Younger pupils ask and answer questions in a confident and competent way, whilst, pupils in junior classes initiate talk and put forward their own point of view. In mixed-age classes, teachers encourage all age groups to join in and so younger pupils do not miss out and their contributions are valued. Teachers' effective use of questioning encourages pupils to use more descriptive language in their responses. This was evident in replies from a Year 5 class, who tested out their knowledge of similes, *I tried to run, but stuck to the floor like a magnet to metal*. More confident speakers in Year 2 also use a wider range of vocabulary than expected. For instance, when explaining characters in a story, one pupil stated, *Handa was innocent of the wild animals and danger in the forest*.
125. By the ages of 7 and 11 years, standards in reading are above average. In the infants, pupils read accurately and with understanding. They enjoy stories linked to structured schemes, but also read a wider range of books in school and at home and. Younger pupils learn how to recall words by sight and link letters with their sounds. Less capable readers are developing fluency with their reading, but depend on recalling words by sight to the detriment of other reading skills. Fewer readers, whatever their ability, use the whole sentence to make a good guess at unknown words.
126. In the junior classes, pupils achieve well with their reading and standards are above average. By Year 6, they read in a mature and expressive way. They make comparisons between authors and understand character and plot in greater depth. In discussions with older pupils, they point out that boys and girls like different genre. For instance, *JK Rowling's books are exciting and keep you interested, but, because few characters in J Wilson's books are boys, girls tend to read them*. Despite competent skills as readers, not all pupils turn readily to reading for pleasure. Nearly a third of pupils spoken to by inspectors in Year 5 and 6 explained they were *not really into reading*. One boy, however, an avid reader liked *old collections and poetry in particular*. All agreed that the range of books had improved in school, but they would like more say over the choice of class readers *and more time to read in lessons*. Throughout the school pupils can access information from non-fiction books and a growing number use their information and communication technology skills to research for information on the Internet.
127. In writing, pupils take pride in their work, and in the junior classes in particular, standards of handwriting and presentation are good. Spelling is taught well across the school and standards are rising to just above average. Pupils have a good grasp of the use of

grammar and punctuation. This enables younger pupils to create well-constructed sentences and older pupils to shape and produce more complex pieces of writing. Although pupils have good skills, there is, at present, insufficient time allowed for them to create, read through and improve longer pieces of original work. Added to this, teachers do not consistently provide sufficient challenge for those pupils who have the capacity to reach the higher levels. All this is suppressing the achievement of higher standards in writing.

128. Pupils are very keen to learn and to do their best. Behaviour in class is good and, because pupils listen carefully to the teacher and to each other, learning moves on at a good pace. They co-operate well in mixed-year classes.
129. Teaching in English is good. Teachers have good subject knowledge and lessons are well paced. Classes are well managed and good relationships provide for a happy working atmosphere. Assessment of pupils' reading is of a high quality, providing an overall picture of attainment as well as specific pointers for improvement. Although teachers ensure the majority of pupils make the expected progress for their age, they do not always provide sufficient challenge for the highest attaining pupils. In the infants, the over-use of worksheets eats into the time for writing in general, sets a ceiling on writing activities and limits the opportunity for personal writing. On occasions, work set in the juniors, including the level of text used for study in lessons, is too easy and lacks challenge for higher achievers. Teachers mark work consistently. At its best, marking is positive and guides improvement. Effective assessment procedures in reading and writing provide the relevant information needed to guide learning in lessons.
130. The school provides a wide range of good quality books. The library is well organised and welcoming. Although it is housed in the junior building, pupils from the infant and reception classes visit it regularly and take books back to their classrooms. Pupils are successfully encouraged to develop their research skills in using books and the Internet to gather and process information.

MATHEMATICS

131. Pupils aged 7 are achieving standards that are above the national average. Their work in number, and shape, space and measure is particularly impressive. Most pupils can count to 100 fluently. They are able to write down the numbers in the correct order. More able pupils can multiply and divide by single units. Most pupils can recognise simple number patterns and recognise, for example, the missing number in a sequence. Pupils can shade quarters, thirds and halves of shapes. They are able to recognise lines of reflective symmetry in these shapes. Pupils have a good understanding of the meaning of important mathematical words, such as *more than* and *less than*, which reinforces the understanding they have developed in literacy lessons. The standard of work seen is similar to the results of national tests in recent years. It is of a higher standard than that seen at the end of Year 2 in the previous inspection.
132. Pupils aged 11 are achieving standards in line with the national average. More able pupils do not make as much progress in the junior classes as might be expected, from their achievements in tests at the age of 7 years. A significant proportion of more able pupils only achieve Level 4 in the National Curriculum tests by the time they leave the school, although they show signs of having the potential to reach higher levels. A relatively small proportion of pupils are able to develop their own strategies for solving problems but they seldom recognise their mistakes. Pupils' best work tends to be in their use of measure. Nearly all pupils can make a sensible choice of a standard measure for their work. They are confident in measuring in metres and centimetres, and in weighing in grams. Pupils are able to create categories of data, and plot information accurately on line and bar

graphs. They are confident in their use of mathematical terminology. Overall standards are not as high as those observed at the end of Year 6 during the last inspection.

