

INSPECTION REPORT

LONSDALE CE PRIMARY SCHOOL

Eccleshall

LEA area: Staffordshire

Unique reference number: 124296

Headteacher: Ms Sue Holland

Reporting inspector: J White
17242

Dates of inspection: 7th – 10th July 2003

Inspection number: 248584

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
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Shaws Lane Eccleshall Stafford
Postcode:	ST21 6AU
Telephone number:	01785 850388
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Taylor
Date of previous inspection:	3 rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17242	Jeff White	Registered inspector	Science; information & communication technology (ICT); art and design; educational inclusion; English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9003	Bryan Findley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22248	Glesni Thomas	Team inspector	Design & technology; religious education; the Foundation Stage; special educational needs	
20911	Judy Dawson	Team inspector	English; music	How good are curricular and other opportunities?
23566	John Iles	Team inspector	Mathematics; geography; history; physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 286 pupils on roll, of whom 41 are in the reception year. Sixteen children attend the part-time pre-school "starters" class. Pupils are drawn from Eccleshall and surrounding villages and 36 percent travel to the school by bus. There are very few pupils of minority ethnic heritage and none is at an early stage of English acquisition. Eligibility for free school meals is below average. Twenty-nine pupils are identified as having special educational needs and four have statements, figures below the national average. Although the school intake has been changing to some degree in recent years with, for example, an increase in one-parent families, it remains the case that the majority of pupils come from households where adults possess more higher educational qualifications than the national average. Pupil mobility is high in some year groups but has not had a significant impact on the overall attainment. Attainment on entry to the school is broadly above average. There is currently one temporary teacher.

HOW GOOD THE SCHOOL IS

The school is effective. Pupils achieve well and reach good standards in the majority of subjects. Leadership and management are good and have helped the school to improve significantly. The overall teaching is good and often better. Pupils behave very well and have very positive attitudes to learning. They are very well supported by their parents. The school provides good value for money.

What the school does well

- Standards in English and mathematics are high by the end of Year 6
- Spoken English is developed very effectively, as a tool for learning, throughout the school
- Pupils' thinking and reasoning are fostered very well
- Provision for pupils' personal development is very good
- Good leadership and management have resulted in the school improving very well

What could be improved

- Standards in those subjects where they are only satisfactory
- The accuracy and use of assessment

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1997 it has improved very well. In the work seen, standards in Year 2 have been sustained or improved in the vast majority of subjects. Standards have improved in the majority of subjects in Year 6. Over time, standards in the national tests have also improved in Year 6. The most able juniors¹ now make good progress compared with unsatisfactory progress last time. The last inspection's most significant key issues have been addressed especially in improving the leadership and management, provision for ICT and the curriculum for the juniors. The overall proportion of good or better teaching has risen and teaching has improved significantly in the junior classes.

¹ Years 1 and 2 pupils (Key Stage 1) are referred to in the report as infants and pupils in Years 3 to 6 (Key Stage 2) as juniors.

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	B	A	N/A	N/A
Mathematics	A	B	A	A
Science	B	A	A	B

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

Please note the school's results in English were not published in 2002 but they show that the pupils performed at least as well as in the other subjects.

Since 1999 the school's performance, in the tests for Year 6 pupils, has never been less than above the average of all schools and in 2002 was also high when compared with the performance of similar schools. Statutory targets were exceeded and the trend over five years has been better than the national trend. In the work seen, the current Year 6 pupils have reached high standards in English and mathematics and above average standards in science. The results in the tests for Year 2 have been lower than might be expected given pupils' above average attainment on entry to the school. However, the inspections' findings indicate that assessment in Year 2, whilst attempting to be very thorough, has not fully recognised pupils' attainment levels. In the work seen, in the current Year 2, pupils are reaching above average standards in English, mathematics and science. In most other subjects pupils in Years 2 and 6 reach good standards. In general, throughout the school all pupils, including those with special educational needs and the most able, achieve well. Standards and achievement in the Foundation Stage² are good overall but are high in personal, social and emotional development, and in mathematical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, very interested and highly involved in their work
Behaviour, in and out of classrooms	Very good in classes and elsewhere
Personal development and relationships	Very good. Pupils relate very well to one another and enjoy taking on responsibilities. Relationships between the oldest pupils are excellent.
Attendance	Very good

² The Foundation Stage covers the nursery and reception years. The curriculum includes six areas of learning and children work towards Early Learning Goals, which they are expected to attain before they enter Year 1.

TEACHING AND LEARNING

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

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

Teaching and learning were very good in about 30 percent of lessons and very few unsatisfactory lessons were seen. English and mathematics are taught comprehensively and some excellent lessons were observed. The promotion of pupils' speaking and listening skills is a particularly strong feature. Literacy and numeracy are taught very effectively and pupils are given plenty of opportunities to apply their skills in other subjects. The range of pupils' abilities is catered for well. Pupils work diligently and at a good pace. Generally, they are very independent and have especially good knowledge of their own learning in English and mathematics. In the very few unsatisfactory lessons pupils were either not managed well or the level of challenge was not appropriate. The overall teaching and learning are good in the Foundation Stage and contribute especially well to children's high standards in personal, social and emotional development, and in mathematical development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and includes French for the oldest pupils. It is enhanced well by extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils' needs are identified well and their Individual Educational Plans have suitable targets for their performance.
Provision for pupils with English as an additional language	The very few pupils whose first language is not English are catered for as well as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Moral and social development is fostered especially well.
How well the school cares for its pupils	The day-to-day care is good and includes very good procedures for monitoring and promoting good behaviour. Procedures for child protection are a weakness.

The school's links with parents are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and the senior management team have worked well to improve the school's performance.
How well the governors fulfil their responsibilities	Governors support the school well and are well informed about the standards achieved.
The school's evaluation of its performance	Good. Monitoring of teaching, learning and pupils' work have resulted in action being taken to improve pupils' performance.
The strategic use of resources	Resources are used efficiently and expenditure is linked well to the school's educational priorities.

Staffing, accommodation and learning resources are adequate overall but the north site building has significant disadvantages for staff and pupils. Governors apply the principles of best value 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"> Children like school and are expected to work hard The school helps children to become mature and responsible Parents feel comfortable about approaching the school with questions or problems 	<ul style="list-style-type: none"> Homework Information on how their children are getting on The school working more closely with parents

A significant number of parents also think pupils make good progress through good teaching. The inspection findings support parents' positive views. The concerns raised by parents are largely unjustified. The quality of information about progress has some weaknesses but is better than that found in most schools and the school works hard to involve parents in pupils' learning. Homework is usually used well to support the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Most children enter the school with social, language and mathematical skills that are better than what is typical for their age. Good provision, including good teaching, ensures that children make good progress, and the vast majority exceed most of the expected early learning goals. They reach standards that are well above average in their personal, social and emotional development, and in mathematical development. Standards are above average in communication, language and literacy, and in knowledge and understanding of the world. In physical and creative areas of learning standards are satisfactory.
- 2 Very effective teaching, successful implementation of the national literacy and numeracy strategies, and setting in English and mathematics are key reasons for the good or better tests results in Year 6, since 1999. Overall, these standards are broadly being maintained in the current Year 6 despite some instability in the staffing in the mixed Year 5/6 class. Test results in Year 2 have fluctuated over time and have not been as high as might be expected because of some inaccurate teacher assessment. Standards in the current Year 2 are above average because the teaching is at least good.
- 3 Standards in English by the age of eleven are much better than at the time of the last inspection because the quality of teaching is now good or better throughout the school. Excellent teaching was seen in Year 6. Pupils' progress through the school is now good. A very good curriculum for English has also contributed to the high standards achieved. Pupils' speaking and listening skills are developed well and are very good throughout the school. Lots of opportunities are provided for pupils to develop their oral skills in a good range of subjects including science and mathematics. Reading has a high profile and pupils are not only taught the key skills they need but also have opportunity to enjoy books. Many pupils' reading is well supported by their parents. The curriculum for writing is rich and the acquisition of basic skills in the infants, coupled with writing for a good range of purposes and audiences, is extended well as pupils move through the school.
- 4 Standards in mathematics by the age of eleven have also improved significantly since the time of the last inspection. Much of the teaching is good or better across the school. The strong emphasis on developing pupils' thinking in mental mathematics and the greater focus on their problem solving are key reasons for the standards achieved. Standards in science have also improved by the age of eleven because progress is better throughout the school. Another key reason for the rise in standards in science is that the most able pupils in the juniors undertake more challenging work. Standards in ICT have improved well throughout the school because learning resources have substantially improved and teachers' knowledge and understanding of the subject are more secure.
- 5 In all other subjects standards have largely been maintained in the infants but improved in the juniors. The good standards in history and geography are a result of pupils' skills and knowledge being developed systematically and more opportunities for investigation. Music is taught well in the infants and this accounts for the good standards. Very good subject expertise in physical education has helped standards to rise. The good standards in religious education by the age of eleven are because

good teaching has ensured pupils have well developed knowledge of world faiths. Standards in art and design and design and technology are satisfactory overall but there is some good work.

