

# INSPECTION REPORT

## **SIR JOHN OFFLEY PRIMARY SCHOOL**

Madeley, Crewe

LEA area: Staffordshire

Unique reference number: 124289

Headteacher: Mr A Everett

Reporting inspector: Brenda Iles  
12000

Dates of inspection: 24<sup>th</sup> to 27<sup>th</sup> March 2003

Inspection number: 248583

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Izaak Walton Way Madeley Crewe
Postcode:	CW3 9PJ
Telephone number:	01782 750301
Fax number:	01782 752127
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Howard
Date of previous inspection:	29 <sup>th</sup> January 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12000	Brenda Iles	Registered inspector	English Art and design Design and technology	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
14178	Pat Willman	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
17454	Brian Aldridge	Team inspector	Special educational needs English as an additional language Mathematics Information and communication technology (ICT) Music Physical education	
23453	Carole Cressey	Team inspector	Educational inclusion Foundation Stage Science Geography History Religious education	How good are curricular and other opportunities offered to pupils

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

### **INFORMATION ABOUT THE SCHOOL**

This average sized primary school with 209 boys and girls on roll, 26 of whom are in the foundation class, is situated in the village of Madeley near Crewe. Children are admitted to the foundation class on a part time basis in the term following their fourth birthday. At the time of the inspection a very small number attended part time. Eight per cent of pupils have free school meals but the proportion of families entitled to the provision is much higher. The number of pupils with special educational needs and statements is below average. Hardly any pupils come from non-European backgrounds or speak English as an additional language. The proportion of pupils who move in and out of the school at non-standard times is below average. Baseline assessment results show attainment on entry to the foundation year is below the Staffordshire average. The school serves a mixed social community and has gained funds to support a 'Family Learning' initiative to support parents to help their children. The school operates from three separate buildings. There have been several staffing changes since the last report.

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

This is a good school which is rapidly improving. Very good leadership, clear vision and a high level of care underpin the school's caring Christian ethos and plans for improvement. Children in the Foundation Stage of learning benefit from very good teaching and make very good progress. Though there are some inconsistencies in the junior classes, teaching is good overall and standards are now above average in the core subjects of English, mathematics and science in Year 6. The school provides good value for money.

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

- Standards are well above average in science and above average in reading, writing, mathematics and ICT by the age of seven
- By age eleven standards in English, mathematics and science are above average
- There is a positive ethos for learning based on strong Christian values
- The leadership and management of the school are both very good
- Attendance is very good and pupils like school
- Behaviour is very good and relationships between pupils and with adults are very good
- Provision for children in the foundation class is very good

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

- The consistency in the quality of teaching in the juniors
- Standards in art and design, design and technology, history, geography, ICT and music by the age of eleven

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

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

When the school was last inspected in February 2001 it was judged to be underachieving. Since then very good progress has been made in addressing the key issues. Assessment procedures are detailed and thorough and the analysis of data supports target setting and raising standards across all subjects well. Standards in mathematics and science show a steady upward trend and an increase in the proportion of pupils achieving the higher levels. Standards in English have been maintained in the infants and are improving in the juniors with a higher proportion of pupils achieving the expected level. In information and communication technology (ICT) standards are now above average by Year 2. The new ICT suite is having a positive impact on learning in all year groups. The development of the outdoor environment provides attractive areas for play, recreation and investigation. The quality of education has

improved and the capacity for further improvement is good. Management structures are now systematic, monitoring is rigorous and strategic plans underpin the school's work. Staff and governors are fully involved in decision-making.

## STANDARDS

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

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

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

Attainment on entry to the foundation class is below average. The rapid pace of learning during the Foundation Stage enables children to meet the expectations of the early learning goals. They make good progress in Years 1 and 2. The most recent test results show pupils achieve results that are well above average in reading and writing and average in mathematics. The proportion of pupils who achieved the expected levels in mathematics and teacher assessments in science was in the top five per cent of schools. Inspection evidence shows that pupils in the current Year 2 are making consistently good progress and are reaching standards similar to those previously described in reading, writing and science. In mathematics they are above average. The different proportions of individual needs are the reason for minor variations from year to year.

In the current Year 6 standards are above average in English, mathematics and science and pupils are now making good progress in these subjects. Standards in Year 6 tests have been rising in mathematics and science over the last three years and more pupils have reached the higher levels in all subjects. The focus placed on raising standards in the core subjects has been successful. Very good teaching, specifically tailored to meet the needs of different groups, the emphasis placed on investigative work and the application of skills to practical situations enables pupils to reach their potential. The strategic deployment of very good teachers to raise standards has been successful. The dip in English in 2002 was due to weaknesses in the teaching of writing and the higher than usual proportion of pupils, particularly boys, with language related special educational needs in last year's Year 6. Inspection evidence shows the action taken to address the weaknesses is successful. More able pupils, those with special educational needs and the very small number who speak English as an additional language are supported well to achieve their potential. Pupils who join the school in Years 5 and 6 settle quickly and receive good support to enable them to succeed. However, in art and design, design and technology, history, geography ICT and music pupils in the junior classes make unsatisfactory progress and achieve results that are below average because the subjects are not taught with sufficient frequency or regularity.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and to learning are good.
Behaviour, in and out of classrooms	Behaviour is very good.

Personal development and relationships	Relationships between pupils and adults are very good.
Attendance	Attendance is well above average

Strong Christian values underpin the positive approach to learning and understanding of the needs of others.

### TEACHING AND LEARNING

Teaching of pupils in:	Foundation	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Teaching is very good in the Foundation Stage. Children's needs are identified at an early stage and they make very good progress because teachers provide an exciting range of activities that encourage and motivate children to learn and develop good independence. The teaching of literacy and numeracy is a strength in the infants and enables pupils to achieve standards that exceed those expected for the age range by the age of seven. Very good examples of teaching were evident in the infants and Years 4 and 6. There are occasions when weaknesses in behaviour management adversely affect learning. Two lessons, one unsatisfactory and one poor, were observed in literacy and physical education in Year 3 where the teacher had difficulty controlling pupils. In the satisfactory lessons seen the pace of learning is not fast enough to sustain the good progress seen in the infants and Years 4 and 6. Teaching of literacy and numeracy is good overall. Teachers have secure subject knowledge and use good questioning techniques to include all pupils in discussions and activities. All staff have very good relationships with pupils and teaching assistants provide very good support. Pupils with special needs, those who are more able and the very small number who speak English as an additional language receive good support and consequently make good progress.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities is good but the gaps between the teaching of subjects such as music, history and geography are too long to sustain pupils' knowledge and understanding in the juniors.
Provision for pupils with special educational needs	Provision is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is very good and for cultural provision is satisfactory. Staff promote strongly Christian values, self-esteem and the care of others.
How well the school cares for its pupils	Pupils are well cared for within a secure, warm and happy learning ethos

The school has developed good links with parents. Information booklets and opportunities for family learning enable parents to support their children's learning. These features are supporting the raising of standards well.





## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is well supported by the deputy head and senior staff. The school is very well managed
How well the governors fulfil their responsibilities	Governors are knowledgeable and provide very good support
The school's evaluation of its performance	Monitoring and evaluation is thorough and accurately identify the strengths and areas for improvement
The strategic use of resources	Funds are applied effectively to support school priorities

The headteacher, senior staff and governors have a clear understanding of the priorities for improvement. Their commitment and strong teamwork are moving the school forward rapidly. The school's Christian ethos underpins the school's work. Funds are very well managed and day-to-day routines are effective. Monitoring and evaluation information supports planning well. The principles of best value are applied well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The ease with which they can approach the school with ideas or concerns</li> <li>• Their children like school and make good progress</li> <li>• Children are expected to work hard</li> <li>• Behaviour is good and children are encouraged to take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent approaches to homework</li> <li>• The range of extra-curricular activities</li> </ul>

Inspectors agree with parents' positive comments. The range of extra-curricular activities is similar to that found in other primary schools. Homework arrangements have improved and the range of work to support learning for different groups is appropriate.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS**

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

- 1 Standards achieved by the end of the Foundation Stage.** Early assessments of children's learning when they start school show that their achievements are below the local average. The curriculum is designed to promote learning through play and offers a very good range of opportunities to develop children's knowledge and understanding. This meets their needs well. Children make rapid progress in all the areas of learning because the quality of teaching by teachers, nursery nurses and teaching assistants is very good. By the end of the foundation year the majority of children are on track to meet the expectations of the early learning goals in communication, language and literacy, mathematics, creative, physical development and in their knowledge and understanding of the world. Personal, social and emotional development is above the expectations for the age group.
- 2 Standards achieved in Years 2 and 6.** The 2002 test results, trends over time and inspection evidence shows above average standards are consistently maintained by the age of seven. Variations from year to year are due to the different proportions of pupils with special educational needs and those who are more able in each cohort. When compared to standards nationally the 2002 tests showed attainment in Year 2 was well above average in reading and writing and average in mathematics. More pupils than average achieved the higher levels in reading and writing and science. In mathematics the proportion was average. Compared to the national averages boys' achievements were relatively better than girls'. Standards seen in the current Year 2 have been maintained in reading, writing and science and are now above average in mathematics.
- 3 Overall, the school has made good progress in raising standards in the core subjects since the last report and the issues of underachievement identified previously have been addressed. Though standards in last year's Year 6 national tests were below average in English and science and average in mathematics, standards seen in this year's Year 6 are above average in all three subjects. In mathematics and science standards have been rising for the last three years and more pupils now reach the higher levels in these subjects. The dip in English in 2002 was analysed and action taken to address weaknesses in the teaching of writing. Also, the proportion of pupils with language related special educational needs in the 2002 Year 6 cohort was higher than usual. The pupils who join the school during the juniors, especially in Years 5 and 6 are usually in the lower attaining groups and this has an impact on the school's ability to meet predicted targets. While results were well below average in English, below average in science and average in mathematics when compared to similar schools, when the results are compared with pupils' prior attainment pupils' achievements were average in English and above average in mathematics and science. Boys' achievements fell well below that of girls in English because more boys than girls were identified with special needs in English. There were no significant differences in attainment between boys and girls in mathematics or science.**
- 4 Inspection evidence shows that more pupils are now achieving the expected levels in all three subjects and that standards have risen to above average in this year's Year 6. More able pupils, those with special educational needs and English as an additional language are supported well to achieve their potential. Progress is good in relation to prior attainment. The school has set challenging targets in English, mathematics and science for each year group based on tracking pupils' progress each year. This good practice is**

having a positive impact on raising standards. The proportion of pupils who achieved the higher levels was above average in mathematics and science and average in English in 2002. Most pupils now achieve at least average levels. This is an improving school in which leadership is effectively raising the expectations of staff and pupils to achieve higher standards. There remain some inconsistencies in the quality of teaching and learning which have a negative impact on rates of progress, particularly in Year 3 and to a lesser extent in Year 5.