133. Throughout the school, less able pupils and those with special educational needs make good progress. They benefit from inclusive teaching arrangements, which provide good support to individuals and enable pupils to work alongside those of higher ability. They are also helped by the structure of the numeracy strategy, which enables them to gradually build up their skills in the use of number. Classroom assistants work hard to enable and guide individual pupils, and they make good use of praise to encourage greater effort. By the age of 11, several pupils with special educational needs are able, for example, to complete subtractions using quite large numbers. There is a much smaller difference in the levels achieved by the more and the less able pupils than is usually expected.
134. Teaching is satisfactory. Observations and scrutiny of pupils' previous work indicate that teaching is of a more consistently high standard in the infants than in the juniors. Teachers have a good understanding of the structure of the numeracy strategy. They organise the movement between whole class and group work well. Well structured, whole class introductions to lessons help pupils to settle down quickly. They listen carefully and watch the demonstrations on the board closely. Pupils make good use of the teachers' examples when they are making their own calculations, often looking at the board to check that they have used the right methods. They have good recall of the stages of calculation completed by teachers and they avoid the use of less reliable methods.
135. Teachers' instructions are clear. They use mathematical terms correctly and explain important concepts well. Pupils follow instructions carefully and show a genuine enjoyment of number work. They enjoy whole class recitals of numbers, such as when counting forwards and backwards. They are usually quick to answer questions, but teachers make sure that the less able and those with special educational needs have a chance to answer by waiting for their responses. Teachers establish class routines that are well understood by pupils, even at this early stage of the year. They know which groups they are in and where they can locate the materials they need to work. Pupils concentrate well, showing a willingness to work through lengthy series of examples to practise their techniques. The only lapses in attention take place towards the end of sessions that are overlong and involve too much repetition. Pupils are usually quick to respond to any reprimands from the teacher.
136. Teachers show a good awareness of the importance of whole class (plenary) sessions at the end of lessons to reinforce learning. They make good use of examples of pupils' work to demonstrate effective methods. Pupils show substantial interest in each other's work and they listen carefully to explanations of how others have tackled problems. Teachers encourage satisfactory use of information and communication technology to help pupils to develop their skills in number work and in the handling of data. Lessons end in an orderly fashion, with tidy rooms and pupils clear about any homework they have to complete.
137. Teachers plan suitable work for the majority of pupils, but there is frequently a lack of challenge for the most able, who could be moved on to the next stage of work more rapidly. At this early stage of the year, teachers are concerned that they should go over some of the objectives of the previous year to make sure that pupils have remembered them. This is suitable for the less able, but it is often a too cautious an approach for the higher attainers, especially in the junior classes.
138. Teachers make only limited use of the assessment data available to them from the previous year, so they are not always aware of the skills already mastered by the more able pupils. They mark work regularly and provide suitable comments in pupils' books, but they do not compile regular, ongoing records of the levels reached by pupils. The notes and adjustments which teachers made to their lesson planning during the week of

inspection suggests that they are growing increasingly aware of the need to be more flexible in approach to take account of pupils' speed of learning.

139. The school has implemented all of the main recommendations of the numeracy strategy, which is well supported by the provision of a good range of books and other materials. Overall, there has been a satisfactory level of improvement since the last inspection. Teachers are beginning to refine the strategy to meet pupils' needs best, but further developments have been delayed until the recent appointment of a new co-ordinator. At present, the monitoring of planning, assessment and teaching is under-developed. As a result, the new co-ordinator does not, as yet, have an informed picture of the main strengths and weaknesses in pupils' learning across the school.