- 6 Pupils with special educational needs (SEN) make good progress towards their targets because the school provides well for their needs. Precise individual education plans (IEPs) and good support in lessons are features of provision, which contribute to the good progress pupils make throughout the school. In addition, in the juniors, pupils have regular weekly consultations with the SEN co-ordinator (SENCO) to review progress and to find ways of addressing difficulties. In English and mathematics pupils achieve well and those on School Action often reach standards appropriate for their age. High attaining pupils achieve well throughout the school and they respond well to the setting arrangements especially in the upper juniors. In the Year 6 national tests a higher than usual proportion of pupils normally reach above average levels.

Pupils' attitudes, values and personal development

- 7 Pupils throughout the school respond very well to their learning. They have very good attitudes to work and behave very well. Pupils mature well from their first days in school and leave Year 6 very well prepared for their next stage of development. Parents agree that behaviour is good. Attendance is well above average.
- 8 Pupils begin each day with enthusiasm and soon organise themselves and settle ready for work. Older pupils with responsibilities go about their tasks as a matter of course and without bidding. Pupils pay attention to their lessons and contribute sensibly to activities so that very little time is wasted. This creates an atmosphere in which the pupils learn well and is a feature of nearly all lessons. After school clubs are attended in large numbers and 45 mixed boys and girls took part in cricket and rounders coaching during the week of the inspection. The attitudes and behaviour of children in the Foundation Stage are very good and they develop very well during this time.
- 9 Behaviour is very good in all areas of the school because pupils have a clear understanding of what is expected of them and members of staff apply standards consistently. Pupils very soon settle into a learning discipline in the classroom. They respond very well to positive encouragement by members of staff and require little more than a gentle reminder of how to behave. An example of this was seen in a Year 3/4 class science lesson, where pupils showed businesslike discipline about their work in forces and friction. Pupils look after furniture and equipment well and keep areas clean and tidy, such as in the playgrounds where pupils make very good use of play equipment and leave no litter. A very small number of pupils, usually younger boys, are sometimes less orderly than they should be when moving around the school, for example, they occasionally push through doorways regardless of others.
- 10 Relationships are very good and pupils develop well during their time at the school because of the trusting relationships with members of staff and the role models set both by staff and older pupils. They mix happily in play and cooperate well in class. There are few tensions or incidents of aggressive behaviour and pupils feel safe and secure in school. No pupil has been excluded in recent years.
- 11 Pupils develop very well and demonstrate mature attitudes towards each other and school life generally, because they are given a degree of influence over their

experience of school through the school council and because of the level of independence they enjoy in their work. Every pupil between Year 2 and Year 6 takes an active interest in the school council either as a class representative or in class discussions. Pupils also make very good use of the opportunities there are for independence in their learning, such as seen in a Year 1 lesson in ICT where pupils were classifying information about pet ownership. Pupils willingly take on classroom responsibilities to help teachers and Year 5 and Year 6 pupils help prepare the school at the start of each day such as getting the hall ready for assemblies.

- 12 Attendance is very good and has been consistently so over the past few years. The attendance rate is well above the national average and unauthorised absence is very low. Punctuality is good. Pupils generally arrive at school in good time to prepare themselves for work but the unavoidable and infrequent late arrival of school buses sometimes affects the start of the day.
- 13 Pupils with SEN have positive attitudes to learning. Because the school community is strongly inclusive and provides sensitive support, these pupils are confident participants in all the school has to offer. In a Year 1 lesson, a statemented pupil talked about what he had achieved during the year, and a Year 6 pupil read his poem on "leaving" to an assembled audience. Pupils with behavioural difficulties are dealt with well. A lapse in behaviour, on the rare occasion that it occurs, is addressed without loss of dignity for the pupil. The school provides very good opportunities for these pupils to reflect on their behaviour and the impact it has on the learning of others and to help them find strategies for behaving well.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 14 The overall good quality of teaching ensures that pupils learn effectively and achieve well. In the very best of the teaching the quality of learning is excellent and pupils achieve very well. In the very few unsatisfactory lessons either a lack of challenge in the work or unsatisfactory management of pupils led to unsatisfactory learning.
- 15 The vast majority of lessons are well planned with suitably clear objectives for pupils' learning. Well-managed discussion is a feature of much of the teaching and gives plenty of opportunity for pupils to use and develop their very good oral skills. Well-paced engagements between teachers and pupils were seen in many subjects, for instance in literacy, mathematics, history and geography. Teachers make good use of subject terminology and pupils respond in kind, for example, in science in Years 2 and 5 and in literacy in Year 6. Often a particular strength of the teaching on these occasions is the expectation that pupils will need to think hard about their answers to questions and also to explain their thinking. English and mathematics are taught thoroughly because there is a good balance between helping pupils to acquire key skills, for instance in writing and number, and enabling them to apply their skills throughout the curriculum. This ensures depth in pupils' curricular experience. Very high expectations are key components of the excellent teaching and provide high intellectual challenge for the pupils. An excellent example of pupils' high achievement was the sensitive and interesting range of poetry written in Year 6, with the support of the local poetry group.
- 16 Marking in English and mathematics is instrumental in helping pupils to be aware of their own learning especially in relation to their targets. Assessment is generally used satisfactorily but there is some inaccuracy especially at the end of the infants. Also, a closer appreciation of the skills children bring on entry to the school is needed. Relationships are invariably very good and pupils' high self-esteem contributes

strongly to their learning and achievement. Most pupils learn enthusiastically, concentrate well and work diligently. On the very few occasions when this has not been the case it has been a result of some weakness in the teaching.

- 17 Teaching and learning for pupils with SEN are good. IEPs have precise targets, which are well known to teachers and support staff. Pupils' learning is well supported by careful plans and arrangements, including paired work, and easily accessible resources, such as spelling cards. Support staff are well deployed. Their skill and sensitivity are critical factors in the good progress made by statemented and non-statemented pupils. During whole class sessions, teachers judiciously target questions to meet the needs of the range of pupils within the class. Some high quality individual consultations with the SENCO are held each week for junior pupils who have special needs. During these sessions, pupils are encouraged to be aware of their own learning by reflecting on the progress they have made and identifying what they need to do next. These sessions also provide a good opportunity for one-to-one teaching. The most able pupils are catered for well and this includes the school's growing provision for gifted and talented pupils. This is an improvement since the last inspection when able pupils were often not challenged enough.
- 18 Teaching in the Foundation Stage is good overall but especially in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. Children are provided with an interesting range of activities and are taught key skills directly, in addition to choosing activities for themselves. The adults are good role models and help the children to develop the important elements of early learning, such as co-operating with others and working independently.

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

- 19 The school provides a good range of learning opportunities. Much of the curriculum is based on government guidance and adapted to the needs of the school. In addition, the school provides French for the oldest pupils. Religious education provision is in line with the Staffordshire Agreed Syllabus. The Foundation Stage curriculum is planned effectively and prepares the children well for the National Curriculum. Overall, curricular provision has improved since the last inspection. Each subject has a scheme of work that enables pupils to build on previous learning. The ICT curriculum has improved and the relatively recent ICT suite has enabled skills to be taught more effectively. This has had an impact on the standards achieved. The curriculum was weakest in the juniors at the time of the last inspection but is now particularly effective for the older pupils. Sex education is taught well, both within personal, social, health education and citizenship and the science curriculum. There is little provision for educating pupils about the misuse of drugs, which is a weakness.
- 20 The quality of access and opportunity is good. The curriculum accommodates pupils with SEN and those who are gifted and talented. IEPs for pupils with SEN are very well written with sharp measurable targets. Targets focus predominantly on language skills but targets for mathematics and behaviour are also included where appropriate. Homework is usually set during pupils' consultations with the SENCO and returned to her at some point in the week. The school makes good arrangements for pupils with SEN to be taught in a range of settings, as part of a class, a small group or individually. These pupils are included in all activities and lessons, including literacy and numeracy and support assistants provide invaluable help during these lessons. A register of gifted and talented pupils in the juniors has recently been drawn up and

additional activities and challenges, in addition to well differentiated planning for their learning, enable them to achieve very well, particularly in English, mathematics, science and sport.