<b>Standards achieved in other subjects</b>		
<b>Subjects</b>	<b>Year 2</b>	<b>Year 6</b>
Art and design	Average	Below average
Design and technology	Average	Below average
Geography	Average	Below average
History	Average	Below average
Music	Average	Below average
Physical education	No judgement	Above average
ICT	Above average	Below average
Religious education	Above average	Above average

5 The below average standards achieved in the foundation subjects in the juniors reflects the long gaps between the teaching of subjects which results in pupils not retaining their knowledge and understanding in sufficient depth. Achievements in religious education are a particular strength because of the strong links with the church and the emphasis placed on promoting Christian values and world religions. Well- structured lessons, extra curricular activities and plentiful resources secure good progression in physical education. Standards in ICT have risen in the infants. Good progress has been made in raising standards in ICT and addressing this issue. Older pupils in Year 6 have not benefited for long enough from the improved facilities and quality of teaching.

## 6 The achievements of different groups of pupils

<ul style="list-style-type: none"> <li>Pupils who join the school in Years 5 and 6 receive good support to enable them to succeed.</li> </ul>
<ul style="list-style-type: none"> <li>More able pupils make good progress because their needs are identified by teachers</li> </ul>
<ul style="list-style-type: none"> <li>Pupils who speak English as an additional language make good progress</li> </ul>
<ul style="list-style-type: none"> <li>Pupils with special educational needs make very good progress.</li> </ul>

<b>Strengths of the provision</b>
<ul style="list-style-type: none"> <li>In reading and spelling, pupils with special educational needs make very good progress towards the targets set in their individual education plans</li> <li>Because pupils are included in the entire curriculum they gain in confidence and rates of achievement increase.</li> <li>Pupils learn the basic spelling sounds of English and this helps them read and write</li> <li>Parents show good support for their children, helping with spelling and reading and this supports learning well</li> <li>Basic number rules are learned well</li> <li>Small group work helps pupils with statements of special educational needs to learn effectively. They are given very close attention and they make very good progress. This was the case in a religious education lesson in which pupils were very well supported and helped to make similar rates of progress as their peers.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>In Year 3 pupils with special educational needs make slower progress because the</li> </ul>

information in their individual education plans is not used sufficiently

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

7 The strong spiritual, moral, social and cultural values promoted by the school enable pupils to develop very good attitudes to their learning and play a full part in school life. Parents are very supportive of these Christian values. Pupils' behaviour in lessons and around the school is mostly very good. The relationships between the pupils and adults who work with them are very good, based on care and respect for each other. As a result, the school is a supportive, happy and cohesive learning community. The quality of this aspect of the school's work has improved since the last inspection and is a significant strength of the school. Because of persistent unacceptable and violent behaviour, one pupil has been excluded for two days this year.

### **8 The pupils' attitudes and behaviour are very good.**

<b>The contribution of pupils.</b>	<b>How the school promotes success</b>
<ul style="list-style-type: none"> <li>• The children in the Foundation Stage attend regularly, arriving happily each morning, keen to get started</li> <li>• They are enthusiastic and inquisitive learners who apply themselves very well to their tasks and their behaviour is usually excellent</li> <li>• Pupils comment that they really enjoy coming to school and they participate enthusiastically in all aspects of school life</li> <li>• Most pupils work hard in their lessons and show determination to do their best</li> <li>• Pupils particularly enjoy the practical nature of many of their science lessons</li> <li>• They are enthusiastic about the success of the football teams and recognise the achievement of the players</li> <li>• Most pupils behave very well throughout the day</li> <li>• Pupils are unfailingly polite and helpful to each other, to their teachers and to visitors</li> <li>• They tidy up carefully and most take care of the school's resources and each other's belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation Stage staff welcome the children into school and provide an exciting range of interesting activities for them to enjoy</li> <li>• Classroom routines are clearly established and this helps the children to feel secure</li> <li>• Staff provide a very good level of pastoral care for each pupil and this makes them feel safe and valued</li> <li>• In most lessons teachers expect pupils to work hard</li> <li>• Staff have high expectations of pupils' and encourage them to behave well using mostly consistent, kind and firm guidance</li> </ul>

### **Area for development**

- Pupils behaviour in Year 3 does not consistently match the standards in other years

<b>How the staff promote success for pupils with special educational needs</b>	<b>The contribution made by pupils</b>
<ul style="list-style-type: none"> <li>• Teachers use lots of praise and encouragement</li> <li>• There is usually firm guidance about how to behave, particularly from learning support assistants</li> <li>• Teachers and support workers are enthusiastic</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils react well to praise and want to work hard to please their teachers and support workers</li> <li>• Pupils with emotional, social and behavioural difficulties understand how they should behave and work well in classes</li> <li>• Pupils concentrate well on their work and</li> </ul>

<ul style="list-style-type: none"> <li>Teachers and support workers plan opportunities for pupils to work together</li> </ul>	<p>they work well together</p> <ul style="list-style-type: none"> <li>Pupils work well together in small groups. They cooperate well and help each other.</li> </ul>
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9 Pupils' personal development and the relationships they have with each other, with their teachers and with other adults who work with them are very good.

<b>The contribution made by pupils</b>	<b>How the staff promote success</b>
<ul style="list-style-type: none"> <li>The children in the Foundation Stage are friendly, confident and happy individuals who get on very well with each other and with their teachers</li> <li>The children are happily settled into the routines of the foundation classroom and learn the personal and social skills of co-operation and sharing</li> <li>Pupils have high levels of awareness for the needs of others, showing care and concern when a friend is hurt or unhappy</li> <li>Pupils comment that there are disputes on the playground from time to time, many of which are easily resolved, sometimes with the assistance of the Playground Friends</li> <li>The School Council has taken a firm lead to eradicate bullying. There is confidence the school will do its best to deal with any such incidents</li> <li>They like and trust their teachers and other adults who work with them</li> <li>Most pupils have a very good understanding of the impact of their actions and words on others and treat each other with kindness and respect</li> <li>Pupils are tolerant of differences and aware of the needs of those less fortunate than themselves</li> <li>They take pride in their own and other's achievements, applauding generously in assemblies to show their approval</li> <li>They often work constructively together in groups and pairs, listening to each other's ideas and improving their work as a result</li> <li>Many pupils take part in discussions, showing good levels of insight and empathy learning that, although they may not agree, other viewpoints can be valid</li> <li>Pupils carry out their class jobs sensibly and are keen to be given responsibility</li> <li>The School Council members and Playground Friends take their responsibilities very seriously and contribute very effectively to the life of the school</li> <li>Pupils become mature and well-balanced individuals with a very well developed sense of personal responsibility and the confidence to use their initiative</li> </ul>	<ul style="list-style-type: none"> <li>Foundation Stage staff consistently praise pupils for their contributions which makes them feel special and valued</li> <li>Children are encouraged to work and play together and to help each other</li> <li>In the foundation class many activities are organised which promote the development of the children's self confidence and self esteem very effectively</li> <li>All staff encourage and praise pupils for showing kind and caring attitudes towards each other</li> <li>Incidents of conflict are dealt with quickly and consistently and most parents consider the school deals effectively with any bullying or unkind behaviour</li> <li>Boys and girls are encouraged to work constructively together and to respect each other's ideas</li> <li>In lessons, teachers value all pupils' ideas and viewpoints which effectively promotes self-confidence</li> <li>Staff treat each other and pupils with courtesy and respect and are very good role models</li> <li>In some lessons pupils have the opportunity to investigate and evaluate other people's lifestyles and beliefs</li> <li>Pupils are encouraged to take part in charitable fund-raising activities and to contribute to the life of the wider community</li> </ul>

10 Pupils are very friendly, lively and interesting. They enjoy talking about their lives at school and many express their opinions clearly and sensibly. The members of the School Council play an important role in the day-to-day life of the school and the Playground Friends keep a watchful eye on the younger pupils at playtimes. The new Buddy Bench in the junior playground is the result of a School Council decision. By the time pupils reach Year 6, most are equipped with the personal and social skills with which to make sensible and well-informed choices.

**11 Attendance is very good.**

- The level of attendance in the school has been consistently well above that found in most primary schools for the last three years. Unauthorised absence is well below the national average
- Pupils are mostly punctual and lessons start promptly
- Most absence is the result of childhood illness, although there are a few parents who take their children on holiday during term time

**HOW WELL ARE PUPILS OR STUDENTS TAUGHT**

12 The quality of lessons was consistently very good in the foundation class. Teaching in the infants and juniors is good overall with some very good teaching seen in the infant classes and Years 4 and 6. The teaching of literacy and numeracy is a strength in almost all classes. Two lessons were observed in Year 3 had significant weaknesses. The management of pupils' behaviour lacked sufficient firm insistence to maintain the pace of work in physical education and literacy. Tasks in literacy were not well matched to the pupils' needs and the overall organization and use of timing were unsatisfactory. The consistent very good teaching observed in the large Year 6 class was enhanced by the very good use of the deputy head and teaching assistants to provide intervention to support the learning across ability groups. Booster classes are supporting raising standards and enabling pupils to receive more individual support to accelerate the pace of learning in the core subjects. Pupils make very good progress in Year 6. In Years 1, 2 and 4 the good and very good teaching also enables pupils to become enthusiastic learners. Teaching assistants provide strong support and consequently pupils with special educational needs, the small number of pupils with English as an additional language and those who have joined the school during the junior years settle quickly and are fully included in lessons. The analysis of pupils' work shows that teaching is consistently good in most classes. The quality of teaching has improved since the last report.

13 There remain some inconsistencies in the junior classes, and particularly in Year 3. There is little recorded work evident in subjects such as history, geography. This indicates the impact of the school's priority to raise standards in the core subjects. While all subjects are taught, often the assessments of learning are made through oral work. In discussion with pupils they know they have covered work but the gaps between study units are too long to enable them to sustain the depth of knowledge and skills to move forward at a faster pace. Work has to be revisited before new learning can take place. This was evident in discussions with pupils, for example when talking about their work in art and design and technology.