SCIENCE

140. Inspection evidence indicates that standards are above average at the end of Year 2 and mainly average at the end of Year 6. This means that, overall, pupils achieve satisfactorily over their time in school. However, there are differences within this picture. Pupils in the infants mainly achieve well but the achievement of higher attaining pupils in the juniors is unsatisfactory.
141. Pupils with special educational needs and those who speak English as an additional language achieve satisfactorily. There are no significant differences in achievement between boys and girls or across the four aspects of the subject. At the time of the previous inspection standards were reported as average at the end of Year 2 and they are now above average. Teachers are now more confident and accurate in their assessments of pupils' work. At the end of Year 6 standards were above average and they are now around the average. This confirms the trend shown by national test results that overall attainment at the end of Year 6 is now lower than at the time of the previous inspection.
142. By the end of Year 2, pupils are beginning to develop the basic vocabulary and concepts associated with science. Pupils in Year 2, for example, can understand the basics of how plants grow and produce seeds and those in Year 1 understand the five senses. Pupils carry out simple investigations and can make predictions about what may happen. This is seen, for example, in work done by Year 1 pupils on push and pull forces. Pupils can label the parts of the human body and are able to describe the elements of a healthy diet. By the end of Year 2, pupils carry out basic sorting operations into groups such as creatures that have wings and on the number of legs that each creature has. Results of investigations are usually written up on worksheets prepared by the teacher. Higher attaining pupils have opportunities to write at greater length and to produce their own charts of results.
143. By the end of Year 6, pupils have some knowledge of the solar system, the functions of various organs in the human body, types of rocks and the characteristics of conductors and insulators. They develop a sound scientific vocabulary. Pupils in Year 3, for example, understand such terms as granular, liquid, solid, powder and particles when doing work on solids and liquids. Pupils can set up simple tests and investigations. They understand how to conduct a fair test and describe the most important features in ensuring that tests are fair. This is clearly seen in work that pupils in Year 5 carry out on the effects of exercise on pulse rates.
144. Junior pupils usually write up results of their tests using worksheets. Often these are the same for all pupils and this restricts opportunities for higher attaining pupils to devise their own methods of recording. These pupils would benefit from opportunities to develop their own methods of setting up tests, recording results and in using a variety of graphs and tables to do so. Pupils have limited opportunities to discuss what happens if the variables in a test are altered or to decide how their tests might be improved in the light of

experience. It is this lack of training in independent thinking and development of scientific skills that is the main contributory factor in the lower achievement of higher attaining pupils.

145. Science makes a satisfactory contribution to pupils' literacy development. In lessons there are new words to learn and displays of key vocabulary. It is not better than satisfactory because teachers do not always take full advantage of the opportunities the subject offers for pupils to write in a range of styles and to decide on their own ways of recording methods and results of tests and investigations. Pupils routinely use measurements of different types in science and present evidence in various forms. This makes a satisfactory contribution to numeracy development. Higher attaining pupils' development is hindered by limited opportunities to think for themselves and develop a range of presentation methods. Pupils make satisfactory use of computers for research and word processing and to produce graphs. Pupils use laptop computers to complete work on sensors. This makes a satisfactory contribution to their information and communication technology development.
146. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching was reported as good overall at the time of the previous inspection. It is this decline in the quality of teaching for older pupils that has led to the gradual decline in standards. Although teachers plan a range of work suited to the needs of most pupils, the provision of challenging work for higher attaining pupils is unsatisfactory. Evidence of this is seen in the lack of opportunities for higher attaining pupils to develop more sophisticated scientific, literacy and research skills.
147. There is good teamwork and planning between teachers and classroom assistants. Classroom assistants provide effective and caring support for pupils. Although pupils' work is usually marked and corrected, there is little use of this type of assessment for telling pupils what National Curriculum levels they are at or for setting targets for them to reach the next level. A feature of all the teaching is that teachers have good class control that is achieved with quiet authority. Pupils respond well to this approach and behaviour is good in lessons.
148. Pupils show interest in science and have good attitudes to work. This is shown in the care they take when working with equipment. Year 3 pupils, for instance, show great care when handling expensive microscopes. Where pupils work together in groups, relationships are good. Where teaching is good, work is carefully planned to give clear enough instructions about what to do so that pupils can succeed, but carefully arranged to leave them with opportunities to think for themselves and work out solutions to problems. This was clearly seen in a Year 4 lesson where pupils were working on tests of powders and granules and were expected to make detailed and thoughtful observations.
149. There are good procedures for assessing pupils' attainment and progress but the use of the data provided is unsatisfactory. It has not, for example, been used to track the progress of higher attaining pupils, and to identify reasons for the gradual decline in standards. The monitoring of teaching and test results has not been sufficiently rigorous to reveal and address this deficiency.
150. The accommodation is very good. Classrooms are bright and spacious and allow plenty of room for moving about when doing practical work. The subject has good, modern resources available.