- 21 Literacy and numeracy are taught very effectively. Both subjects are taught rigorously and applied across the curriculum regularly. As a result both subjects have been enriched. Pupils are encouraged to use and apply their mathematical skills in geography and science, for example. The use of language, particularly in speaking and listening and writing for different purposes, is exemplary, giving a continuity and purpose to the pupils' learning.
- 22 There is a good range of extra-curricular activities ranging from the three thriving chess clubs to sport and country dancing. Links with the community are very strong. Pupils benefit from sports' coaching and often compete with local clubs and schools. The recorder club and the choir perform outside school and the school does well in the county chess league. A group of local poets support Year 6 in an annual poetry morning. This was a memorable occasion that took place during the inspection and the outcomes were of a very high quality. There are strong links with the local church and the Vicar is a regular visitor. The school is very involved in local initiatives, such as Eccleshall In Bloom. Pupils designed a play area and entered and won a competition for painting a picture of the local church.
- 23 There are good links with the high school. Pupils visit several times in their last year in Lonsdale and the teachers from the high school support pupils' learning when appropriate. Pupils' work follows them to their new school and they are helped to feel confident about the change by joining a lesson with their new teachers. The school regularly accommodates students on work experience. The links with the local playgroup are good, and, where possible, the Foundation Stage teachers liaise with the other nurseries and playgroups in the area.
- 24 Very good overall provision for pupils' spiritual, moral, social and cultural development represents a significant improvement since the last inspection. This quality of provision is largely inspired by the expertise of individual teachers and is not fully coordinated through school planning. It is also supported by very good links with the church and local poets and musicians. Parents agree that the school helps pupils become mature and responsible.
- 25 Provision for pupils' spiritual development was unsatisfactory at the time of the last inspection but is now good. Provision is underpinned by a strong ethos of inclusive community values, which create a climate in which the pupils respect others and are in turn respected. In assemblies and often in lessons pupils are given time to say prayers or reflect quietly and consider how they feel about and respond to their different experiences. Many examples of this were seen, for example, in a Year 6 lesson in English pupils expressed all their emotions about leaving school in shared poems, which became a celebration as they contemplated this important stage of their life. At other times teachers create an atmosphere in which pupils enjoy a moment of wonderment, such as seen in the Reception class, where the teacher used music as background to the story 'The Rainbow Fish', in a personal and social education lesson dealing with friendships and unselfishness. Towards the end of this lesson pupils 'wrote' a special prayer for a friend in the class.
- 26 There is a clear moral code within the positive behaviour plan that forms the basis for all behaviour in the school. Members of staff demonstrate very good role models of the principles of fairness and respect for others the school promotes. In this way

pupils are encouraged successfully to take responsibility for their actions both in lessons and their conduct around the school.

- 27 Social development is promoted very well because the school fosters a deep sense of community with common values, such as class rules that are discussed at the beginning of each year. Pupils are encouraged to recognise and respect the difficulties that others experience and in this way they learn to show patience and cooperate with the support that is given. Pupils are also given the opportunity to participate in school life through responsibilities in and around the classroom. The school lends support to the individual initiative of pupils in raising funds for charities such as Children in Need. Pupils welcome grandparents into school for lunch and serve the elderly with tea and cakes after the Harvest Service.
- 28 Pupils learn about their own culture very well through activities in lessons, particularly in English, art and music. They are given the opportunity to participate in literary and art events involving a local artist and poets. Visits are also used well to provide a cultural and developmental stimulus for pupils, including residential visits for Year 5 and 6 pupils. Provision for raising awareness of cultural diversity was weak at the time of the last inspection but is now satisfactory. The school takes advantage of the input that different families can provide and celebrates festivals of the faiths of pupils in the school. Weakness remains in the overall planning for these events, which presently depend largely on circumstances presenting themselves. Satisfactory use is made of displays around the school to reinforce cultural values.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 29 The day-to-day care of pupils, including those in the Foundation Stage, is good and the school is generally a safe place for pupils to learn. Welfare and medical arrangements are good with adequate levels of first aid expertise. Health and safety arrangements have recently been brought in line with locally recommended procedures that are a basis for good practice but there is still open access to the wildlife area, as there was at the time of the last inspection. Child protection arrangements are unsatisfactory because guidelines to members of staff are inadequate and lunchtime supervisors have insufficient training and are unsure of their responsibilities.
- 30 The school promotes good behaviour very well and successfully eliminates any problems of bullying or other forms of oppressive behaviour. A positive behaviour plan based on a system of assertive discipline has been introduced successfully since the last inspection. This is applied consistently by all members of staff and has created a clear framework for pupils so, as much as they are valued by pupils, they are less and less dependent on awards to behave well as they grow older. Behaviour is monitored very well and the school has fully adopted the recommendations for reporting and recording racially motivated behaviour. Pupils are also given good levels of personal support and guidance and their development is monitored satisfactorily overall but well when considering pupils with SEN. The school is currently seeking ways to improve the records on pupils' personal development.
- 31 Procedures for monitoring and promoting high levels of attendance are very good and highly successful for the vast majority of pupils. The school uses computerised records well to monitor and analyse attendance effectively and follow up on any concerns. Parents cooperate very well with school arrangements over absences and punctuality.

- 32 Systems for assessing pupils' attainment and progress are sound and have improved marginally since the last inspection. Pupils' achievements in the national statutory tests and the yearly optional tests are recorded and each pupil's results are correlated and used to set targets, in English and mathematics, for individuals and year groups. Samples of pupils' work in writing are collected each term to form a useful portfolio to show the progress made. These systems enable teachers to identify pupils who need extra support and, latterly, gifted and talented pupils. They are also used to group pupils by ability in English and mathematics. The results of national tests are now recorded electronically in an assessment program so that pupils' progress can be tracked over time. There has been some general analysis of the results of these assessments enabling the subject manager for English, for example, to identify that some refinement in the teaching of spelling is needed. There has, however, been little analysis of the difference in achievement, in both subjects, between groups of pupils, including boys and girls. Some teachers assess what pupils have learnt at the end of a unit of work in other subjects but this is inconsistent and tends not to highlight any particular weaknesses in the curriculum. The current systems for assessment are under review. There have been some inaccuracies in the judgements about pupils' attainment at the end of the infants. The teachers are conscientious in measuring standards against the norm for the school but do not take sufficient account of what pupils achieve nationally. The termly samples of work are rarely matched to National Curriculum levels so do not give teachers a good understanding of their pupils' achievements.
- 33 The school provides a very good level of care for pupils with SEN. Initial concerns about pupils are noted and their progress is carefully monitored. Subsequently they may be placed on the SEN register. All pupils on the register have IEPs and their progress towards the targets in these plans is regularly reviewed. Review sessions are informed by the observations of support staff, taken from their weekly notes on the progress each pupil is making. The weekly consultation between the SENCO and junior pupils is the cornerstone of the very good level of care that the school provides for its older pupils. The progress pupils make in their academic and personal development is considerably enhanced by this provision. The school is becoming aware that some of the pupils on the SEN register may not be recognised as having special needs in other school where attainment at entry is nearer national norms.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 34 A very effective partnership with parents is promoted, which has a significant impact on the quality of pupils' learning. Parents indicated positive support for the work of the school in pre-inspection consultations. Please see the last section of the Parents Summary for more details on parents' views.
- 35 The quality of information provided to parents is good. Formal publications, such as the prospectus, are very well produced but the governing body's annual report to parents does not have information about the professional development of staff or facilities for pupils with disabilities or impairment. Curriculum information is provided at the beginning of each term and parents receive a copy of the homework schedule at the beginning of each year. Annual reports on pupils' progress are satisfactory overall and good for English, mathematics and science. Targets are used well to indicate key areas for improvement but reporting in other subjects sometimes makes reference only to pupils' interest and effort. Art and design and design and technology are not reported on separately. Arrangements to discuss pupils' progress with parents are good, both through meetings and the opportunity to speak with teachers over concerns.