<b>Features of effective teaching:</b>	<b>Its impact on learning: Pupils -</b>
<ul style="list-style-type: none"> <li>• Teaching of literacy is very good in Years 2, 4 and 6. In other year groups it is mainly good</li> </ul>	<ul style="list-style-type: none"> <li>• make good progress in developing the basic skills of reading, writing</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching of numeracy is mainly good and very good in Year 6</li> <li>• Most teachers have high expectations of pupils</li> <li>• Subject specific vocabulary is used well to extend the range of language pupils use in their responses and writing</li> <li>• Most lessons motivate pupils well and capture their interest</li> <li>• Praise and constructive criticism are used effectively to build self-esteem and confidence and encourage pupils to reflect on the strengths and weaknesses of their work</li> <li>• Teachers regularly assess learning in the basic skills and foundation subjects. They make good use of this information to set targets for achievement and adapt curriculum planning</li> <li>• Relationships are very good and staff talk positively to pupils</li> <li>• The management of behaviour is usually very good</li> <li>• Good use is made of staff to boost standards</li> <li>• Subject knowledge and expertise are good and lessons have good pace and timing</li> <li>• Very good practice in marking was seen in most classes and particularly in the upper juniors</li> </ul>	<p>and mathematics</p> <ul style="list-style-type: none"> <li>• enjoy their lessons and are eager to learn</li> <li>• work hard and are keen to meet their teachers' expectations</li> <li>• use the vocabulary introduced in lessons in their new discussions and written work because they are expected to do so</li> <li>• look forward to learning and benefit from practical activities which enable them to understand the purpose of their work and link their literacy and numeracy skills to other subjects</li> <li>• understand when they have been successful, what they need to do to improve and the progress they have made over time.</li> <li>• usually behave well in lessons and respect adults and school rules</li> <li>• benefit from working in different groups and make good progress because work is tailored to meet their specific needs</li> <li>• are challenged and their skills and knowledge improve in lessons</li> <li>• are helped by oral and written marking that celebrates their success and lets them know how to improve.</li> </ul>
<p><b>Areas of weakness in teaching</b></p>	<p><b>How this affects learning</b></p>
<ul style="list-style-type: none"> <li>• In Year 3 some comments addressed to pupils with special educational needs lack sensitivity</li> <li>• Marking and presentation are inconsistent in quality Year 3</li> <li>• Behaviour management and the organisation of some lessons are unsatisfactory in Year 3. Activities are not sufficiently well structured to meet the needs of different groups of pupils. Tasks often rely on worksheets and do not encourage pupils' independence</li> <li>• In lessons that are satisfactory, mostly seen in Year 3 and Year 5, activities do not capture pupils' interest well enough and lack sufficient challenge. Discussions are too long at times and pupils need to be actively engaged in tasks at an earlier stage</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils suffer loss of self- esteem</li> <li>• The comments do not always help pupils to know exactly what to do next and this inhibits progress</li> <li>• Pupils lose interest because tasks are not matched well enough to pupils' needs, they do know the length of time they have to complete tasks and the pace of learning is slow</li> <li>• Rates of progress vary. They slow down in Year 3 and move to a good pace in Year 4. The analysis of work shows this good progress is maintained in Year 5 and that the quality of teaching observed in some lessons does not reflect the usual practice. Progress accelerates in Year 6 where teaching is very good</li> </ul>



**These weaknesses in teaching which lead to inconsistent quality in the juniors are a key issue which the school is already taking steps to address.**

**14 The provision for pupils with special needs is very good and has improved since the last inspection.**

<ul style="list-style-type: none"> <li>• The special educational needs coordinator writes very clear targets for pupils</li> <li>• These targets are well focused on pupils' needs</li> <li>• The good support pupils receive helps them reach their targets in good time</li> <li>• Learning support assistants are skilled when helping pupils learn basic spelling, reading, handwriting and number</li> <li>• Older pupils are helped to overcome their emotional, social and behavioural difficulties</li> <li>• Because learning support assistants work very closely with teachers, adults know what pupils should do next to increase learning</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• In Year 3 lessons do not follow up pupils' targets and the teacher does not apply consistent rules to pupils with emotional, social and behavioural difficulties</li> </ul>

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

15 The curriculum is of very good quality in the Foundation Stage of learning and this supports children's early learning well. Tasks are designed to support learning through practical play based activities and successfully meet the needs of children's range of abilities. In the infants the curriculum is of good quality and in the juniors it is satisfactory. All subjects are covered in full for all age groups and subject leaders support the monitoring of planning and pupils' work. However, the long gaps in time between the teaching of subjects means that pupils do not retain their learning in sufficient depth. Teachers are making effective links between the teaching of the basic skills and other subjects, often providing opportunities for pupils to practise the skills learned in literacy and numeracy lessons in subjects such as religious education, science and history. The literacy and numeracy strategies have been implemented effectively and support the teaching of basic skills well. While good progress has been made in improving the provision for ICT, standards in Year 6 remain below average because the oldest pupils have not benefited long enough from the improved resources and level of teachers' expertise.

<b>The main strengths</b>	<b>The impact on teaching and learning</b>
<ul style="list-style-type: none"> <li>• The curriculum meets statutory requirements and covers all the subjects of the National Curriculum and religious education</li> <li>• Policies and schemes of work support teaching and learning well</li> <li>• The school has successfully implemented the literacy and numeracy strategies; the arrangements for teaching groups of pupils in the large Year 6 class, using staff expertise, are very effective</li> <li>• Teachers draw on the expertise of local church representatives very well to support the teaching of religious education</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils benefit from a broad and balanced curriculum which provides some exciting opportunities for learning</li> <li>• Teachers have a clear understanding of the programmes of work to be covered in each year group</li> <li>• The teaching of basic skills has had a high priority and there are good opportunities for pupils to apply these skills to other subjects</li> <li>• Pupils achieve well in science, religious education and physical education by Year 6</li> <li>• All pupils make good progress because</li> </ul>

<ul style="list-style-type: none"> <li>• The science and physical education curriculum is well planned and delivered effectively</li> <li>• Planning is designed to meet the needs of different groups of pupils; particularly those with special educational needs, English as an additional language and those who are more able</li> <li>• All boys and girls have equal access to the same learning opportunities. The range of extra-curricular activities including visits to places of interest, visiting artists and speakers, clubs in sport and music enhance learning</li> </ul>	<p>the activities planned by teachers challenge them to achieve their best</p> <ul style="list-style-type: none"> <li>• Boys' attainment in tests has been lower than girls, particularly in English. The gap in English is closing as teachers adapt tasks to be of particular interest to boys</li> <li>• Pupils talk with enthusiasm about the additional opportunities which enable them to represent their school and visit places such as 'The Eden Project' and 'Shugborough Hall'</li> </ul>
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<b>The main areas to develop</b>	<b>The impact on teaching and learning</b>
<ul style="list-style-type: none"> <li>• Subjects such as art and design, design and technology, music, history and geography are taught in blocks of time, with lengthy gaps between the blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in the junior classes have difficulty in recalling their learning in depth and skills and knowledge have to be revisited before new learning can take place</li> </ul>

**16 The provision for pupils with special needs is very good and has improved since the last inspection.**

<b>Particular successes in the provision for pupils with special educational needs</b>
<ul style="list-style-type: none"> <li>• The strategies for literacy and numeracy are applied well for pupils with special educational needs</li> <li>• The school includes pupils with special educational needs very well</li> <li>• Pupils who experience physical difficulties are well catered for and achieve as much success as other pupils in their classes</li> <li>• The mixture of class based, small group and individual work with learning support assistants benefits pupils by providing a mixture of close supervision as well as opportunities for pupils with special educational needs to work alongside their peers</li> <li>• Pupils have individual education plans which are sharply focused on their learning needs</li> </ul>

**17 The school's provision for spiritual, moral and social development is very good. Provision to develop pupils' cultural knowledge and understanding is satisfactory.**

<b>Strengths of the provision for spiritual, moral, social and cultural development.</b>
<ul style="list-style-type: none"> <li>• Staff strongly promote self-esteem and care for others within a strong Christian ethos. They provide very good role models</li> <li>• The provision is planned for well and particularly within assemblies and religious education</li> <li>• All pupils are valued and fully included in all aspects of school life</li> <li>• Pupils' knowledge of writing, poetry and authors is developed well</li> <li>• Pupils' diverse cultures are promoted positively and pupils are prepared well for life in a culturally diverse society</li> <li>• Pupils' are involved in making rules, they are taught right from wrong and encouraged to make reasoned decisions</li> </ul>

- There are many opportunities for celebration and reflection in assemblies and lessons. For example in Year 1 when pupils gasped, seeing their seeds growing for the first time
- Assemblies are used well to encourage pupils to reflect and to consider the moral of parables
- Pupils have many opportunities to take responsibility and make decisions, for example through the school's council, and helping with younger pupils
- Visitors to the school and visits, including residential visits, help pupils to mature and develop a sense of belonging and responsibility
- Very good links with the community enable pupils to take on the roles and responsibilities of being fully fledged citizens of their local community

#### **Areas for development**

- Pupils do not know enough about western music or art

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

18 Pupils are well cared for and parents say this aspect of provision is a strength. The staff and governors prioritise pupils' welfare and the quality of care is better than at the time of the last inspection.

#### **Strengths in the provision**

- There are good formal and informal procedures to ensure the school environment is safe and healthy and pupils are well cared for
- The statutory requirement for risk assessment is met
- Provision for first aid is good and pupils are supervised very well during playtimes
- There are regular fire drills and evacuation is effective
- The school follows recognised guidelines for child protection, staff have a good awareness of this aspect of care and, through their personal, social and health education lessons, pupils learn how to keep themselves safe
- Pupils learn about the benefits of good diet and hygiene and receive appropriate information about sex and drugs to enable them to make informed decisions
- As part of the healthy schools initiative, pupils are encouraged to eat five fruits and vegetables each day and are rewarded for doing so
- Representatives from the emergency services visit the school to teach pupils about aspects of personal safety
- They learn how to use resources safely in their science, physical education and design and technology lessons
- The school is clean, warm and welcoming
- The extensive play areas are well maintained and promote a high quality of play

19 The care for, and welfare of, pupils with special educational needs including those with statements is very good.

#### **Strengths in the provision for pupils with special educational needs**

- The early identification and assessment of pupils' needs ensures teachers and support assistants have a keen insight into what needs to be improved.
- Learning support assistants and teachers keep regular, high quality notes of pupils' progress.
- The work of learning support assistants is very good and enables pupils' needs to be met successfully in class, small groups and when working individually
- The support for pupils with statements of special educational needs is very good and helps these pupils make very good progress

#### **Areas for development**

- Class teachers do not write the individual education plans for their classes, this means that at times they do not link individual targets to work in lessons

20 The school monitors and supports pupils' behaviour and their personal, social and emotional development effectively and provides a very good level of personal support and guidance. The strong and supportive relationships between pupils and their teachers promote open communication which develops pupils' personal and social skills very well. A particular strength in the school's provision of personal support and guidance for pupils is the kindness and consistency with which staff apply the procedures. The consistently high level of attendance is achieved because pupils enjoy school and parents understand the importance of regular attendance.

#### **Strengths in the provision**

- Systems for monitoring attendance and tracking absence are effective and registration complies with legal requirements
- There are good systems for monitoring and promoting good behaviour which are understood and respected by pupils and effectively achieve high standards of behaviour
- Bullying, racism or any other form of anti-social behaviour is not tolerated and the school has good procedures to deal effectively with any such incidents.
- Teachers make good use of the programme for personal, social, health and citizenship education to monitor pupils' personal development

21 The school has good procedures for assessment. Very good progress has been made in addressing this aspect of the school's work since the last inspection. There is a very clear understanding of how to analyse and use data to raise expectations and improve the quality of teaching and learning. Teachers use a consistent approach to assessing pupils' work in the basic skills and across the foundation subjects. Targets are set for each year group and in addition group and individual targets are set with pupils. Marking is linked to learning objectives and pupils have a good knowledge of how they have improved. The information from assessments and tests are used successfully to raise standards.