ART AND DESIGN

151. Standards in art are above those found nationally at 7 and 11 years of age. The good standards and progress identified in the previous inspection report have been maintained across the school. Due to the inspection taking place very early on in the school year, portfolios of pupils' work and displays in school have played an important part in making judgements on progress and attainment. Pupils achieve well because they are encouraged to explore and create through a wide range of experiences and their skills, particularly in painting, work in clay and textiles, are built upon year on year. This good progress is evident in the development of work in textiles throughout the school.
152. In infant classes, pupils experiment with different types of materials and learn new techniques with printing and dyeing. In Year 2, work with designing and making glove puppets draws on earlier joining and sewing skills. All puppets are unique and decorated in an original way so that pupils are able to create something new by themselves. Work with textiles is developed further in junior classes. Samplers, based on Victorian designs and imaginative collages reflecting the force of electricity, show just how carefully pupils use precision and detail in their work.
153. A strength in art is the way in which the work of other artists acts as a stimulus for new ideas and techniques. Younger pupils in Years 1 and 2, capture the patchwork countryside of Missouri Jenkin's work in their own landscapes, which show growing dexterity and care with the use of paint. In Years 3 and 4, pupils study portraiture and make good progress with their work in pencil and crayon. They explore facial expression and try to represent different emotions in their own self- portraits. Some high quality work in Years 5 and 6 draws together many of the skills developed over time. Work in pastel and collage, based on abstract forms, is a particular strength.
154. Pupils' good behaviour and ability to listen to each other ensure art lessons are enjoyable. There are very few pupils from minority ethnic groups and none have difficulty understanding English. All school groups, including pupils with special educational needs, have access to resources, and share amicably. An interesting range of experiences in art stimulates all groups, including more creative artists.
155. Teaching is good. In the lessons observed resources are appropriate, work is interesting and teachers encourage pupils to try out ideas for themselves. In Years 1 and 2, teachers provide just the right amount of guidance for pupils who are exploring and applying paint in a printing lesson. In a similar way in Year 6, teachers successfully use a Victorian photograph album as a stimulus for the decoration of picture frames, without imposing on the pupils' original ideas. Schemes of work provide clear guidance for teachers, but no formal assessment procedures are in place. Teachers are not recording information they gain about the skills pupils develop in art in order to guide future learning.
156. Resources are readily accessible and appropriate for supporting pupils' learning. Teachers make good use of visits and visitors to add to the pupils' creative and cultural development. Links with literacy are good because of the use of descriptive language in discussions. Numeracy links are satisfactory, as are the opportunities for pupils to develop their information and communication technology skills through specific art applications. Pupils have satisfactory opportunities to develop their research and library skills when finding out about the work of the artists they study.

DESIGN AND TECHNOLOGY

157. Standards are in line with those expected of pupils at the ages of 7 and 11 years. Pupils, including those with special educational needs and those who speak English as an additional language, achieve as expected. There are no significant differences in

attainment between boys and girls. The previous inspection reported that standards were in line with national expectations and they have been maintained at that level.

158. By the end of Year 2, pupils develop a satisfactory understanding of the design, make and evaluate strategies used in the subject. They have opportunities to design and make their own finger puppets, for example. They carry out simple evaluations of products. This is seen in work done by pupils in Year 2 who test and evaluate the effectiveness of packaging on a number of food products. They then record their findings on charts, which they design for themselves. In food technology lessons, pupils learn about the suitability of fruit and vegetables for various dishes and where the products originally come from.
159. By the end of Year 6, pupils have developed these basic skills further. Pupils in Year 6 produce their own biscuits, using and evaluating various ingredients. They also test the suitability of materials used to make slippers and then design and make their own from a range of materials. Pupils learn a range of technical vocabulary and this makes a useful contribution to their literacy development. This was evident in a lesson where Year 5 pupils were learning about constructing mechanisms using cams. They quickly learned such terms as *cam*, *linear motion*, *rotation* and *crank* which they then applied to producing models of their own. Pupils in Year 6 do interesting work on planning a television commercial. Pupils make good use of computers in their work in design and technology, producing computer aided designs of their bedrooms and using computers for control and modelling elements of the course. They enjoy researching from books, magazines and the Internet to inform their ideas. Numeracy skills are successfully used when estimating and measuring.
160. The quality of teaching is satisfactory. Teachers have sound subject knowledge and use this to develop the themes of the national scheme of work that is in use. They control pupils well and no time is lost correcting poor behaviour or in ensuring that pupils are safe when using tools. Where necessary, health and safety features are well taught. Pupils show good attitudes to work and achieve satisfactorily. Behaviour in lessons is good. Where teaching is good, teachers lead discussions with skill so that pupils have opportunities to discuss their work and make decisions for themselves about what did not work well and what they would choose to improve.
161. Assessment procedures are left to individual teachers. As a result, there is not a consistent or complete picture available of pupils' skills and development. Although teaching is monitored there is not a strong enough emphasis in the monitoring on what pupils are learning. Accommodation is very good and provides plenty of space for pupils to work when making models and preparing designs. The subject has good resources that are well deployed and managed.

GEOGRAPHY

162. The organisation of topics meant that most classes were concentrating on history rather than geography during the inspection. Judgements on standards of attainment and achievement are based on a scrutiny of pupils' work and discussions with pupils and staff. It was not possible to make a judgement on teaching and learning. Pupils are reaching levels that are similar to national expectations at 7 and 11 years. Standards are similar to those observed at the time of the last inspection. There has been satisfactory improvement since the last inspection. A scheme of work is now in place to provide a better structure for planning for the progression of pupils' learning.
163. By the age of 7, all pupils can draw their route from home to school and show a few of the major landmarks along the way. More able pupils can draw plans with a reasonable sense of scale. Pupils successfully identify the main human and physical features of the seaside. Their work is neat and clearly labelled. The majority can talk about the differences

between human and physical features and they develop simple ideas about human impact on the environment. Pupils compare the food, schools and housing in the developing world, such as the Indian village of Chembakoli, with their own surroundings. They make satisfactory progress in developing their observational skills from pictures and maps, and, by the age of 7, recognise several important features rather than concentrating on the most obvious.