- 36 Parental involvement contributes significantly to pupils' learning because of the keen interest shown by parents and the encouragement parents receive from the school. The home school diary system is used well for younger pupils and all parents are consulted over particular projects, such as the introduction of a school council and the behaviour plan proposals. The school does not consult more widely over parental satisfaction with the quality of education provided. A valuable core of regular helpers in classrooms provides valuable support and enables teachers to plan for a wider range of activities. A very active parent group is well supported and arranges social events for pupils and parents, through which it raises valuable funds for school improvement.
- 37 Parents of children with SEN are given good opportunities to be involved in their children's education. They are fully involved in, and contribute to, the formal reviews. In addition, the school liaises well with parents prior to and after the child is placed on the register. Parents are expected to help their children at home and the SENCO provides guidance on how they can most effectively help, including the extra work children are given to do at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 38 The last inspection judged there to be shortcomings in the leadership and management especially in relation to strategic management and curriculum leadership. Governors did not fulfil their responsibilities satisfactorily and budget decisions were not linked closely enough to educational priorities. These issues have been addressed well.
- 39 The headteacher's leadership is good and she is supported well by her very able deputy. The other member of the senior management team (SMT) also provides good support. The SMT has a clearly defined role. Commitment to raising standards by the age of eleven has been strong and effective. Important responsibilities are delegated to the senior staff, for example, managing Key Stage 1 and developing assessment throughout the school and, in the deputy's case, spearheading Key Stage 2's improvement in mathematics and English. Non-contact time for senior staff to develop their responsibilities is at a premium. On occasion members of staff are asked to join the SMT for specific purposes, for instance, to discuss the key issues in developing ICT. The school is housed in two separate buildings and the membership of the SMT is designed to ensure effective communication between them. Generally, communication works adequately.
- 40 Management is good and the day-to-day administration ensures the school runs smoothly. The school development plan (SDP) has improved since the last inspection. It now identifies long and short term "proposals", the criteria for measuring success, costs, time scales and the personnel responsible. The plan is also supported by separate subject action plans. It could be improved by the inclusion of an evaluation of the previous plan that highlighted the school's successes and areas for improvement. There is also no explicit reference to developing the governors' and senior management's roles. Pupils' work, curricular planning and teaching and learning are all monitored especially in the core subjects. Feedback is given to teachers who have been observed. Action is taken, if necessary, following monitoring. For instance, a scrutiny of pupils' work led to more attention being given to its presentation. The inspection's findings showed that the standard of pupils' presentation has improved. Performance management is working well. Teachers' objectives are linked to the SDP and all have been monitored. The headteacher is a

trained external and threshold assessor. The school has undertaken some analysis of pupils' performance in the national tests and taken action to improve performance, for example, in spelling. However, the headteacher could now do more to ensure that differences between the achievements of groups of pupils, for instance, boys and girls, are considered more thoroughly. The roles of subject co-ordinators have improved since the last inspection and they make a good contribution to the school's development.

- 41 The composition of the governing body has changed considerably since the last inspection. Governors are well involved in the life of the school and are well informed. Several governors are parents, including the chair of governors, and have regular contact with the school. Governors visit classrooms and talk with co-ordinators. The curriculum committee seeks best value when it considers co-ordinators' reports on resource needs and curriculum development. Governors are also well aware of how the school's performance compares with that of other schools.
- 42 Provision for SEN is well managed and there are some highly effective procedures which have a very significant impact on pupils' progress. Most notable is the SENCO's weekly consultation with junior pupils. Documents are kept up to date and IEPs, which are written by the SENCO, are of high quality. Reviews are well organised and contributed to by specialist agencies and parents. Support staff are well deployed and they and the teachers are well supported by the SENCO. Earmarked funding is appropriately spent. There are good relationships with a range of specialist agencies, including the LEA Speech and Language Service, and the school is working towards recognition as a 'Dyslexia Friendly School'
- 43 A senior member of staff is on long-term sick leave and pupils have been taught by several temporary teachers. Inevitably this has affected continuity in their learning. The school hopes to resolve this issue shortly. Years of uncertainty over the future of the school's buildings have caused considerable frustration for the school and governors. The north site building has never been adapted to the needs of primary aged pupils and has suffered from years of neglect. Where funds have allowed, the governors have improved aspects of the accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 44 To further raise standards and improve the quality of education, the governors and headteacher should;
- (1) Improve standards in those subjects where they are only satisfactory by:
 - making better use of assessment to plan pupils' work
 - monitoring pupils' performance more thoroughlyParagraphs 5, 35, 84-85, 88, 90, 95, 98-99, 109, 112.
 - (2) Improve the accuracy and use of assessment especially at the start of the Foundation Stage and at the end of the infants
Paragraphs 16, 32, 46, 61, 68, 82.

OTHER ISSUES TO CONSIDER FOR INCLUSION IN THE ACTION PLAN

- Ensure pupils are taught about drug misuse, Paragraph 19
- Implement guidelines for child protection and organise training for staff,

Paragraph 19

- Ensure the wild life area is safe, Paragraph 29
- Ensure governors' annual reports meet requirement fully, Paragraph 35
- Improve the SDP by including evaluation of the previous plan and targets for governors and senior management, Paragraph 40

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	13	29	11	2	0	0
Percentage	10	21	48	18	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	290
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	29

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0

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	19	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	17	19	18
	Total	32	36	35
Percentage of pupils at NC level 2 or above	School	80 (84)	90 (100)	88 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	17
	Girls	17	17	19
	Total	31	31	36
Percentage of pupils at NC level 2 or above	School	78 (87)	78 (87)	90 (98)
	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
		200	15	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	14	14
	Girls	0	19	19
	Total	0	33	33
Percentage of pupils at NC level 4 or above	School	0 (88)	97 (79)	97 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	18	19	19
	Total	33	33	34
Percentage of pupils at NC level 4 or above	School	97 (83)	97 (76)	100 (95)
	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	229	-	-
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	2	-	-
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	1	-	-
Any other ethnic group	-	-	-
No ethnic group recorded	13	-	-

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	27
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	130

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	4	0	1
My child is making good progress in school.	51	36	8	0	5
Behaviour in the school is good.	41	44	3	0	12
My child gets the right amount of work to do at home.	29	48	15	4	4
The teaching is good.	52	36	3	1	8
I am kept well informed about how my child is getting on.	32	43	20	4	1
I would feel comfortable about approaching the school with questions or a problem.	57	32	4	3	4
The school expects my child to work hard and achieve his or her best.	43	51	0	1	5
The school works closely with parents.	37	40	16	3	4
The school is well led and managed.	31	48	9	5	7
The school is helping my child become mature and responsible.	47	47	3	0	3
The school provides an interesting range of activities outside lessons.	36	39	12	1	12

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

- 45 Provision in the Foundation Stage is good. The majority of children enter the school with social, language and mathematical skills above those usually found in the age group. They make good progress and the vast majority exceeds most of the early learning goals expected of children at the end of the reception year. In their personal, social and emotional development, and in mathematics, they reach standards that are well above average. Standards are above average in communication, language and literacy, and in children's knowledge and understanding of the world. In physical and creative areas of learning standards are satisfactory. Three key factors contribute to the children's high achievement
- good provision, including good teaching
 - children's own good language skills and positive dispositions towards learning
 - the role parents are encouraged to play in their children's learning
- 46 The Foundation Stage curriculum has been thoughtfully introduced and the school's plans to develop a Foundation Stage Unit are on target. At present, full time provision for reception year children is in two classes, one of which is a mixed age class for reception and Year 1. In addition, 16 younger children attend the Starters Class on a part time basis. Within these three settings, learning is well planned to cover the six areas of the curriculum. The outdoor learning area has recently been improved and now provides sound opportunities for pupils to develop their physical skills. The full potential of this provision has yet to be realised, in part because there are not always sufficient adults to supervise or initiate activities out of doors. There are sound procedures to track children's progress. However, the school has yet to develop a fully accurate grasp of the range of abilities of the children who enter the school.

Personal, social and emotional development

- 47 By the time they leave the reception year, children's personal and social skills are well above average. Teaching is good. Teachers plan well to promote children's personal social and emotional development through direct teaching, through class organisation and through the quality of relationships they establish with the children. As a result children are confident learners who understand and conform to classroom routines and who trust the adults who care for them.
- 48 Children are very eager and enthusiastic learners. They concentrate well and persist in their efforts. Adults in the Foundation Stage encourage them to be independent learners and consequently they work responsibly without direct adult supervision. This mature and independent approach is a strength that has a positive impact on children's achievements. For example, without direct adult support, children in the Starters Class play in the "Seaside Shop" and reception children concentrate on solving mathematical problems. Children's self-help skills are good. For instance, during free choice activities, they sign a sheet to let their teacher know the activities they have tried.
- 49 Teachers make good use of story and music when teaching this subject and the children respond very well. For instance, after they had heard the story of the 'Blue Fish,' children contributed their ideas about sharing and friendship. In one lesson children were encouraged to reflect on their achievements, these included "swimming a whole length of the pool" and "doing up my top button". Here was a real celebration

of children's achievements, each strongly affirmed by the class teacher. The high quality of this teaching helps children to consider their responsibilities to themselves and others and promotes harmonious relationships. Adults provide very good role models. Children are treated with respect and they learn to respect others. They have a very good understanding of what is right and wrong.