<b>Strengths in assessment and its use</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• The policy and guidance for staff ensures arrangements are applied consistently</li> <li>• Test results are analysed thoroughly to track the progress of individuals and groups from year to year</li> <li>• Tracking systems are effectively supporting raising standards</li> <li>• The comparison of achievements with prior attainment enables the schools to show the rates of progress for individual pupils</li> <li>• The revised marking policy is effective and the quality of oral and written marking is good</li> <li>• End of study unit assessments have been introduced so that strengths and weaknesses in teaching and learning are identified and enable future plans to be adapted to match learning needs</li> <li>• Pupils with SEN are assessed against the targets set in their individual education plans. Staff keep good records of progress and use the information to revise targets and priorities with pupils and parents</li> <li>• The deputy head teacher coordinates assessment</li> </ul>	<ul style="list-style-type: none"> <li>• The school intends to introduce new assessments in aspects of work such as reading and physical education to extend further the current successful practice</li> </ul>

procedures and has made significant progress in devising a consistent and thorough approach to managing the process and evaluating its impact	
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**HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS**

22 Relationships with parents are good and the quality of this partnership has improved since the last inspection. This has a positive impact on the progress children make and the school recognises and values the very positive impact that parental involvement has on school life. Parents’ responses to the consultations held during the inspection show they are pleased with most aspects of school life. They strongly support the Christian values promoted by the school and many comment that they trust the school to take good care of their children. They consider that their children are happy at school and are pleased with the very good standards of behaviour.

<b>How the school promotes effective links</b>	<b>How this impacts on parental involvement</b>
<ul style="list-style-type: none"> <li>• The quality of the information provided for parents is comprehensive and practical</li> <li>• There are good opportunities to support the induction of parents and children into the foundation class</li> <li>• The pupils’ annual progress reports are very good</li> <li>• Consultation evenings are very well attended and provide specific information for parents about their children’s strengths and weaknesses and how they can support their learning</li> <li>• Parents are provided with booklets to help them understand the teaching of literacy, numeracy and science</li> <li>• Information about what children will be learning is sent to parents regularly</li> <li>• The school values parents’ views and staff are always pleased to listen to any concerns parents may have about the progress or welfare of their children</li> <li>• The reading and homework diaries provide a useful channel of communication between home and school</li> <li>• Regular newsletters are provided to keep parents informed about school events</li> <li>• Parents are encouraged to help and their support is valued by staff</li> <li>• The school has facilitated Family Learning courses for parents</li> <li>• Parents have been consulted</li> </ul>	<ul style="list-style-type: none"> <li>• New parents have a clear idea about the school’s procedures and how their children will be taught</li> <li>• The good access to classrooms and teachers at the beginning and end of the day allows all parents the opportunity to discuss any small matters of concern</li> <li>• The very good annual progress reports give parents a clear understanding of their child’s level of achievement, how hard they have worked during the year and involves them in working towards identified targets for improvement</li> <li>• Consultation evenings provide a good opportunity for parents and teachers to get to know each other and to help parents to understand how they can support the work of the school</li> <li>• Most parents send their children to school regularly and help and encourage them with their homework</li> <li>• A few parents help in classes and several support the out of school visits</li> <li>• There is strong support for the functions organised by the parents’ association and substantial funds are raised which are used to supplement resources and subsidise visits</li> <li>• The adventure playground funded by parents has had a good impact on the quality of play</li> <li>• Parents attend school performances and sports days in large numbers</li> <li>• Parent governors play a full part in the decision making process of the governing body</li> <li>• Those parents who attend the Family</li> </ul>

informally about issues, for example, the format of the annual progress reports	Learning courses are gaining good skills to help their children at home
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**23 There are very good systems to enable parents to help their children.**

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| <ul style="list-style-type: none"> <li>• The parents of pupils with special educational needs are well consulted by teachers</li> <li>• The school helps parents to understand what they have to do at home to help their children make progress</li> <li>• Regular contacts between the school and families helps to improve learning in school</li> <li>• The information sent home by the special educational needs assistant is of very high quality.</li> </ul> |
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**HOW WELL IS THE SCHOOL LED AND MANAGED**

**The school is well led and effectively managed.**

24 The headteacher provides very good leadership. He is supported well by the deputy head and senior staff. Monitoring and evaluation procedures are thorough and there is a good knowledge of the schools strengths and areas for development. The commitment to improvement is very good. Governors give very good support and fulfil their statutory duties. They are fully involved in decision-making and monitor the action taken to meet school priorities detailed in the school plan rigorously. They have excellent knowledge of the school's successes and areas for further improvement. Resources are managed well and action taken to improve the school grounds and playground areas has resulted in the development of attractive areas for rest and play.

<b>Strengths in leadership and management</b>	<b>Areas for improvement</b>
<ul style="list-style-type: none"> <li>• The headteacher, deputy head and senior staff have a clear vision for school improvement</li> <li>• Staff are fully involved in decision making</li> <li>• The school plan is clear and accurately identifies key areas for improvement, responsibilities of staff and timescales for achievement</li> <li>• The monitoring of literacy, numeracy and science and analysis of test results is thorough. The outcomes are used to address weaknesses in teaching</li> <li>• There has been a strong emphasis on raising standards in the juniors and improving provision to challenge more able pupils fully</li> <li>• All subject coordinators have some non contact time to review planning, teaching and learning</li> <li>• Financial management and routine organisation is effective</li> <li>• Procedures to ensure the best value underpin decision making very well</li> <li>• Performance management has been implemented successfully for all staff</li> <li>• Priorities reflect the school's intentions to raise standards higher in the basic skills for eleven year olds and develop pupils' independence in learning.</li> <li>• Good progress has been made in addressing the</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinators of foundation subjects have not had the opportunity to monitor teaching and learning although plans exist to support this development</li> <li>• There has not been enough evaluation of the outcomes of the long gaps in time between the teaching of some foundation subjects and the impact of some very long lessons on teaching and learning.</li> </ul>

issues raised in the last report.	
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25 Governors carry out their duties effectively and fulfil their statutory duties. They regularly take part in school activities and provide a good link with the local community. They are fully involved in decision making and the monitoring and evaluation of the school's work. Workshops and information for parents have supported community involvement in learning well and the grant recently obtained to develop a 'Family Learning' project will extend this provision. Buildings developments have improved the quality of the accommodation and external play areas that have required extensive refurbishment. The toilets are in poor condition and in need of replacement. There is a rolling programme for improvements supported by appropriate funding and planning.

**26 The leadership and management of special educational needs are good.**

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| <ul style="list-style-type: none"><li>• The special educational needs coordinator has overseen a good rate of improvement in the school's provision for special educational needs</li><li>• The individual education plans that are set for pupils' progress have improved and are now sharp and exact</li><li>• Learning support assistant are deployed very well to support pupils</li><li>• Resources, such as reading and spelling programmes are well focused on helping pupils to achieve their targets.</li><li>• The coordinator analyses the quality of individual education plans to see whether they match pupils' needs and meet the requirements of the special educational needs Code of Practice</li><li>• The coordinator also looks at how pupils are working in classes to check on their progress</li></ul> |
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**27 Financial planning, monitoring and administration are very good.**

<b>Strengths in the leadership and management of resources</b>
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| <ul style="list-style-type: none"><li>• The learning needs of pupils are the first priority when planning how to spend the school's finances and match spending to the school improvement plan</li><li>• The headteacher and governors use the school improvement plan to plan regular and occasional spending</li><li>• Day-to-day administration is very good</li><li>• The school secretary is very efficient and accurate accounting enables the headteacher and governors to check figures regularly</li><li>• The school checks well to ensure it gets good value in relation to how it spends the budget</li><li>• Funds for pupils with special educational needs are spent very well</li><li>• The headteacher and governors have made a very good decision to deploy the deputy headteacher across the school</li></ul> |
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## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

**28 To further improve the standards and the quality of education in the school the headteacher, staff and governors should:**

**\*Improve the consistency of teaching quality in the juniors by:**

- Maintaining the rigorous approach to monitoring and supporting teaching and learning, particularly in Year 3  
Paragraphs 4, 12-14, 33, 37, 40, 49.

**Raise standards in art and design, design and technology, geography, history, music and ICT by:**

- Ensuring that the subjects are taught with sufficient frequency, regularity and depth to sustain pupils' skills, knowledge and understanding using the effective models seen in science and religious education.  
Paragraphs 5, 15, 24. 43, 45-47, 51.

**\* Denotes that the school has recognised this issue in its school development plan**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	20	14	6	1	1	0
Percentage	0	48	33	14	2.5	2.5	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		209
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.3

#### Unauthorised absence

	%
School data	0.1

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	14	14	14
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (97)	100 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	14	14	14
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	20	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	14	14	16
	Total	22	25	28
Percentage of pupils at NC level 4 or above	School	63 (78)	71 (72)	80 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	13
	Girls	18	14	15
	Total	27	26	28
Percentage of pupils at NC level 4 or above	School	77 (81)	74 (72)	80 (75)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	191	-	-
White – Irish		-	-
White – any other White background	1	-	-
Mixed – White and Black Caribbean		-	-
Mixed – White and Black African		-	-
Mixed – White and Asian		-	-
Mixed – any other mixed background	1	-	-
Asian or Asian British - Indian		-	-
Asian or Asian British - Pakistani		-	-
Asian or Asian British – Bangladeshi		-	-
Asian or Asian British – any other Asian background		-	-
Black or Black British – Caribbean		-	-
Black or Black British – African		-	-
Black or Black British – any other Black background		-	-
Chinese		-	-
Any other ethnic group		-	-
No ethnic group recorded		-	-

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

## **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	24.6
Average class size	27.9

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

Total number of education support staff	9
Total aggregate hours worked per week	179

*FTE means full-time equivalent.*

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.5
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)	0.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	6	0	0
My child is making good progress in school.	48	42	2	5	3
Behaviour in the school is good.	44	48	6	0	2
My child gets the right amount of work to do at home.	33	48	16	0	3
The teaching is good.	41	45	6	0	8
I am kept well informed about how my child is getting on.	41	47	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	58	36	6	0	0
The school expects my child to work hard and achieve his or her best.	48	41	9	0	2
The school works closely with parents.	30	58	11	2	0
The school is well led and managed.	36	47	5	5	8
The school is helping my child become mature and responsible.	44	52	3	2	0
The school provides an interesting range of activities outside lessons.	23	41	20	6	9

## **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**

29 The provision for children in the Foundation Stage is very good and continues to be strength of the school. Children start school in the term following their fourth birthday. The attainment of most children entering the foundation class is below that expected and a significant number of children have immature language skills on entry to school. As a result of the very good provision and high quality teaching most children make rapid progress. They achieve well and by the time they move into Year 1 they have made significant gains in their learning and most have achieved the early learning goals in all six areas of learning. Provision for personal and social development is particularly strong and the majority of children reach the early learning goals well before they move into Year 1.