164. By 11, all pupils describe the main elements of the water cycle. They know about the main characteristics of rivers and draw accurate representations of features such as meanders. They describe the physical features of mountains and the effect of erosion by ice. Pupils' descriptions of physical features are stronger than their explanations of the impact of human activity on fragile environments, where they tend to concentrate on only the most well known problems, such as some of the effects of tourism. Pupils identify most of the major areas on a map of the world and plot points by the use of co-ordinates.
165. The headteacher, who undertakes the role of subject co-ordinator, is enthusiastic about the subject and is planning further developments, such as a compass route, to make the best use of the school environment to develop geographical understanding. The subject is well resourced and well organised. Topic boxes help teachers to plan their lessons.

HISTORY

166. Pupils reach levels that are similar to national expectations by the time they are 7 and 11 years. Standards are similar to those achieved at the time of the last inspection. Pupils make good progress in developing their literacy skills in the subject through regular reading and writing, with an emphasis on accuracy in spelling and punctuation. They make satisfactory progress in developing their research skills by having access to a variety of written and pictorial sources.
167. By the age of 7, all pupils construct timelines of their own lives and make predictions of the stages they will go through in the future. The least able need some help in starting their timelines and have some problems in remembering the chronological progression from baby to toddler. Pupils compare children's lives from 100 years ago with their own. They know the main features of classrooms at the time and the clothes children wore. Pupils describe the changes in the living room from their grandparents' time to their own. The majority of pupils are aware that there are a number of similarities as well as differences. They can recognise that wirelesses and radios are similar, but are made out of different materials, such as wood rather than plastic.
168. In the infant classes, pupils' writing is neat and well presented, reflecting their good progress in literacy since entering the school, but most pupils are only able to write brief descriptions and need prompts from the teacher or from worksheets to write more detailed accounts. Most pupils are aware of the past tense, but tend to mix past and present in their writing, frequently using *was* and *is* in the same paragraph. Pupils with special educational needs benefit from the emphasis on an understanding of chronology linked to their own and their families' lives and they make good progress in the infants.
169. By 11, pupils successfully describe the main events of the Civil War. They know of the dispute between king and parliament and know that parliament was worried that the king might try to rule without them. Pupils tend to concentrate on one factor to explain the outbreak of war, rather than understanding that it was caused by a number of factors. Less able pupils sometimes take a very literal view of cause and effect, such as *King Charles died because he was executed*. Pupils describe the main elements of the lifestyles of the Ancient Greeks well, but some of the less able find it difficult to write a detailed account of the Battle of Marathon. Pupils make satisfactory progress in developing their use of a range of sources, such as books, photographs and contemporary

accounts. Towards the end of the juniors, their skills of observation when looking at photographs are much improved. When they look at Victorian street scenes, for example, they are able to make comments about the buildings in the background as well as the people in the foreground. More able pupils know that lack of money was part of the reason for the poor housing conditions and are beginning to develop an understanding of how difficult it was to make improvements. The more able have the potential to achieve a more sophisticated understanding, but the nature of the tasks they are given in lessons often restricts their further progress.

170. Most of the teaching observed during the inspection week was in the juniors, where teaching is satisfactory. Too few lessons were observed in the infants to make a judgement. Teachers of similar aged pupils plan together to ensure consistency. Lesson plans are clear and straightforward, with a good emphasis on the basic skills in the subject and an awareness of how history can be used to improve writing skills. The planning meets the needs of the majority of pupils and is particularly effective in helping the less able and those with special educational needs. For the more able, there is sometimes a lack of challenge in the similar tasks they are required to complete. As a result, they tend to repeat skills rather than developing a deeper understanding. For example, they will know more detail about the living conditions in cities in Victorian Britain, but not be able to explain why so many people moved from the countryside.
171. Lessons start promptly and the brisk introductions help pupils to gain a good understanding of what is expected of them during the lesson. There are good reminders of their learning in previous lessons, which is of particular help for the less able. Classroom discussions are well run, with teachers appreciating the importance of allowing sufficient opportunity for all pupils to contribute. Occasionally, teachers' lack of detailed subject knowledge causes problems when they are asked more searching questions. Teachers are effective in their encouragement of role playing activities. They help pupils to think carefully about what they are going to say to describe the lives of people in history. Pupils respond well to this advice and take their role playing very seriously, often showing considerable nervousness before speaking to the rest of the class. Pupils are enthusiastic about the performances of others and offer each other encouragement. They are less enthusiastic when engaged in drawing and writing tasks when these are too simple and repetitive for their levels of ability. Pupils are making satisfactory progress in developing their research skills. They can locate the relevant sections of books by use of the contents pages and index, and, by Year 6, the vast majority of pupils are able to 'scan' written information and pictures for important information.
172. Pupils' work is marked regularly and teachers provide good advice on how to improve spelling and punctuation. They provide less advice to pupils as to how they might develop their historical understanding. Although teachers work hard to ensure that the content of history topics is covered fully, they compile very little information about the levels reached by pupils, so cannot be sure about significant strengths and weaknesses in learning. Monitoring of teachers' planning is not yet sufficiently rigorous to ensure that the more complex aspects of the subject are fully covered in lessons.
173. There have been sensible purchases of resources to support the schemes and pupils have access to a good range of books, although there are relatively few historical artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

174. Standards in information and communication technology are above those expected nationally at the ages of 7 and 11 years. Significant investment in equipment and staff training has made a valuable contribution to the improvement in standards since the time of the last inspection. Weaknesses in word processing skills have been successfully addressed.