Communication, language and literacy

- 50 Children achieve well and, by the time they leave the reception year, most exceed the goals set for these areas. In general, the school builds well on their prior attainment. Teaching is good. There are good opportunities for speaking and listening in small and large groups and during these times, in particular, teachers provide good role models. Consequently, the children listen to one another with respect, and have confidence that their contributions will be valued.
- 51 Almost all reception children have well exceeded the early learning goals for reading and are securely established as early readers. They have been effectively taught to use a range of strategies to make sense of an unfamiliar text and apply their skills well. High attainers read expressively and the majority confidently read with understanding and fluency, enjoying the humour in stories such as 'The Kick-a-lot Shoes'. About a third of reception children read simpler books; their attainment is in line with expectations for the age group. In the Starters Class, children enjoy looking at books and enthusiastically identify initial sounds, matching the sound to the symbol. Throughout the Foundation Stage, parents work very effectively with the school to nurture reading skills at home and this has a significant impact on the progress children make.
- 52 A secure start has been made in early writing and children use their phonic knowledge well. They know how to form their letters correctly and space out the words they write. In the Starters Class children write luggage labels for a holiday journey. Reception children have lots of practice in writing a few key sentences about familiar stories, including letters to 'The Meanies'. A few examples of more lengthy writing were seen. However, the school is aware that more can be expected of these children given their good language skills when they start school.

Mathematical development

- 53 Good teaching and learning lead to well above average attainment for the majority. Reception children enjoy counting to 100 as their teacher points to numerals on a 100 square. Many count in 10s or 5s and are beginning to gain an understanding of place value. The majority add and subtract within 20 and some perform these calculations mentally. Using traditional playing cards children create equations that they record. Low attainers have a secure grasp of addition and subtraction to 10. Pupils are highly motivated by the challenging activities and they achieve well using numbers and calculating. They are beginning to identify the mathematical processes they need to use to solve problems.
- 54 Teachers ensure that the children's mathematical learning is set in a practical context. By comparing objects of different length and weight their understanding of measurement is well promoted. They learn to recognise and name solid geometric shapes and to understand some of their properties.

Knowledge and understanding of the world

- 55 Standards are above average, and most of the children exceed the early learning goals. Teaching is good. Teachers plan a range of highly relevant activities, which appeal to the children's curiosity. Planning takes fully into account the different strands within this area and provision is good. Children in the Starters Class are developing a strong sense of place and talk about differences between the seaside and their local environment. They respond well to questions about what might be seen from an aeroplane, citing hot air balloons, traffic lights and railway engines. Good use is made of maps and other resources and these inspire pupils to make their own maps. Well-focused questions and sensitive support from an adult enable the pupils to achieve well and produce annotated maps showing an imaginary route to the coast. Reception children talk about their holiday journeys and the different modes of transport that might be used for travel from England to Portugal.
- 56 In science learning, children explore light by experimenting with torches in the dark classroom 'cave'. They bring treasures to school for the seaside collection. During inspection week, a dead crab provided an excellent opportunity for a discussion about shelled animals. They learn about the life cycle of a frog, visit a garden centre and look at the structure of a flower. They explore objects and materials and achieve very well in their observations of changes that occur to some materials, including ice cubes. Children's very good achievements in science reflect their teachers' high expectations.
- 57 Classrooms offer a good range of activities that promote well pupils' knowledge and understanding of the world. These include bricks, construction kits and sand. They celebrate festivals and design sunglasses and beach bags. Children have good ICT skills that are well used to support learning in literacy and numeracy.

Physical development

- 58 Teaching is satisfactory. There is an appropriate range of opportunities for children to develop physical skills and most reach the early learning goals by the end of their reception year. In physical education lessons, they use space thoughtfully and respond well to their teacher's directions. In the outdoor area, their use of wheeled toys is well controlled. With the support of an adult, they learn to throw accurately. They move confidently along a balancing log and crawl through a tunnel. The outside area has recently been developed and its full potential as a learning area has yet to be realised. Nevertheless, children enjoy their outdoor work and use the equipment responsibly, even when not directly supervised by an adult.
- 59 Most have appropriate manipulative skills and handle tools and equipment competently. In the Starters' Class some use scissors effectively and control pencils well when drawing maps. Most reception children have good pencil control and, when working at the computer, use arrow keys and space bar effectively. The school has healthy eating policies and the daily piece of fruit that children enjoy helps to establish a habit of healthy eating.

Creative development

- 60 Teaching is satisfactory. Children have achieved the early learning goals and overall made satisfactory progress. Teachers provide good opportunities for reception children to listen to recorded music, alone or with a friend in the dim light of the 'cave' or in a whole class session when feelings and thoughts about the music are confidently shared. They learn to control percussion instruments well and respond to visual signals for louder and quieter sounds. When using instruments to provide a

musical accompaniment to the story 'The Bear Hunt' their control is very good and there is a real sense of performance in their work. There is much to stimulate children's imagination in the Starters' Class. They become well involved in the role-play of the seaside shop. The sunglasses and beach pillows they 'buy' initiate a further phase of role play centred around beach activities and a few get into a boat with maps for their journey over the sea. Reception children enjoy creating imaginary settings with small toys, but tended not to use the 'cave' for their role-play. Role-play out of doors is not yet sufficiently well developed. There are sound opportunities for children to create pictures and models using a suitable range of materials and tools.

ENGLISH

- 61 Pupils' standards in English are above average at the end of the infants and well above average at the end of the juniors. This is a significant improvement since the last inspection when attainment was above average in Year 2 but in line with the national average in Year 6 because progress was unsatisfactory in the lower juniors. Progress is good throughout the school and very good for many Year 5 and 6 pupils because the curriculum is very good and much of the teaching is excellent. Standards in speaking and listening are well above average throughout the school. The national test results indicated that attainment in reading in Year 2 was similar to the national average but well below that of similar schools in 2002. Writing standards were below those of pupils in similar schools. There is no published data for standards in Year 6 in the 2002 English tests but pupils' attainment has been above average since 1998 and school assessments indicate that this was maintained last year. Girls' achievements are higher than those of the boys in both the infants and juniors. There have been some inaccuracies in the assessment of pupils' attainment at the end of the infants and the inspectors found that standards are higher than the results would suggest.
- 62 When pupils enter the school most already have good speaking and listening skills. These are built on well. Pupils speak confidently, articulate well and use a wide vocabulary. The teachers and teaching assistants expect pupils to participate in discussion, express their views and feelings and to learn the technical vocabulary for the subjects they are studying. Throughout the school pupils are encouraged to empathise with the people and situations they learn about, respond to the ideas and opinions of the teachers and their peers, and take part in "hot seating" and role-play situations. In an excellent lesson for the oldest pupils, for example, the class explored the relationship between Andrea and Katie, forced together by the new relationship between the father of one and the mother of the other, the theme from one of the books they are studying. Pupils questioned "Andrea", and questioners and pupils in the hot seat showed an excellent understanding of both the situation and the character. Later they worked in pairs to add speech to the passage by "becoming" the girls. As with much of the speaking and listening throughout the school, this was consolidated in writing as pupils wrote, as Katie, to an "Agony Aunt". They displayed a subtlety well beyond their years as Katie struggled to maintain a sugary image while expressing her resentment towards Andrea. In a religious education lesson, Year 2 pupils discussed whether Jesus' miracles are true and most gave clear justification for their judgement. A pupil with SEN was supported very well and articulated clearly both orally and when writing his ideas.
- 63 Pupils make good progress in reading throughout the school. Most pupils read regularly at home and are well supported by their parents. Reading is taught effectively within the literacy lessons and opportunities for pupils to read occur during

most days. There is an attractive library and pupils borrow books to take home. Older pupils review their books in their reading record books, ensuring that they extend their reading skills. Pupils enjoy reading and the current book often accompanies them to the lessons they have in other classrooms. Although pupils read well, many find it difficult to read aloud smoothly with an awareness of the audience because they try to read as rapidly, with eyes rushing ahead, as they do when reading silently. Their comprehension is very good, and is supported by their wide vocabulary, rich imaginations and their understanding of the conventions of spoken and written English.