#### **Main strengths of the provision**

- Teaching is consistently very good in all areas of learning enabling the majority of children to learn quickly; teaching assistants provide very high quality support to enhance learning; students and governor help is used very well to enrich children's experiences
- The classroom is very well organised with a wide range of exciting and challenging first hand experiences linked closely to the early learning goals; high quality imaginative play activities stimulate children's curiosity and love of learning
- Activities and tasks are very well planned to enable children to become confident in learning to read, write and count
- Priority is given to supporting children's personal, social and emotional development; relationships are very good and as a result children feel valued and secure. They work hard, are proud of their achievements and behave very well

#### **Strengths in teaching and learning**

- All staff have a very secure understanding of what children are expected to have learned by the end of the Foundation Stage
- Sessions provide a good balance of teacher directed activities and those children choose for themselves
- There are very well planned, interesting and challenging activities to promote children's literacy and number skills; puppets and soft toys add interest to learning and make it fun
- Elements of the literacy and numeracy strategy are implemented very well for children in the foundation class and this has a very positive effect on their achievement
- High quality imaginative play situations provide very good opportunities for children to develop their imagination and use their literacy and number skills in 'real' situations
- Questions and comments are challenging to extend children's thinking; staff provide very good models of spoken language to enhance children's confidence in speaking
- The sensitive use of praise and encouragement very effectively promotes positive behaviour and develops eager and confident learners
- Staff give very clear precise instructions and support, building up confidence and skills and as a result children are clear about their activities and what they are expected to learn and how they can be successful
- Staff know the children well and set different tasks and challenges to enable all children to make the progress they are capable of
- The assessment of children's learning is rigorous and staff use their knowledge of children's progress to plan the next step in the teaching and learning
- Staff identify children with special educational needs at an early stage and give extra

support to enable them to achieve well

- Parents are kept well informed of their children's progress and are encouraged to join the family learning sessions to help them support their children's learning at home

#### **Minor areas for improvement**

- More use could be made of the outside play area to extend learning opportunities in the outdoor environment
- Ensure staff are deployed to interact with children who are choosing their tasks to help them to remain fully focussed on their activities and extend their learning

### **Social, personal and emotional development**

30 Teaching to promote personal development is given a high priority.

#### **Children's successes**

- Children enjoy coming to school, are eager to learn new skills, to explore new ideas and develop positive relationships with adults and each other
- Self-esteem and confidence are very high. Children learn they are special to themselves, their families, friends and to 'God'; they are considerate, friendly and open with each other, their teachers and visitors; they particularly enjoy thinking of something to describe why a chosen classmate is 'extra special'
- Children co-operate, share and take turns as they play games, negotiate roles in the 'Café' or 'Class Vets' and work together at given tasks and activities
- Children show very good independence as they take responsibility for pouring the drinks and giving out the biscuits at snack time; deciding on their own activities, keeping the classroom tidy and most of all taking home the 'Class Bear' and taking care of him for a night.

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

#### **Children's successes**

- Children are attentive and eager listeners to stories, comments and instructions
- A significant number of children show immature language patterns but respond well to the encouragement of their teachers to use appropriate vocabulary and sentence structures
- They enjoy the many opportunities available to engage in conversations and confidently explore new vocabulary as they take on the roles of customer, cook and waiter or veterinary surgeon in the imaginative play situations
- Most children recognise their own names and make good attempts to copy them; children who learn at a faster rate attempt to write their own names independently, using capital and small letters with increasing confidence
- Children enjoy the well planned games and activities which promote their understanding of letters and sounds
- Children are gaining confidence in using their increasing knowledge of sounds to write independently for a variety of purposes, for example lists for a picnic; younger children attempt simple words using initial and final sounds while older, more able children write three and four letter words accurately
- Children display a love of books as they read big books with their teacher or choose a book from the very comfortable and well stocked reading corner or choose a library book with the help of a school governor
- Most children know about authors and illustrators and the conventions of books; they readily retell stories and predict what might happen from pictures; more able children are reading simple books with increasing confidence using their knowledge of



sounds to read unfamiliar words and are beginning to understand the nuances and humour of the written word

- All children take books home on a regular basis to share with family members; this has a very positive effect on children's progress in learning to read

## Mathematical development

### Children's successes

- The children use mathematical ideas and skills in practical situations; for example, they are learning the names and value of coins as they price the food in the 'café'; they recognise numbers as they use the telephone to make appointments
- When playing with two and three-dimensional shapes, small world toys or emptying and filling containers in the very well planned sand and water play area children consider size, shape and position
- In an exceptionally well planned task children excitedly learned about 'full', 'empty', 'nearly full' and 'half full' as they worked with their teacher filling different sized containers to a given height using real orange juice
- The children compare, match, sort, order, sequence and count using a wide range of interesting games, routines and experiences; puppets, number lines, sticks and fingers extend children's understanding of number to ten; higher attaining children are learning to count and order numbers to twenty and beyond; all children are learning to record their investigations in simple graph form
- Children make pictures with simple shapes and look for patterns and shapes in and around their school
- Children are learning about the language of addition as they sing number rhymes such as 'three speckled frogs'

## Knowledge and understanding of the world.

### Children's successes

- Children show a sense of time as they learn about the different seasons, celebrate birthdays and festivals and make books and displays about how they have changed since being born
- They learn about the homes of different animals and can name their own body parts and are aware that humans have a skeleton
- Children are developing very good scientific skills; they observe the changes which occur when bread is toasted; discover which objects are attracted by a magnet; use a magnifying glass to observe their own features
- Working with their teacher children conducted an experiment to see which material would protect their teddies from the rain
- Children work independently with a wide range of construction toys discovering how things are made and move; they design and make their own beds for their teddy bears
- Children are becoming competent users of information technology to support their learning
- Through the celebration of Christian Festivals such as Easter, Harvest, and Christmas children are developing a good understanding of their own faith and community; they learn about other cultures and religions through activities related to Chinese New Year and the 'Year of the Ram'

## Physical development

### Children's successes

- Most children competently handle a variety of tools and materials and small equipment safely and with care
- They show increasing dexterity when handling pencils, scissors, brushes, construction toys and jigsaws
- In planned physical education and dance lessons and recreational outdoor play children show good control over their bodies as they run, jump, skip, hop, balance, climb and slide on a variety of interesting and challenging equipment

## Creative development

### Children's success

- Children paint and print using colour and pattern with imagination; they are developing a good understanding of shade as they carefully paint their own rainbows
- Artists such as Kandinsky grab children's imagination and they produce paintings and sculptures in a similar style
- Children investigate texture, shape and colour and confidently choose the appropriate ones for different effects and purposes
- In role play children dress up as different characters, explore language and mathematics and learn about other people's ways of life
- A very good range of musical instruments, songs and rhymes help to develop children's understanding of sound and rhythm and pattern; children sing with very obvious enjoyment and are learning to keep a steady beat; they experiment with sound as they choose different materials to make their own musical instruments
- Children work with play dough, and junk materials to create two and three-dimensional pictures and models and they explore the properties of sand and water

## ENGLISH

31 Standards in English are above average in reading and writing at the end of Year 2 and much higher proportions than usual meet and exceed the levels expected of seven-year-olds. Speaking skills are average in Years 2 and 6 and pupils use the language taught in subjects well because teachers require them to do so. Pupils make good progress in relation to their below average starting point and weaknesses in speaking skills on entry to school. This represents good recent success and shows the impact of action taken to improve the quality of both teaching and learning.

32 By the end of Year 6 pupils' English skills are above average in reading and writing. Most pupils write descriptively and at length and know how to plan and present their work using different styles according to the purpose of their work. Spelling is accurate and pupils use dictionaries independently to self check their accuracy, particularly when using words that are new and unfamiliar. They have a very good knowledge of grammar, the functions words have in sentences and the impact of punctuation to support reading. Pupils make very good use of their literacy skills in other subjects and enjoy the challenge of using new vocabulary that brings excitement and interest to their work.

Strengths of the provision	The impact on teaching and learning
<ul style="list-style-type: none"> <li>• Analysis of test results and data identifies aspects which are taught well and those which can be</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis shows pupils make good progress and achieve well. The overall trend is upward</li> </ul>

<p>developed further</p> <ul style="list-style-type: none"> <li>• All pupils have equal opportunities to take part in a broad range of activities which support language development</li> <li>• Staff pay equal attention to the needs of boys and girls and encourage boys to read non fiction and poetry books which capture their interest</li> <li>• Lessons are of very good quality in Years 2, 4 and 6 and good in most other classes</li> <li>• Provision for pupils with special educational needs is very good</li> <li>• Provision for the very small number of pupils with English as an additional language is good.</li> <li>• Individual education plans are tailored to support specific areas for development.</li> <li>• Teaching assistants provide very good support for groups of pupils, particularly those with special educational needs and those identified as more able.</li> <li>• Systems to monitor and track pupils' progress are good.</li> <li>• Staff have good subject expertise and the teaching of reading and writing is good overall and very good in the infants and Years 4 and 6.</li> <li>• Good use is made of ICT facilities</li> <li>• Teachers provide good role models and use language effectively to promote interest and enjoyment of literature</li> <li>• More able pupils are identified in all classes and challenged well</li> </ul>	<ul style="list-style-type: none"> <li>• Weaknesses in the teaching of writing have been addressed effectively by linking work to subjects such as history, science and religious education</li> <li>• The literacy strategy is implemented effectively in most year groups and provides a clear structure which is adapted to secure progression in learning for individuals and groups</li> <li>• Boys make good progress in the infant classes and although girls achieve better standards in reading and writing by Year 6 the differences have been recognised and are being addressed well</li> <li>• Pupils in Years 2 and 6 make rapid progress</li> <li>• Pupils with special educational needs make very good progress in relation to their specific targets</li> <li>• The very small number of pupils with English as an additional language make good progress and receive the support they need to develop their understanding of English</li> <li>• Pupils make good progress in reading and writing in the infant classes. They enjoy stories and poems and read accurately making good use of phonics and punctuation. They write sequences of sentences using description, spelling words accurately and presenting their writing neatly. They understand that different types of writing are appropriate for different purposes</li> <li>• Pupils love reading and by Year 6 many read several books each week. They have developed good research skills and competently locate information from books and the Internet</li> <li>• Pupils are becoming competent writers. They write well-sequenced short stories and poems and develop characters and ideas using good description. Good use is made of word processing programs to support drafting and final presentation.</li> </ul>
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### 33 Most of the teaching is good and pupils learn effectively.