175. The good foundations established in the reception class are a good basis for work in Years 1 and 2 and enable pupils to continue to make good progress. Pupils are familiar with the computer keyboard, use the mouse readily and control the cursor accurately. They understand the function of specific keys and follow instructions such as *click on* and *press enter* confidently. They identify every day objects that depend on micro-technology, such as televisions, video players, household appliances and some motor cars.
176. Pupils successfully edit and correct texts prepared by their teacher. In addition to spotting and correcting spelling errors, pupils they pay due attention to the layout, inserting or removing spaces between words. They successfully apply the skills they have previously developed in literacy lessons.
177. As they move through the junior classes, pupils continue to make good progress. Careful organisation of the topics studied ensures that pupils do not repeat work whilst maintaining the systematic development of skills. Pupils in Years 5 and 6 confidently use on-line search engines and specific databases to search for information about famous Victorians. All pupils successfully log on to the Internet and the majority quickly identify key words to use in their searches. More able pupils successfully narrow their searches to match specific criteria. Experienced Internet users are able to describe and demonstrate short cuts when using the Internet.
178. Junior aged pupils are well aware of the contribution information technology makes to daily life. Pupils are familiar with the application of information technology in the home and in other aspects of daily life, such as traffic control. Most have access to computer-based games and many have regular use of the Internet. The school is aware that some pupils may not have as much opportunity to use computers for homework and independent study outside school and is looking at ways in which it can support them.
179. The school's information and communication technology curriculum is based on nationally available materials. Topics are planned to a two-year cycle to take account of mixed aged classes. Discussions with pupils and scrutiny of teachers' planning indicate that skills are systematically developed. End of year assessment procedures are in place but, in their present form, they are laborious for teachers to complete and do not provide a sufficiently accurate picture of what pupils have achieved. For example, records do not readily identify successful work in control technology to sequence traffic lights and the use information technology applications to automatically measure and record changes in temperature. The school reports that all Year 6 pupils successfully completed a hyperlink presentation last before moving onto to high school. The school's curriculum meets all the requirements of the National Curriculum.
180. The quality of teaching is good and contributes successfully to pupils' learning. Although most pupils are confident with computers, some need support in following instructions systematically and in making decisions. This is in order to maintain their interest and the pace of working of the majority of the class. To this end, supporting staff and parent volunteers make a valuable contribution to pupils' progress, particularly for those with special educational needs. This enables them to make similar progress to other pupils. Likewise, pupils for whom English is an additional language are well supported.
181. Teachers give clear instructions and lesson introductions usually focus well on what skills are being developed as well as their application. Good attention is given to Internet safety. Relationships between adults and pupils are good. Pupils' excitement and enthusiasm are well handled. Teachers' subject knowledge and confidence has improved since the last inspection and this is enabling pupils to make better strides in their acquisition of skills and understanding because teachers now have a better appreciation of what pupils can achieve.

182. Girls and boys are equally enthusiastic in their use of the computer suite and there are no significant differences between them in terms of attainment and progress. They are keen to learn, interested in what they are doing and have a good knowledge of their own learning. Occasionally, some boys get a little too excited and their concentration lapses. Teachers recognise that many pupils have considerable experience of using information and communication technology outside school. At present, the school's ongoing assessment procedures do not identify the skills and progress of different groups and therefore teachers' planning does not specifically address those who learn at a faster rate.
183. Since the last inspection, two subject managers have come and gone. They have worked hard to develop the school's provision and to support staff development. The present co-ordinator has only just taken over responsibility for the subject.
184. At present, classroom computers are not linked to those in the suite and this reduces the opportunities for pupils to complete work or make better application of literacy, numeracy and independent research skills. Nevertheless, good progress is being made in specific topics, for example, the use of computer-aided designs in design and technology. The computer suite also gets very warm during summer months, particularly when full classes are using it. The school has well-advanced plans to address these issues. The introduction of laptop computers to classrooms is now underway in the junior department. Resources are good overall but, with the reception and infant classes in another building, the school is aware that opportunities for pupils to develop and apply their skills across the curriculum are sometimes limited.