- 64 Infant pupils are taught to form their letters correctly, to combine words into sentences and to present their work neatly. By Year 2, most pupils are writing complex sentences accurately, use an interesting vocabulary to enliven their work, and write in a joined, even script. Many have written several pages of extended text, maintaining the conventions of story writing. Almost all Year 2 pupils construct sentences well and most punctuate accurately. The most able pupils use speech marks, paragraphs commas and expression marks accurately. Most pupils spell well and regular spelling practice, linked to handwriting, helps to consolidate their understanding of letter combinations. Those who find spelling more difficult make feasible attempts at spelling new words. ICT is used regularly across the school and pupils often produce their written work on the computers. Older pupils organise their work well, producing books with text and pictures.
- 65 Teachers throughout the school ensure that pupils apply their writing skills to other subjects. There is a rich curriculum for writing. Pupils use a comprehensive range of genre that goes beyond the requirements of the literacy strategy. Pupils in Year 6, for example, have a very good knowledge of the work and style of a range of authors and poets past and present. The annual poetry morning took place during the inspection. Ten local poets from the Eccleshall Poetry Society supported pupils in Year 6 as they created high quality poems based on the theme of "leaving". Not only were the poems well constructed, they also enabled the pupils to express their feelings about the change ahead. Some poems were witty, some factual and some very moving. Personification and alliteration, simile and repetition were some of the very effective techniques used. Pupils were secure in the knowledge that their thoughts would be respected and valued. Group poems showed the high level of discussion used in their composition. The most able pupils produced poems worthy of adult anthologies while one of the most expressive and moving poems came from a pupil with SEN. This lesson is an example of the excellent teaching of, and provision for, English in the Year 6 class.
- 66 The teaching observed during the inspection was very good or excellent in over half the lessons and at least good in most of the rest. There was no unsatisfactory teaching. The very good teaching overall, as well as the very good English curriculum, have a significant impact on pupils' progress. In the best lessons, pupils of all abilities, including both gifted and talented pupils and those with SEN, are consistently challenged. Most teachers have very high expectations of their pupils' ability to evaluate, debate and develop ideas orally and in written form using the conventions of spelling, punctuation and grammar, learnt within the literacy lessons. All teachers expect, and receive well-presented work. The marking across the school is very good, giving pupils advice on how to improve, referring to pupils' personal targets, correcting the work accurately and often including the teachers' response to what has been written. One teacher's comment; "I like the way you keep building up the image of her by..." for example, shows how much he values the pupil's work and inspires even greater efforts. All teachers ensure that the learning generated in the

literacy lessons is consistently applied across the curriculum. This approach to the teaching of English helps pupils to achieve higher standards in the subject overall than is reflected in the national tests because of the breadth and depth of their work. In one lesson where the teaching was less successful, the teacher did not focus enough on the needs of the pupils with SEN, who found the task very difficult. In another lesson the pace was rather slow so pupils' motivation flagged.

- 67 Pupils with SEN generally have good IEPs to help their learning and the teaching assistants provide effective support. The teachers make sure that all the adults in the class are briefed on the objectives of the lessons and their role in supporting the pupils. Teachers make sure that they are fully included in all aspects of the lesson and their contribution to discussions is always valued. Above all, the teachers give them time to give their views.
- 68 The management of English is very good. The subject leader has identified the strengths in the subject and the areas that need developing, all of which echo the outcomes of the inspection. The concentration on the richness of the curriculum rather than the narrow practising of skills is very impressive and matches the needs of these well-motivated pupils very well. The quality of the assessment of English is in need of some improvement. It does not analyse or address the differences in the results of boys and girls, and does not provide an accurate measure of Year 2 pupils' achievements against the national average.

MATHEMATICS

- 69 Standards in Year 2 are above average and have improved on the test results in 2002. This is largely the result of good teaching. In Year 6 standards are well above average and similar to the tests results in 2002. Gifted and talented pupils are challenged well. The cohort has more pupils with SEN than usual and they achieve very well in relation to their prior attainment. All pupils make good progress. Boys outperform girls in tests. The school has analysed the reasons why and have taken action to promote more responses from girls and to review the range of teaching strategies used. During the inspection the attitudes to mathematics of both boys and girls were very positive. Teachers ensured that girls made equal contributions and in the lessons seen and the work sample there were no significant gender issues. In the last inspection Year 2 standards were above average and Year 6 were average. There has been good improvement since the last inspection.
- 70 Teaching is now consistently good for all year groups and very good lessons were seen in Years 2, 4 and 6. Excellent examples of teaching were seen in Years 5 and 6. The numeracy strategy has been implemented very well. Pupils are taught in ability sets in the juniors. The schemes of work provide a very good framework for teaching and learning and embrace the needs of the pupils well because staff have adapted guidance to meet the needs of groups and individuals. The emphasis placed on developing pupils' mental mathematics and problem-solving skills enables them to think logically and apply their knowledge to new challenges. Teachers have very good subject knowledge and their questioning techniques are another significant strength, enabling all pupils to be included in discussions and requiring them to argue their reasons using the mathematical terminology that has been introduced.
- 71 In the excellent lessons the teachers inspired pupils through the high quality of challenge and excitement generated through introducing new ideas. For example, in the mental oral starter the teacher in Year 6 spun two-dimensional shapes and asked pupils to observe carefully. He asked them to visualise and identify the illusion of the

three-dimensional shapes created. They were amazed and excited and went on to use the information in more complicated tasks that required spinning shapes around a fixed point. They described the abstract shapes, using correct vocabulary, sketched their results and made very good progress. They left the lesson having experienced the magic of mathematics.

72 Features of good or better lessons are:

- Planning has clear learning intentions which are shared with pupils
- Expectations are high
- Timing and pace are good and maintain the pupils' motivation
- Relationships are very good and pupils' self esteem is high
- All answers are valued and errors are corrected through further questions which provoke additional thinking and self correction
- The emphasis placed on identifying strategies to solve problems supports pupils' confidence to work independently, to learn from their successes and recognise how to improve further
- Marking is used effectively to help pupils understand how to improve
- Good links are made between mathematics and subjects such as science, ICT and geography. For example, the use of frequency charts and block graphs to display data

73 In the one unsatisfactory lesson observed pupils were insufficiently challenged. As a result the behaviour of a minority of pupils deteriorated and this led to a reduction in the pace of learning. Often learning is very good because of the very good attitudes of pupils, particularly those in Year 6. They understand how well they learn and take heed of the advice they are given to improve their knowledge, skills and understanding.

74 By the end of Year 2 pupils have a good knowledge and understanding of basic number. They order numbers up to a hundred, count forwards and backwards, double and halve numbers up to 50, recognise the difference between odd and even numbers and are confident to use mathematical vocabulary to describe and reason their thinking. High attaining pupils record their investigations systematically using a range of strategies. They analyse and use data to further their enquiries and answer questions that help them to understand the links between different pieces of information to present an argument. In Years 3 and 4 pupils learn systematic procedures that help them to calculate accurately. They use numbers up to 1000 to multiply and divide. This challenges their knowledge and understanding of place value. They have a good understanding of terms such as 'mode' and words to describe two and three-dimensional shapes. By Year 6 almost all pupils work at or beyond the expected levels for their ages with a significant proportion working to the objectives set out for Year 7. They confidently work out solutions to problems choosing appropriate methods of calculation. They have well developed knowledge of shape and symmetrical patterns, and confidently use and interpret line graphs, pie charts and diagrams to explain their findings and illustrate their results.

75 The leadership of mathematics by the deputy head, in the absence of the coordinator, is very good and he provides a very positive role model for teachers. The school was part of the national numeracy strategy pilot study. This provided a very good foundation for developing a curriculum which is based on the needs of the pupils. The coordinator is a highly skilled teacher, having a very good knowledge and understanding of how pupils learn. This has led to the very good support given to high and low attaining pupils. While assessment procedures are effective, ways have

been identified to improve them further by using an ICT package to track the individual progress of pupils more systematically. The new ICT suite is supporting teaching and learning well but has been running for only a very short time. There are indications that progress in the use of ICT is accelerating but more time is needed to evaluate the impact on learning.

- 76 The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. There are many opportunities for pupils to reflect and share their ideas, to work and collaborate in partnership and to learn to respect the ideas and opinions of others. This is a particular strength.