Strengths in teaching	The impact on learning
<ul style="list-style-type: none"> <li>• Most staff have secure subject knowledge and plan effectively. They make good use of correct vocabulary. Lessons have good pace and timing and activities are linked well to learning in other subjects</li> <li>• Very good use is made of the expertise of senior staff to teach literacy to smaller groups in the large Year 6 class.</li> <li>• Teachers ask questions which are targeted to individual pupils and ensure their full inclusion in discussions</li> <li>• Infant teachers use phonics effectively to teach reading. Good focus is placed on fluency, expression and the use of punctuation to promote reading to an audience in the juniors.</li> <li>• Reading homework supports learning well and enhances learning through strong parent partnership. Reading diaries are well maintained</li> <li>• Most staff manage pupils' behaviour well and use praise and encouragement well to foster self esteem and confidence to succeed</li> <li>• Teachers make good use of marking to help pupils to know when they have achieved well and to set new targets to improve work</li> <li>• The teaching of writing in Years 2, 4 and 6 is very good.</li> <li>• There are good examples of the use of word processing to support planning, drafting and editing across year groups</li> <li>• Teachers expect work to be neatly presented and checked for accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a clear understanding of the expectations made of them in lessons. They enjoy the challenge of completing work within a specific time.</li> <li>• Pupils use the language teachers introduce well. In Year 4, lower attaining pupils delighted in writing descriptive sentences using a range of adjectives that were given as prompts.</li> <li>• Pupils of all abilities receive very good support and make rapid progress in developing their reading and writing</li> <li>• Pupils are encouraged to present their ideas and to consider how work can be improved</li> <li>• Pupils learn to use a wide range of reading strategies and by the age of eleven become enthusiastic readers.</li> <li>• Pupils' behaviour is usually very good. In the infants and juniors pupils eagerly help each other, co-operate and enjoy working collaboratively. This has improved boys' attitudes to writing. Pupils work hard and are eager to please and succeed</li> <li>• The strong partnership between home and school helps pupils to develop a good understanding of the importance of reading and the contribution it makes to leisure and learning</li> <li>• Pupils are proud of the comments made about their work and await their teachers' responses eagerly. They trust their teachers and respect their comments. In discussion they have a good understanding of how they have improved over time</li> <li>• Pupils recognise the purpose of different styles of writing and organise their work well.</li> <li>• Boys particularly benefit from this approach and eagerly describe the benefits of using computers</li> <li>• Pupils take pride in presenting their work. Displays are of a high standard and celebrate the achievements of all ability groups.</li> </ul>

Areas for improvement
<ul style="list-style-type: none"> <li>• The teaching of literacy in Year 3 is weak. In the unsatisfactory lesson observed, the management of pupils' behaviour was weak and activities did not challenge pupils well enough. The lesson lacked the organisation necessary to ensure a rigorous pace of learning. Pupils made slow progress and their individual needs were not met sufficiently well. A very small number of pupils were not included fully and inappropriate comments led to some pupils with special educational needs losing self-esteem.</li> </ul>

34 The subject leader supports staff very well through her personal knowledge and expertise. She has a very good understanding of the school's improvements since the last report and areas for continuing development. Monitoring of standards is systematic and the headteacher, deputy head and subject leader are taking the appropriate steps to raise the quality of teaching and learning. Literacy has a high priority in the school plan. There is a clear understanding of the quality of teaching and the need to ensure greater consistency in the development of pupils' skills, knowledge and understanding in the juniors. The analysis of test results and teacher assessments are now being used to set challenging targets. The literacy governor meets regularly with the coordinator and provides good support.

## MATHEMATICS

35 Standards in Years 2 and 6 are above average. In the Year 6 group of pupils in 2002, one third of the pupils had special educational needs. There are fewer pupils with special educational needs in the current Year 6 and pupils who join the school after the beginning of Year 1 are usually in the lower attaining groups. However, standards have risen steadily since the last inspection because the quality of teaching and the arrangements for assessment have improved. The expectations of what pupils should achieve have risen. The rate of improvement since the last inspection has been very good. Pupils with special educational needs learn well because of the high quality support they receive and higher attaining pupils learn well because they have to solve difficult problems. Boys do well in Years 1 and 2 and girls catch up in Years 3 to 6. Teachers are adept at trying to help each group to achieve their best.

<b>The main reason why standards have improved at the end of Years 2 and 6</b>	
<ul style="list-style-type: none"> <li>• The quality of teaching has improved since the last inspection</li> <li>• Teaching, assessment and the curriculum concentrate on raising standards</li> <li>• There is a much better understanding of how practical work helps pupils to learn</li> <li>• The analysis of assessment results is good</li> <li>• Teachers identify errors in pupils' work to help them make progress in areas of mathematics they find difficult</li> </ul>	<ul style="list-style-type: none"> <li>• This means that pupils learn more quickly and retain their learning</li> <li>• This focus helps teachers, support staff, governors and pupils understand the part to play in learning</li> <li>• Pupils use their skills in new situations and learn how to use mathematics in the real world and see the validity of their learning</li> <li>• Teachers use the assessment outcomes to adapt the curriculum to help pupils learn</li> <li>• Marking is of good quality so pupils know what to do to improve beyond the scope of the current lesson. This good guidance encourages them to try hard to meet their teachers' expectations</li> </ul>



36 Progress is good and pupils achieve well. Across the school pupils have lots of opportunities to solve problems and apply their knowledge of mathematics to new situations. The numeracy strategy is applied well to help pupils learn and pupils are they are developing good mental arithmetic skills. This is notable in Year 2 where bright pupils have a very quick and accurate recall of number facts. In Year 6 pupils understand many methods for solving problems and make use of previous learning to help them in their work. Understanding of measuring length and volume and properties of shapes develops satisfactorily across the school and pupils know how to display information they have collected by using graphs of different types. Pupils make good use of their mathematics knowledge in other areas of the curriculum. Pupils with special educational needs make good progress in most lessons because they are well supported. Standards have improved since the last inspection.

37 The quality of teaching is generally good throughout the school with notable strengths in Years 1, 2 and 6.

<b>Strengths in teaching which bring about effective learning</b>	
<ul style="list-style-type: none"> <li>• Subject knowledge is good throughout the school</li> <li>• Planning is generally good and learning objectives are clear. In the best lessons such as those in Year 1,2 and 6, aims for learning are referred to throughout the lesson and recapped at the end of each lesson</li> <li>• Teachers use an appropriate range of methods</li> <li>• Generally marking is used well and pupils make good progress</li> <li>• Good use is made of ICT</li> <li>• Lessons are brisk and resources are well prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given challenging tasks based on real life situations. Whether it is shopping in Year 2, reading negative numbers from thermometers or solving problems in Year 6, pupils are given real situations to solve which make them think hard.</li> <li>• This ensures that pupils know what they have to learn in each lesson and the work they need to complete to be successful. The frequent reminders are particularly helpful to boys</li> <li>• Pupils benefit from their teachers' explanations and questioning. Instructions are clear and straightforward and help pupils learn new information quickly. In the best lessons pupils are asked to give explanations for their reasoning and answers. This was extremely well done in Year 6 where pupils showed they have a very good grasp of a range of methods</li> <li>• Pupils know what they have to do to improve and what they need to do beyond the scope of the current lesson. In the best examples, a dialogue is set up between pupils and their teacher</li> <li>• Pupils use graphics programs to create pie charts, block graphs and data bases. They understand for modern technology can help them to communicate the results of their investigations.</li> <li>• Because pupils work hard they produce more work of better quality. In all lessons pupils receive very good support from their learning support assistants and in most classes work is prepared to move pupils from their recent learning</li> </ul>
<b>Areas to develop</b>	
<ul style="list-style-type: none"> <li>• The quality of marking is not consistent. In Year 3 it is not as detailed as in other classes</li> <li>• In the same year group pupils with emotional, behavioural and social difficulties are well supported by the learning support assistant but class rules are not applied consistently to help pupils develop an understanding of how they should behave</li> </ul>	

38 Mathematics is well led and managed and the improvements since the last inspection are due to the shared expectations and management systems that have developed over the last two years. The monitoring of standards, teaching and learning has provided very important feedback to teachers and governors and this has improved learning opportunities and assessment.

## SCIENCE

- 39 The quality of provision for science is good. Since the last inspection standards have risen significantly. Standards achieved by pupils in Year 2 are similar to those achieved in the 2002 teachers' assessments and are well above those expected nationally. Standards in Year 6 are above those expected nationally and are better than the most recent national test results when they were below the national average.
- 40 The analysis of pupils' work shows that, apart from a dip in Year 3, pupils make good progress and achieve well. Where progress is less good in Year 3, there is too much reliance on work sheets that do not challenge pupils enough and there are insufficient opportunities for pupils to develop the investigative aspect of science. As a result their very good start in Years 1 and 2 is not built on sufficiently well. In other year groups in the juniors progress accelerates and pupils are reaching above average standards with almost half the pupils working at the higher Level 5 in Year 6. Pupils with special educational needs make good progress and achieve well when compared to their previous attainment.

### **The main reasons why standards have improved**

- Teaching overall is good and often very good; no unsatisfactory teaching was seen
- Booster classes taken by the science co-ordinator are very effective in helping to raise standards in Year 6
- The scheme of work is effective in providing a good framework for teaching and learning which emphasises the importance of the investigative aspect of the subject
- The support of the LEA and in-service training has had a positive impact on teachers' confidence
- Analysis of test results identify strengths and weaknesses in the subject and assessments of pupils' individual progress are used very well to identify gaps in learning and adjustments to future planning are made as a result
- The subject is particularly well managed; the co-ordinator is very effective in raising standards through rigorously monitoring the teaching and learning and leading by example

### **Strengths in teaching and learning.** In most lessons:

- Tasks and activities are well planned and challenging; tasks are interesting and use good resources well in order to capture pupils interest in scientific exploration and investigation
- Teaching and learning are exciting and fun; for example, displays are interactive and reinforce and extend learning
- Teachers emphasise active learning with pupils discovering things for themselves
- Pupils are encouraged to question, predict and evaluate their investigations and experiments
- Links with literacy and numeracy are strong as pupils record their investigations in a variety of ways using graphs, diagrams, and charts
- Teachers use probing questions to extend pupils scientific thinking
- Tasks and activities are clearly explained and demonstrated, building confidence and success
- Expectations are high and learning intentions are clear
- Work is well matched to pupils' attainment levels; pupils who learn faster have extension tasks to move learning on while less confident learners are given additional support and guidance to ensure they reach the learning objectives
- Good use is made of ICT to enable pupils to present the outcomes of their investigations, for example recording their personal details using bar graphs and to use microscopes to

support their research

- Teachers make very good use of marking to extend pupils' scientific thinking and assess the next steps in learning
- Teachers manage behaviour very well, have good relationships and as a result pupils work hard, concentrate and achieve well

#### **Areas for development**

- Improve the quality of teaching and learning in Year 3 to ensure all pupils have sufficient opportunities to develop their investigative element of the subject
- In Year 3 pupils cover the curriculum but there is little evidence of independent exploration and investigation and work lacks sufficient challenge. It is often incomplete and poorly presented

#### **Pupils' successes**

- The youngest of pupils understand a fair test and can independently plan, conduct and record an investigation to discover if plants need water to grow
- By Year 2 investigative skills are of a very high order; as pupils learn about the human body they use their mathematical skills to investigate links between the measurements of heads, arms, feet, hand spans and height
- In Years 4 and 5 pupils' understanding of living processes is increased as they learn about the human skeleton, circulatory system and investigate the effect of exercise on their pulse rates; they study electricity and describe how to complete a circuit. They also show good understanding about the differences between a range of materials
- Year 6 pupils show a very good understanding of scientific materials, processes and investigations; they pose their own questions as they explore the effect of microbes on food and conduct experiments on friction using a force meter and making accurate measurements
- Pupils produce their own high quality display on forces including a life size parachute, an apple tree and a series of ramps all indicating a very good understanding of scientific principles
- Most pupils present their work very well indicating a pride in their achievements and a good understanding of the most appropriate way to represent their findings

41 Since the last inspection there has been a review of the time allocated to the subject. All year groups now have sufficient time to develop the skills, knowledge and understanding necessary to help them achieve high standards in the subject.