MUSIC

185. Standards in music are similar to those expected nationally at the ages of 7 and 11 years and reflect those reported at the time of the last inspection. Pupils make steady progress as they move through the school. During the inspection, timetabling arrangements precluded the observation of any lessons in Years 1 and 2. However, judgements on standards come from observation of pupils in Year 3 (who have recently moved from the infant to junior classes) together with observations from singing practices.
186. In assemblies and massed singing practice, both infant and junior pupils sing tunefully and adapt successfully to singing to a recorded instrumental accompaniment or a live pianist. They maintain a good sense of rhythm and achieve good dynamic contrasts. When participating in voice exercises, most pupils make good efforts to achieve a rounded, clear sound. However, some older boys are less enthusiastic in this particular aspect of their music education, despite good encouragement and example from male staff.
187. Year 3 pupils listened carefully to a recorded accompaniment of *Boney was a warrior* and adapted the words in different verses well to fit the melody. They made good decisions as to where the emphasis should come in phrases in order to maintain the rhythmic pattern of the song. They developed this well when composing their own accompaniments, finding different ways of illustrating such elements as surprise and mystery. They successfully shared their opinions of their own work and that of others, readily incorporating ideas for improvement and development.
188. In Years 5 and 6, work on tongue twisters and street cries links well to pupils' studies of the Victorian era. Pupils are successfully developing their understanding and application of different elements of music, particularly pitch and dynamics. A good feature of their work is the attention given to voice control and the evaluation of performance. Most pupils demonstrate maturity in accepting the constructive criticism of others and appreciate the value of this in improving their work. They use the time available for practising sensibly.

189. The quality of teaching is satisfactory. Teachers manage their pupils well and make good use of time. Some music lessons are quite long and teachers need to ensure a variety of activities in order to maintain pupils' interest and concentration. Where teaching is good, key learning objectives are identified with pupils at the start of the lesson, are referred to at appropriate points throughout the lesson and looked at in the plenary (review) session when pupils discuss what they think they have achieved. In such lessons, teachers make good use of questions to extend pupils' thinking and challenge them to improve. Pupils' opinions are valued and a range of activities developed at a good pace.
190. Overall, pupils have positive attitudes to music and apply themselves readily to the tasks they are set. Pupils with special educational needs benefit from the help they receive from staff and fellow pupils and, as a result, they make similar progress to other pupils. Pupils for whom English is an additional language join in readily and they too make similar progress to their peers. There are no significant differences in the attainment and progress of boys and girls.
191. The school successfully promotes pupils' musical appreciation of other cultures by providing opportunities for pupils to listen to a range of music from different periods and cultures. Good links are made with other subjects and events. During the inspection, the week's assembly music in the juniors was *Ashokan Farewell* by the contemporary American composer, Jay Ungar. Written in the style of a Scottish lament, this haunting piece of music was the focus of pupils' thoughts about the first anniversary of the terrorist attacks on New York and Washington on September 11th 2001. Pupils listened carefully to the music and successfully captured the mood of it as they reflected on events of a year ago.
192. There are good opportunities for pupils to learn to play strings and woodwind instruments from visiting teachers. The school meets the cost of all lessons and this ensures that no pupil is unable to participate on financial grounds. Instruments are available for hire through the local authority. The school runs a small orchestra and encourages pupils who learn instruments out of school, such as keyboards, to participate. Musical evenings for parents and friends are well supported. This successfully provides opportunities for pupils, whatever their standard and period of learning, to develop confidence in performance.
193. There is a school choir that is open to both boys and girls. Pupils participate in the non-competitive *Lichfield Festival* and attend workshops featuring contemporary, multi-cultural music. Two recorder groups – beginners' and improvers' - are being established this term. The co-ordinator is aware of pupils who may have particular musical talents and has recently participated in a wider school discussion about establishing a register for gifted and talented pupils.
194. The school follows a commercial scheme in music that is closely allied to national guidelines and reflects all the requirements of the National Curriculum. As yet, the school does not have any formal procedures in place for monitoring pupils' attainment and progress in music, although such procedures are readily available as part of the adopted scheme. There are useful links with literacy, particularly through speaking and listening. Pupils have access to composition programs as part of their information and communication technology work but this is not a significant part of the music curriculum at present. Where appropriate, teachers ask pupils to undertake research about the lives of composers and events that have inspired their music.
195. The experienced co-ordinator successfully supports non-specialist colleagues and takes an active part in the musical life of the school. The available resources for music are of good quality and the provision of a dedicated music room is a bonus, particularly for instrumental tuition.