SCIENCE

- 77 Standards in the work seen are above average in Year 2 and better than the national test results (teacher assessment) in 2002. The standards are similar to those found at the time of the last inspection. Pupils make good progress in the infants. In Year 6, standards are also above average and good progress is made in the juniors. Although not as high as the 2002 test results, pupils have made better progress over time. The standards in Year 6 are higher than at the time of the last inspection. In almost all lessons all pupils achieve well.
- 78 Pupils in Year 1 undertake a good range of work that includes suitable opportunities for scientific enquiry. Much of the work is at an above average level, for example, pupils' testing which materials are waterproof includes simple prediction. Parts of fruit are well labelled in diagrams and what plants need for successful growth is identified correctly. Pupils record their work in writing, pictures and tables. In Year 2 pupils regularly predict the outcomes of tests and their writing shows good understanding of fair testing. One pupil predicted whether certain electrical circuits would work and then explained clearly why they didn't. Pupils gave good explanations of their results when testing whether water would freeze. In a discussion with the inspector a group of high attaining pupils showed good knowledge and understanding of their work. All questions asked of them were pitched at an above average level and they handled them very well. They used scientific terminology very well, for example, when talking about how plants reproduce and whether or not changes in materials are reversible or irreversible. These very articulate pupils showed a lively enthusiasm for the subject. In the work in Year 2 good links are made to literacy and mathematics, for example, measuring how far a toy car travels on different surfaces and then writing up the findings.
- 79 In Years 3-5 pupils continue to achieve well and it is clear from their' work that they have increasing opportunities to apply their scientific knowledge to scientific enquiry. In a very good lesson in a Year 3/ 4 class pupils showed above average knowledge of physical processes as they investigated which shoe would provide the best friction on a slippery surface. Their understanding of the need for fair testing was good and they measured carefully using Newton meters. Links with mathematics are often good in the Year3/4 classes, for example, when taking measurements and drawing line graphs. The required curriculum in science is covered well in Year 5 and work is above average overall. In a very good lesson pupils showed their very good grasp of scientific terminology as they sustained their interest and concentration in a discussion on the differences between evaporation, boiling, freezing and solidifying. They not only explained the differences well but also identified contexts in which the changes take place. This meant that many of them were reaching at least an above average level.

- 80 Most pupils in Year 6 are expected to think hard about their work, interpret the findings of scientific enquiry intelligently and present their work carefully. They live up to these expectations. They present their work especially well and in a range of forms, for example, one pupil recorded his conclusions, from scientific enquiry, in bullet points. Good links are made with mathematics, for instance, in line graphs of the measurement of the degree of elastic band stretching. Pupils' work indicates that they measure and record precisely. Their work also often shows their increased knowledge and understanding over time. For example, in earlier work on materials and their properties a high attaining pupil investigated methods to separate simple mixtures, but later on used this knowledge to suggest how other materials could be separated. Work on forces has been thorough and includes investigating the amount of force in water upthrust. Pupils have also investigated magnetic fields. Pupils make good use of scientific terminology. In the work scrutinised throughout the junior years there was scope for pupils, especially the most able, to have more opportunities to investigate their own ideas. ICT is under-used throughout the school.
- 81 The quality of teaching and learning is good overall and in two lessons was very good. A significant feature of much of the teaching is the use of discussion at the start of lessons. Usually this is managed very well and maintains a good pace. For example, in a Year 3/ 4 lesson on friction the teacher drew out pupils' understanding very effectively by sharply focused questions designed to make pupils think. Their response was very enthusiastic, they showed very good recall of previous scientific enquiry and used terminology accurately. In another very good lesson in Year 5 the teacher's high expectations kept pupils on their toes and sustained their interest in what was a lengthy discussion. Pupils confidently shared their ideas on scientific enquiry, prompted by the teacher's use of; "Can you prove it?" Lessons usually have clear objectives for learning and at the end of lessons teachers discuss what has been learnt. On occasion there is a tendency for teachers to over-direct the work in scientific enquiry and this is borne out in some of the work sample where it is clear pupils have copied text rather than recording in their own choice of words. In the one unsatisfactory lesson seen the pace of learning was too slow because pupils had little chance to undertake their own scientific enquiry. Pupils' good attitudes and behaviour generally contribute well to the science lessons.
- 82 The standards of pupils' work in Year 2 is better than teacher assessments might suggest and therefore the accuracy of assessment and moderation strategies need to be reviewed. Pupils' work throughout the school is assessed at the end of units of work. No individual or group targets are currently set. The subject co-ordinator is new to the role and is soon to leave the school. Resources have improved in the infants and a science afternoon, to which parents were invited, has helped to raise the profile of the subject. Governors helped at this event.

ART AND DESIGN

- 83 Only two lessons were observed, one in Year 5 and one in Year 6. The amount of work available for scrutiny was fairly small. Standards in the work seen in both year groups were typical for pupils' ages but there is some occasional good work throughout the school. Standards in Year 2 match those at the last inspection but in Year 6 standards are better. Achievement in one of the lessons was sound and good in the other.
- 84 Year 1 pupils, in common with the children of different ages in their classes, use a range of media to produce two and three-dimensional work. Their expressive pictures in the style of Monet show good brushwork. Year 2 pupils have drawn and

painted pictures of the local church and these will later be displayed in the church. Some of the work shows careful observation, for example, a drawing of the Lych gate. Art and design is satisfactorily linked to other subjects, for instance, history and some of the pencil drawings show good use of shading. Colour has been used boldly in the pictures of flowers painted in the "style" of Van Gogh. Pupils in the Year 3/4 classes have produced good self-portraits based on the work of Picasso. In the paintings of Britain in bloom perspective is often dealt with well. Celtic brooches drawn as part of pupils' work in history are intricately designed. In a lesson in Year 5 some pupils' drawing of trees was based on careful observation and generally pupils captured perspective quite well. Opportunity to evaluate their work would have helped them to improve. The work seen in Year 6 was mainly focused on drawing landscapes. Pupils' attainment in basic skills of drawing and observation are satisfactory but in an excellent lesson they achieved well in their analysis of their own and others' work. They also improved their application of media and the development of their own ideas. Although confidence in dealing with proportion and perspective also improved, pupils' uncertainty indicated that these skills had not been acquired progressively over time. The inspector's discussion with Year 6 pupils indicated that they like the subject and several talked knowledgeably about famous artists and the particular techniques they liked best, such as pointillism.

- 85 Sketchbooks are not used as productively as they could be, throughout the school. They rarely include teacher's comments. They are not being used as an important aid to the progressive development of key skills, techniques and ideas. ICT is used satisfactorily, for example, in the use of computer painting programs in the infants. Pupils in Year 6 used a digital camera to take photographs of landscapes as a stimulus for their work. They also spent some time working with a local artist.
- 86 The teaching was satisfactory in one lesson and excellent in the other. An especially strong feature of the excellent lesson was the opportunity for pupils to evaluate their own and others' work. This was handled extremely well in such a way as to focus not only on how to improve performance but also on valuing pupils' ideas and contributions. The quality of learning was outstanding in this lesson because of the excellent relationships, high expectations and the progress made.

DESIGN AND TECHNOLOGY

- 87 The last time the school was inspected, the standards reached by Year 6 were below average. Standards have improved over the past six years and Year 6 pupils now reach average standards. The good standards attained in Year 2 in 1997 have been maintained. Pupils' make good progress in the infants, but the rate of learning dips in the early junior years before picking up towards the end of the juniors. Throughout the school, pupils have very positive attitudes to learning. They concentrate well and help one another. Most persevere very well, despite frustrations. These personal qualities have a positive impact on their achievements.
- 88 Year 6 pupils produce appropriate designs and their evaluations are thorough. They put their English skills to good use, for example when writing instructions, for example, for making a wheeled vehicle. Making skills are not as well developed partly because, in both infants and juniors, some of the tools and materials pupils are given to work with make their tasks more difficult than they should be. For example, pupils struggled with blunt needles attempting to sew products made of felt. Nevertheless, pupils in Year 3/ 4 learned to select and measure ribbons and braid to decorate the purses they were making. A few used a variety of stitches for decoration or to join seams.

- 89 Teachers' good specialist knowledge in the infants promotes good learning and teaching. After a carefully planned series of lessons on joining techniques, Year 2 pupils knew that sewing was the strongest method of joining the fabric for their hand puppets. Despite some frustrations with tools and fabric, they persisted at their tasks well and could demonstrate how the different pieces of the puppet fitted together. Teachers encourage these pupils to be as independent as possible and one consequence of this is that they are very capable at threading their own needles and their work is not held up because they need adult help.
- 90 Teaching is good in the infants and satisfactory in the juniors. Design and technology is now taught more regularly than it was at the time of the last inspection and this has led to an improvement in standards. Overall, the curriculum is satisfactory, but better in the infants. Juniors do not have sufficient opportunity to work with a range of materials. Throughout the school, not enough thought is given to the match of materials and tools. There is positive leadership and the subject co-ordinator is aware of areas for development.