### **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

42 Standards are average in Year 2 and pupils enjoy painting and drawing, designing patterns and recipes for soups, drinks and salads. Standards for this age group have been maintained since the last inspection. By Year 6 standards are below average although there are strengths evident in pupils' observational drawing and knowledge of the design process. The fall in standards is largely due to the significant emphasis which has been placed on raising standards in the basic skills and the more limited opportunities available for pupils to develop their skills, knowledge and understanding, frequently and regularly.

<b>Strengths of the provision</b>	<b>The impact on teaching and learning</b>
<ul style="list-style-type: none"><li>• National and school guidance guides planning well</li><li>• Assessment arrangements enable staff</li></ul>	<ul style="list-style-type: none"><li>• Planning is thorough and ensures curriculum requirements are met.</li><li>• The assessment of pupils' work</li></ul>



<p>to monitor pupils strengths and weaknesses in learning</p> <ul style="list-style-type: none"> <li>• Projects in infant classes are linked to work in other subjects so pupils understand the purpose of their learning. For example, the study of houses and homes in the past and present in Year 1 enables pupils to compare the designs in the past with those of the present.</li> <li>• The school provides opportunities for pupils to meet local sculptors and artists.</li> <li>• Good links are made to other subjects such as history, music and mathematics in the infant and junior classes.</li> <li>• Displays are bright and attractive and enhance the environment</li> </ul>	<p>acknowledges their successes and areas that need improvement. Assessment outcomes are used to inform future lessons</p> <ul style="list-style-type: none"> <li>• Pupils recall occasions when they have met artists and sculptors and understand how their work contributes to every day life.</li> <li>• Younger pupils compare and contrast differences and similarities between housing designs and the materials used in different periods of history.</li> <li>• By Year 6 pupils apply well their designing and planning techniques when making slippers using a range of materials. Literacy and numeracy skills are applied well as pupils accurately use measures and scale and record their ideas using labelled diagrams and evaluation summaries</li> <li>• Pupils are proud of their work and recognise their best efforts are valued and celebrated</li> </ul>
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#### 43 Teaching is satisfactory.

Strengths in teaching	Impact on learning
<ul style="list-style-type: none"> <li>• The staff have sound subject knowledge and encourage pupils to make independent choices</li> <li>• Relationships with pupils are good.</li> <li>• In Year 6 the teacher ensures the focus for learning is of interest to both boys and girls. Lessons are well planned and build on prior knowledge and understanding</li> <li>• Teachers model descriptive language well</li> <li>• Pupils with special educational needs and pupils with English as additional language are fully included in activities</li> <li>• Teachers encourage pupils to use their own ideas to create designs and to choose their materials</li> <li>• ICT programs are used effectively to support planning and designing</li> <li>• Assessments and evaluations of work are shared with pupils through discussions</li> <li>• Teachers use praise effectively and guide pupils to know how to improve through the comments they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils discover the differences in materials used to construct homes in the past and present</li> <li>• Pupils are eager to attempt to use a range of materials and fixatives to achieve their design brief. Their efforts are valued</li> <li>• Pupils make good progress in learning about the effectiveness of different materials and designs to make slippers.</li> <li>• In Year 5 pupils understood clearly the planning process although they did not always follow it.</li> <li>• Pupils are helped to describe their learning using appropriate subject vocabulary</li> <li>• Pupils use paint programs to create pictures and describe how to use tools to infill and create effects</li> <li>• Pupils enjoy practical opportunities to learn and make choices. Their self-esteem and confidence is raised through the balance of support and independence</li> <li>• Pupils understand when they have been successful and know how to improve their work</li> </ul>

#### Areas for improvement

- The organisation and use of curriculum time in the juniors means there are long gaps in

time between the study of these subjects. There are insufficient links made between the study of the subjects and cultural provision to enable pupils to sustain their knowledge skills and understanding over time

- The teaching of study units is not sufficiently frequent and regular in the juniors to enable pupils to achieve more highly.

44 The subject leader is currently on leave and the subjects are being maintained by the headteacher. Art and design and design and technology have not been recent priorities for development. However, they are included in the school's long-term plan and there is good awareness of the action to take to restore the balance of provision. These features are already identified in the strategic plan.

## **GEOGRAPHY and HISTORY**

45 The curriculum is well planned and offers some exciting opportunities for learning. The arrangements for teaching geography and history are satisfactory and secure coverage but there is an imbalance in the regularity and frequency of teaching the subjects in Year 3 to 6. This leads to inconsistencies in pupils' development of skills, knowledge and understanding. By the end of Year 2, standards in geography and history are average. Pupils in Years 1 and 2, including those with special educational needs, make good progress in acquiring basic knowledge and understanding of the subjects. Progress in Years 3 to 6 is uneven and currently unsatisfactory as insufficient time is given to improving pupils' knowledge and there is insufficient written work. By Year 6 standards in geography and history are below average. Since the previous inspection, standards have been maintained in Years 1 and 2 but are not as high as those in the last inspection report in Year 6. Boys and girls achieve similar standards in their work. However, the more able pupils are not always set sufficiently challenging tasks and much of the work provided is similar for pupils of different abilities.

### **The school provides good practical opportunities to stimulate learning.**

<b>Strengths of the provision</b>	<b>The impact on teaching and learning</b>
<ul style="list-style-type: none"> <li>• The curriculum is enriched through the good use of visits and visitors; the Saxon day was a valuable and effective experience for pupils in Year 3</li> <li>• There is a good emphasis on using ICT and primary sources of evidence such as log books to trace the history of the school and village</li> <li>• There is a good emphasis in Year 6 on discussion, debate and role-play</li> <li>• Local studies through field trips to the River Lea enable pupils to explore the changing environment</li> <li>• The teachers make good links with other subjects such as physical education through Tudor dance</li> <li>• African geography is brought to life through the regular visit of a Ugandan and these visits promote very good spiritual, moral, social and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils become engrossed in an historical period because learning is made fun and pupils participate eagerly; they give clear accounts of what they have learned from special visitors</li> <li>• Pupils in Year 6 make good use of their literacy skills in researching information using the Internet and primary sources effectively</li> <li>• Pupils make good progress in understanding change over time through playing the part of historical characters</li> <li>• Pupils understand how their town has changed over time</li> <li>• Pupils understand how their village has developed over time and know about important events such as the founding of the railway and its impact on village life</li> <li>• Pupils begin to understand the importance of the influence of communities on the environment</li> </ul>

<p>cultural development</p> <ul style="list-style-type: none"> <li>• Teachers encourage pupils to think carefully about peoples from other lands, cultures and times</li> <li>• Good emphasis is given to valuing local traditions, buildings and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know that historical and geographical evidence is found in many guises</li> <li>• Through their studies of the local river they understand the sometimes negative impact of pollution on natural resources</li> </ul>
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46 The teaching is satisfactory overall. There are variations between classes and year groups. Teaching as seen through pupils' work in Years 1 and 2 is good. The teaching of historical skills of enquiry in Year 6 is good but is unsatisfactory in promoting a sufficient depth of historical and geographical knowledge.

<b>Strengths in teaching</b>	<b>Impact on learning</b>
<ul style="list-style-type: none"> <li>• The staff make suitable use of subject guidelines and have good subject knowledge which they use to provide interesting activities to pupils</li> <li>• Support staff contribute well in lessons adding interesting anecdotes about the locality</li> <li>• Teachers have very good relationships and manage behaviour effectively</li> <li>• In most classes there is appropriate emphasis on using literacy and ICT skills to record work and to research information</li> <li>• Teachers bring the subjects to life through the use of resources and visits</li> <li>• The teachers make good use of correct historical and geographical vocabulary and correct any misunderstandings</li> <li>• Planning and questioning of pupils ensures that pupils of all abilities are involved in discussion</li> <li>• Teachers discuss the pupils' work with them</li> <li>• Marking is used satisfactorily to guide pupils on how they might improve</li> </ul>	<ul style="list-style-type: none"> <li>• The pupils have positive attitudes to the subjects and take a keen interest in artefacts such as those linked to the topic on Ancient Egypt in Year 4</li> <li>• Pupils are fascinated by changes to their locality and through studying the school's log books and local maps trace how their village has changed</li> <li>• They enjoy practical work such as building a Saxon ship and taking part in a mock battle</li> <li>• Pupils in Years 1 and 2 show a good understanding of Victorian life through their visits to Shugborough and Sudbury and appreciate how kitchen equipment and toys have changed over time</li> <li>• Most pupils describe geographical features accurately such as the terms for the main parts of a river</li> <li>• Pupils understand what they have learned and how to improve</li> </ul>
<b>Areas for improvement</b>	
<ul style="list-style-type: none"> <li>• The pupils' understanding and use of historical and geographical skills and knowledge, particularly in the classes for older pupils</li> <li>• The presentation and recording of work could be neater and be used more effectively as an aid to develop pupils' literacy skills</li> <li>• More effective use of ICT to extend the work done in Years 3 to 6 in research and analysis of information</li> </ul>	

47 The subject leaders make a satisfactory contribution to the development of geography and history. There are suitable schemes of work and policies to guide teachers on planning lessons. Teachers keep accurate records of the pupils' progress in the subjects and carry out regular assessments at the end of topics. This information is shared with parents. However, the outcomes are not revisited regularly enough to ensure that older pupils sustain their knowledge and are challenged further. As a result, pupils' progress in historical and geographical knowledge and understanding is unsatisfactory. The school has satisfactory resources to support learning and staff make good use of aerial

photographs and a range of maps to enliven the teaching. There is some monitoring of teaching and learning but this is not sufficiently focused to keep a check on the consistent development of skills, knowledge and understanding.

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

48 Standards in ICT are above average in Year 2 and below average in Year 6. The recently installed computer suite is having a beneficial impact on the rate of pupils' progress and younger pupils have made rapid progress. The standards reached by Year 6 remain below average because older pupils have had less time to benefit from the improved resources. Generally progress was good in the lessons seen and there are many positive aspects of the subject. Pupils work well with each other; they are keen and attentive and enjoy ICT lessons. Pupils with special educational needs and those who are more able are well supported and make good progress.

### **The main reason why the rates of progress have improved**

- The quality of teaching has improved since the last inspection because teachers have been trained in the use of computers
- The computer suite ensures pupils practise their skills regularly and frequently
- The quality of resources has improved since the last inspection
- The curriculum for the subject has improved
- Teachers plan learning opportunities to use computers in other subjects

49 Progress is good. In Year 2 pupils program a floor robot and a screen 'turtle' to move in a specified shape. They predict the path of the robot by listening to their teacher's instructions. They show good levels of skills and control when using art programs to draw their self-portraits. They know how to use word processing programs to present their work and Year 1 pupils save and retrieve their work. By the time pupils are in Year 6 they use the Internet for research and to revise for their national tests. They use spreadsheets to calculate and analyse information, record their own voices and use word processing and graphics packages to present their work. In science they use computers to monitor temperature. However, pupils have not yet learned to use email or control other devices.