PHYSICAL EDUCATION

196. By the end of the infant and junior stages, standards in the aspects of physical education seen during the inspection are similar to those expected of 7 and 11 year olds. Pupils make sound progress. Pupils with special educational needs and those who speak English as an additional language achieve the same standards and make the same progress as their peers. Standards are similar to those reported at the time of the last inspection.
197. By the end of Year 2, pupils perform basic movements such as stretching, running, hopping and skipping. They understand the importance of warm-up activities and appreciate, in a basic way, the benefits of exercise. Most build up basic sequences of movements with reasonable control and most pupils have a good sense of balance when holding positions. Few pupils show a great sense of imagination or creativity when performing and their ideas about the use of space are limited. Pupils do not regularly examine their own, or other pupils' performance, to discuss how they might be developed and improved.
198. By the end of Year 6, most pupils develop a sense of rhythm and apply this to assembling basic gymnastic sequences involving changes of pace. Only a minority shows a high level of thought and creative thinking when putting together their routines. In lessons, pupils have opportunities to refine their performance and evaluate that of other pupils. However, many have not yet developed a great depth of thinking when discussing performance and simply say what they liked about the performance, for example. Most pupils have adequate throwing and catching skills by the end of Year 6 and are able to chest pass and bounce pass a netball, for example. They strike the ball with some accuracy when playing table tennis.
199. The quality of teaching and learning is satisfactory. No unsatisfactory teaching was seen during the inspection and there is good teaching in a number of lessons. Teachers have satisfactory subject knowledge. This enables them to demonstrate the correct ways of performing. This is seen in the techniques of passing, for example. Observational skills are not so strong and opportunities are missed to correct errors and develop individual pupils' skills. Teachers recognise the importance of pupils warming up sufficiently so that they are prepared for vigorous activity and cooling down appropriately at the end of lessons. Just occasionally this is not done thoroughly enough. Health and safety aspects of physical education are given due attention in lessons.
200. Teachers plan their work clearly and share lesson objectives with pupils. When they do this and revise work from previous lessons, pupils generally make good progress. In a Year 2 lesson, for example, pupils clearly knew what was expected of them because they remembered and built on previously learned skills. Teachers manage their pupils well and generally do so with good humour. There are limited systems of assessment in physical education and this limits the amount of information that is known about what pupils can and cannot do.
201. Pupils' attitudes to physical education are good and they behave well in lessons. Most pupils listen attentively and make a good effort with concentration. They try hard at activities and work hard to *get it right*. Where pupils work in pairs and groups, they do so well and good relationships are a feature of the lessons.
202. The school meets statutory requirements with regard to teaching swimming. The school reports that nearly all pupils can swim 25 metres by the end of Year 6. A satisfactory range of outdoor and adventure activities are undertaken. The school makes detailed risk assessments before these activities take place. There are residential trips for Years 5 and Year 6 pupils.

203. The school has a good range of resources that are well deployed and enable a wide range of activities to be taught. A good range of extra-curricular and competitive sport is arranged although younger pupils are not usually involved in these activities.

RELIGIOUS EDUCATION

204. Attainment is in line with that described in the locally agreed syllabus for religious education both at the ages of 7 and 11 years. The religious education curriculum provides full equality of opportunity for all pupils and meets statutory requirements. There are no significant differences in attainment between girls and boys. Over the course of their time in school, pupils' achievement is satisfactory and this is consistent across all levels of attainment. Pupils who speak English as an additional language also achieve satisfactorily.
205. By the end of Year 2, pupils are beginning to examine relationships between themselves and others. They know something of the main festivals of the Christian calendar. They recount the story of the birth of Jesus and know something of the symbolism attached to some festivals and can explain the tradition of Christingles. Pupils also develop a basic knowledge of other faiths and religions. They tell the story of Rama and Sita and explain the importance of Shabbat, for instance. However, much of the work given to pupils is over-reliant on the use of worksheets and this restricts opportunities for pupils to begin to develop their own writing styles.
206. By the end of Year 6, pupils have developed a satisfactory knowledge of a number of religions. They describe stories about the Creation from the standpoint of different faiths and traditions. They have satisfactory knowledge of Judaism and describe the importance and symbolism of Yom Kippur and Rosh Hashanah. Pupils use stories from a number of faiths to understand what it is to belong to a particular group and the responsibilities of being an adult. They study Christian parables and pupils in Year 6 produce interesting work on modern parables. In the junior classes, pupils' literacy development is enhanced when pupils write independently at length. There are far fewer worksheets used than in the infants and pupils have better opportunities to develop their writing styles. Pupils also learn to listen and to speak with confidence. This is clearly seen in work done by Year 4 classes on what it means to be part of a group and how relationships are formed in the group.
207. The quality of teaching and the learning it promotes are satisfactory. A strong feature of teaching is good class control and in the majority of lessons this is achieved with good humour. Teachers have satisfactory knowledge of the religions that are covered in the locally agreed syllabus that leads to pupils having a wider range of knowledge. There is limited evidence that teachers consistently make use of information and communication technology for pupils to edit and refine their work or to use resources to improve their research skills. Pupils' work is marked and corrected, but teachers make limited use of marking to give advice about how pupils can improve their work.
208. There are no consistent procedures in place for assessing pupils' attainment and progress. There is also limited monitoring of teaching and learning in the subject. Because of this, the school cannot be entirely sure that all groups of pupils are achieving as well as they should. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils have good opportunities to reflect on moral and cultural issues. This is enhanced by trips to local churches and to a mosque.