### **Strengths in teaching which bring about effective learning**

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| <ul style="list-style-type: none"> <li>• Subject knowledge is good because teachers have been trained to use the new equipment and software</li> <li>• Planning is good and learning objectives are clear. Teachers plan lessons to show pupils how to use computers across the curriculum</li> <li>• Teachers use an appropriate range of methods</li> <li>• Teachers help those who need support or extra work to enable</li> </ul> | <ul style="list-style-type: none"> <li>• This ensures pupils receive clear instructions, improve their knowledge and understanding and learn to apply their skills across the curriculum</li> <li>• Literacy and numeracy lessons are held in the ICT suite and in other subjects pupils see the value of using computers. For example, pupils in Year 6 use the Internet to conduct research into mountain ranges. Pupils in Year 5 use computers to display heart rates in graphs.</li> <li>• Instructions are clearly given and pupils are expected to follow a sequence of instructions to enable them to proceed with their work. A good example of this took place in a Year 1 lesson, with young pupils following their teacher's advice with accuracy</li> <li>• Pupils are given many opportunities to work in pairs and this helps them to develop good social</li> </ul> |
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them to be fully challenged	and work skills. Teachers prepare a range of work for more able pupils.
<ul style="list-style-type: none"> <li>• Lessons are brisk and time is used well</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils eagerly settle to their tasks and concentrate very well until their work is complete</li> </ul>
<b>Areas to develop</b>	
<ul style="list-style-type: none"> <li>• Although teaching is satisfactory in Year 3, too much time is spent in discussion and this causes pupils to be restless; once on task pupils work in a purposeful manner</li> </ul>	

50 Teachers make good use of ICT across subjects. This is evident in displays, for example the use of paint programs to construct self-portraits in art and graphics programs to record the outcomes of investigations in science and mathematics. Pupils are also encouraged to use the Internet to conduct research in subjects such as history. Links with other subjects are developing well and as younger pupils move through the school the application of ICT to support learning is likely to accelerate as they build further on prior learning. There is a clear vision for future improvement. The subject is led well. The co-ordinator is well supported by the headteacher and governors and the improvements in the resources have been well managed; efficient use of school finances and improved learning being central to the refurbished computer suite.

## MUSIC

51 Standards are average in Year 2 and below average in Year 6. Pupils who have instrumental tuition learn well. Pupils with special educational needs make satisfactory progress. Three lessons were observed and discussions were held with pupils. Teachers' plans were reviewed.

<b>The main reason why the rates of progress have not improved</b>
<ul style="list-style-type: none"> <li>• The school does not have a specialist music co-ordinator at the moment and teachers do not have regular access to specialist advice</li> <li>• Teachers planning lacks depth and at times too much is attempted in each lesson</li> <li>• Pupils do not compare their work with other styles of music they have heard</li> <li>• Pupils do not have enough opportunities to learn about a range of composers or styles of music.</li> </ul>

52 **In the lessons seen teaching was satisfactory.**

<b>Strengths in teaching which bring about effective learning</b>	
<ul style="list-style-type: none"> <li>• Teachers share an enthusiasm for music with their pupils</li> <li>• Musical terms are used well during lessons; for example, in Year 4, terms such as pulse and rhythm, were written on the board in a bright colour to reinforce learning</li> <li>• Teachers use well known songs to teach new aspects of music</li> <li>• There is a satisfactory range of learning opportunities for making music</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show interest in their work and wholeheartedly participate in musical activities. They work hard and have fun</li> <li>• Pupils refer back to these terms, understand what they have to do and are keen to answer questions using precise vocabulary. They talk about the pulse of a song and clap the rhythms introduced by their teacher</li> <li>• This helps pupils to concentrate on the focus of their learning. For example, they know the lyrics and tune well and can concentrate on practising an accompaniment</li> <li>• Pupils are confident to sing and accompany recorded music by themselves or in groups</li> </ul>

- Links with ICT are developing effectively
- Pupils record their own voices, listen to their efforts and consider how to improve their performances

#### **Areas to develop**

- Lessons observed did not include an opportunity for pupils to listen to and consider a range of music styles

53 In discussion with Year 6 pupils it is evident that they do not know enough about different styles of music. They made a simple comparison between blues and jazz but could not name any famous composers, with the exception of members of the Beatles who have been a recent focus of their learning. The appraisal of music is insufficiently addressed in lessons. During the inspection Ugandan gospel hymns were played and this had a positive effect on the development of pupils' cultural understanding.

### **PHYSICAL EDUCATION**

54 Standards are above average in Year 6 in games, gymnastics and dance, which were the aspects observed in Years 3 to 6. There were no observations made in Years 1 and 2. Swimming records show that by the time pupils are in Years 2 and 6 they make good progress and attain the expected levels. Standards have improved at Year 6 since the last inspection.

#### **The main reason why the rates of progress have improved**

- Pupils in each year group have swimming lessons throughout the year
- The quality of teaching has improved since the last inspection
- Many boys and girls attend the after-school sports activities run in the school
- The leadership of the subject has improved

55 The quality of teaching is generally good and at times very good although one poor lesson was seen in Year 3.

#### **Strengths in teaching which bring about effective learning**

- Teachers are enthusiastic and encourage pupils to work hard
- Pupils derive a great deal of enjoyment from their physical education lessons. This encourages them to work hard and they remember what they have learned. In Year 4, pupils built well on their previous learning by refining two dance sequences. In conversation many pupils described PE as one of their favourite subjects
- Resources are well chosen and lessons and behaviour are generally well managed
- Pupils' organise their tactics with confidence and pupils' behaviour is very good
- Lessons have good structure and sequence and are planned well
- Pupils learn effectively because each aspect of the lesson builds on the last. Pupils understand the necessity of preparing their bodies before exercise and know why they should cool down before returning to class. Skills are developed progressively and are built up in a thorough manner
- Teachers ensure pupils review the work they have completed
- Pupils evaluate each other's movements, suggest improvements and support the

development of skills and performance
<ul style="list-style-type: none"> <li>• Good links are made to subjects such as science and ICT</li> <li>• Pupils recognise the impact of exercise on heart rate. They use computers to record the changes.</li> </ul>
<b>Areas to develop</b>
<ul style="list-style-type: none"> <li>• In the one poor lesson observed, pupils in Year 3 worked at the expected levels for their age but made little progress because the teacher's management of behaviour, planning and organisation of equipment was weak.</li> </ul>

56 The subject is well led by an enthusiastic co-ordinator. Parents support their children well in the after school activities and residential visits which involve physical education. Resources for the subject are plentiful and of good quality.

## RELIGIOUS EDUCATION

57 The school makes good provision for religious education in line with the syllabus followed by local schools. Standards at the end of Year 2 have improved since the last inspection and are now good and standards in Year 6 have been sustained and continue to be above those expected by the Locally Agreed Syllabus. All pupils, including those with special educational needs, make good progress and achieve well. Boys and girls achieve equally well. It was only possible to observe a small number of lessons. These observations were supplemented by discussion with a group of Year 6 pupils and the sampling of work.

<b>The main reason why standards have improved</b>
<ul style="list-style-type: none"> <li>• Teaching is consistently good and often very good; very good teaching was seen in both infants and juniors</li> <li>• The curriculum for religious education is well planned; the National Curriculum guidelines and the locally agreed syllabus have been adapted well to provide a very detailed framework for teaching and learning enabling pupils' knowledge and understanding to build on well as they move through the school</li> <li>• All elements of religious education are taught; particular strengths are in the opportunities pupils have to discuss and form their own ideas about religious ideas and truths</li> <li>• Whole school assemblies make a good contribution to pupils' religious education</li> <li>• Very good links are made with literacy enhancing pupils' skills and knowledge in both subjects</li> <li>• ICT is used well to support research and recording.</li> <li>• The subject is managed very well; through the monitoring of the teaching and learning the co-ordinator has a good understanding of the strengths and weaknesses of the subject and is very aware of the standards pupils achieve</li> <li>• The subject makes a very important contribution to the aims and values of the school and reflects its Christian ethos</li> </ul>

<b>Strengths in teaching and learning</b>
<ul style="list-style-type: none"> <li>• Teaching builds well on pupils' prior learning; topics begin with what pupils already know and have experienced; this enables pupils to relate the new learning to their own lives and makes religious education meaningful and relevant</li> <li>• Teachers have a good understanding of the subject; they are enthusiastic and use a wide range of artefacts, books and information technology to engage the interests of pupils</li> <li>• The teaching of other religions is good; effective links are made across all the major religions studied, deepening pupils' understanding and respect</li> <li>• Lessons include a wide variety of tasks to reinforce and extend pupils' understanding</li> </ul>

of religious ideas and a knowledge of other faiths; for example in a very good lesson on the relevance of Sabbath days Year 6 pupils had opportunities to listen to new information, to brain storm their ideas, discuss with their peers and present their findings in the form of an argument for and against

- Relationships are very good encouraging pupils to confidently express their thoughts and feelings about important issues, such as tolerance and respect and life changing experiences, such as birth, marriages, baptism and death
- Older pupils are given very good opportunities to reflect on how religion effects people's lives, the way they conduct themselves and how religion impinges in everyday actions and events
- There are good assessment tasks in place based on National Curriculum guidelines; in addition there are assessed pieces of work at the beginning and end of each topic to identify what pupils have learned and what yet needs to be taught

#### **Areas to develop**

- Provide more visits and visitors to support pupils knowledge and understanding of other religions
- Improve marking to evaluate pupils' successes in their understanding of the religious learning objectives

#### **Pupils successes**

##### **In Years 1 and 2**

- Pupils develop a good understanding of the beliefs and traditions of Christianity and other major world religions such as Judaism, Islam and Hinduism
- They learn about the importance of celebrations, homes and family and their special place in the world
- As pupils in Year 2 learn about the creation story they begin to understand that as part of a relationship with God they have a responsibility to care for the world

##### **In Years 3 to 6**

- Pupils' understanding of faiths is developed as they consider traditions, rituals and celebrations; in Year 3 pupils learn about the role of special foods in the celebrations of Christians, Jews and Muslims
- The importance of landmarks in different religions are discussed and pupils write movingly about the death of a grandparent, showing considerable thoughtfulness and maturity
- In Year 4 pupils understanding is deepened further as they learn the importance of symbols, such as water and light, to Christianity and other faiths
- By Year 6 pupils' understanding of other religions and faiths is good. They know about the customs, symbols, festivals, holy books and buildings of major religions. Important festivals such as Eid, Divali, Hanukah and Christmas all play an important part in helping pupils to develop their understanding of the different traditions and religions
- More able pupils make comparisons and contrasts between aspects of different faiths and traditions and they discuss the impact of religion on current world events with maturity and concern

58 Pupils show interest and enthusiasm for their work in religious education and the discussions and reflections on religious issues make a very important contribution to pupils' spiritual, moral, social and cultural development.