HISTORY AND GEOGRAPHY

- 91 Standards in both subjects are above expectations for pupils' ages in Year 2 and Year 6. This represents good improvement. The curriculum for history and geography is of good quality and is linked well to literacy, numeracy and ICT. Lessons are planned carefully to support the systematic development of pupils' skills and knowledge throughout the school. On-going teacher assessment is used to help pupils to know how to improve their work. Formal assessment procedures for these subjects are being considered as the next stage of development
- 92 The teaching was good in almost all the lessons observed during the inspection and never fell below satisfactory. Teachers encourage pupils to learn to research independently. They use photographs, maps and the Internet, for example, when locating information about settlements and rivers in Years 3 and 4 and finding out about World War 2 and rivers in Year 6. A strength in the teaching is the way in which teachers encourage pupils to consider the feelings of others and, through discussion of moral and social issues about the war, enable them to develop an understanding of the anxieties caused to families who were separated. Relationships are good and pupils enjoy working together and listening to others to find out about the aspects of work they have researched. Pupils are pleased to read out their work and present their arguments. Speaking and listening skills are well developed. Pupils use subject vocabulary well and understand terms such as 'primary and secondary evidence' and mapping terms. They are confident to use modern technology to make their presentations. Year 6 conducted a well-structured discussion with inspectors which set out the reasons why there is a need to control local traffic in a more effective way. They wrote to the local council and received a reply. This gave their work status and they were delighted that their views were considered. Pupils present their data using charts and graphs and the application of mathematical skills is good. Good use is made of local resources and this encourages pupils to develop a good awareness of their responsibility to maintain their environment. Both subjects make good contributions to citizenship and pupils' spiritual, moral, social and cultural development. All pupils were fully included in lessons and there were no gender issues observed.
- 93 Pupils are highly motivated and often continue their research at home. Parents and community members make valuable contributions to pupils' learning. Educational

visits to places such as Chester and Sudbury support development well. Pupils recall the key features of homes and of fashion of different periods of history. They enjoy the practical opportunities provided to explore and discover through investigating places, websites and talking to a range of people.

- 94 The subject leaders have a good understanding of the strengths in their subjects, the standards achieved and the areas for development. The capacity to improve is good. Teachers have not had the opportunity to monitor lessons yet because literacy and numeracy have been the school's priorities. There are also some shortages of good quality up-to-date resources to support the teaching of some study units such as work on rivers and aerial photographs of the locality. These are aspects for development that have already been identified by the coordinators.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 95 Standards have improved well since the last inspection where they were judged to be unsatisfactory. They are now typical for pupils in Year 2 and Year 6 and standards are rising quickly as the school improves its overall provision of ICT resources and teachers become more confident. The school acknowledges that more use of control technology, better assessment arrangements and more rigorous use of ICT within the curriculum will help standards to rise further. Lessons were observed in the computer suite and some ICT was also seen in use in classrooms.
- 96 Infants are developing confident use of the mouse and improving their keyboard skills. Year 1 pupils interpreted the information they had recorded on a tally chart about pet ownership. They then transferred, with help, the data to a computer. They clicked on the correct icon and moved the necessary symbols to create a chart. High attaining pupils in Year 2 find and open their personal files quickly and create text. They move, delete and highlight text and know what to do to print out their work. They are unsure how to enter data. They talk well about their use of ICT in and out of school. Year 2 pupils' record of achievement indicates that their program of work, when it is more thoroughly established, should ensure that those who are capable will reach above average standards. Pupils throughout the school are developing their word processing skills satisfactorily and often present their writing in interesting ways, using a range of font styles and size. Older juniors have "published" their books of writing incorporating text and pictures and pupils in Years 3-4 have also undertaken a range of word processing. The Internet is used well to support pupils' work in history and geography.
- 97 In the lesson seen in the Year 5/ 6 class the Year 6 pupils resized and repositioned photographs and added captions, resized text boxes, combined pictures on the page, and added borders to pictures, text or data. High attainers added animation. In discussion with an inspector high attaining Year 6 pupils explained clearly how to devise a PowerPoint presentation and how they hoped to be able to use an interactive white board before they left the school. They spoke knowledgeably about their use of computers at home and at school and the importance of technology in the wider world. Several were used to using e-mail at home (not used in the school) In their use of the computer they showed good speed in keyboard skills and found their way around the computer functions and programs efficiently. They showed considerable confidence in combining information from several sources and presenting it in different forms. They named several search engines they would try for undertaking research on the Internet. Although they have had little experience of control technology they had a good idea of what it might entail.

- 98 In the small number of lessons seen in the computer suite the teaching of ICT was mainly satisfactory and often not as good as the accompanying mathematics or literacy. The ICT was planned well to link to the other subjects but there were occasions when the ICT skills needed to be taught more directly, for example, in a Year 3 numeracy lesson. ICT was used well to support Year 5 pupils' learning in numeracy. Good use was also made of calculators.
- 99 Many pupils have computers at home and ways need to be found to assess their competencies in order to build on what they already know and can do. All classes now have regular sessions in the computer suite and the number of computers is shortly to be extended. The subject co-ordinator is well aware of the ways forward

MUSIC

- 100 Year 2 pupils achieve standards in music that are above average. Standards were average in the one composition lesson observed for Year 6 but there was too limited evidence of pupils' achievements in other aspects of music. Pupils sing enthusiastically and accurately throughout the school. About 50 pupils have instrumental tuition provided by the county music service and pupils in Year 2 learn to play the recorder, using their Christmas gift from "Father Christmas", funded by the Parent Teacher Association.
- 101 The headteacher teaches music in the infants. Pupils make good progress and all year 2 pupils play simple tunes on the recorder, using at least three notes. Many know more notes than this and some parents are very supportive in extending their child's repertoire at home. Pupils are well taught and are expected to read the music and name the notes. The teacher has high expectations and pupils know exactly what needs to be done to improve their performance. Pupils have a good musical vocabulary. They define "trio" or "quartet" and have a good stab at "quintet". When performing their good selection of songs they vary the pace, volume and style to suit the words. Both rhythm and pitch are very accurate.
- 102 The teachers in Years 3 and 4 use a commercial scheme of work or BBC programmes to support the subject, as they are not music specialists. Teaching and learning were good in the lesson observed. Pupils listened to excerpts from the "Carnival of Animals", moved to the music, identified some of the instruments used and suggested ways of orchestrating passages they had not heard, for example, for the elephant, kangaroo or donkey. The humorous verse that preceded each section was fully appreciated! Pupils' achievements are appropriate for their age but some found the task difficult when not supported by the teacher or the teaching assistant.
- 103 In another good lesson, this time for the oldest pupils, the teacher made very good use of a video clip from "Mouse Hunt" for pupils to produce programmatic music. Groups of pupils selected instruments and rehearsed their composition with the video clip. The results were effective although pupils found it difficult to move from sound effects to a complete score. Pupils have an understanding of recording sound graphically and some began to produce a score for their composition. Pupils found this lesson very challenging because of the number of tasks that were expected in the limited time available. It is evident, however, that the pupils have been taught systematically and that their achievements are similar to those of other eleven-year-olds.
- 104 Pupils listen to a range of music from around the world in assemblies and in their lessons. The instrumentalists occasionally play in assemblies or school

performances but there is no orchestra. There is a choir club and a recorder club that support the curriculum. Pupils join in local festivals and perform locally to senior citizens, and in Church and the Ancient High House in Stafford. The school provides concerts and workshops often performed by the county music service. The choir sang at a concert given by an ex-pupil's group, "Baroque Brass". All pupils, including those with SEN, participate fully in all aspects of music.

- 105 The range of resources is satisfactory but some, inherited from the middle school, are in need of refurbishment or replacing. Computer programs are used to support music and pupils also use electronic keyboards. The subject leader, as well as providing some specialist teaching, offers advice to teachers. There is no monitoring of teaching and learning to identify any weaknesses in standards or provision.

PHYSICAL EDUCATION (PE)

- 106 Year 2 and 6 pupils achieve standards that are above those expected in games. Standards in Year 2 in athletics are also above expectations. Other aspects of PE were not observed during the inspection. In swimming, the school reports that most pupils achieve the school's aim to successfully swim a width of the pool by the time they transfer to secondary school. Pupils are enthusiastic and are proud of their achievements when they represent their school, particularly at cricket where they have achieved competition-winning performances. Standards are higher than those reported at the time of the previous inspection.
- 107 The school follows the latest guidelines and all aspects of the subject are covered. The subject is very well led by a specialist who has supported the improvement of teachers' subject knowledge through additional training and provides a role model as a very good teacher. There is good provision to ensure that pupils have equal opportunities to take part in all strands of the PE programme. For example, boys and girls learn the skills of cricket and play together in mixed teams. Excellent links exist with the local cricket club. The club supports the coaching of young cricketers and the high quality of this work has been recognised by county cricket management. Pupils at the school develop excellent cricketing skills that are well above those expected of Year 2 and 6 pupils. Good links are made with other subjects, for example science and mathematics. Pupils know the importance of exercise to keep fit and that performance can be measured in time and distance. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through teaching the importance of fair play, cooperating with other people and working according to a set of rules
- 108 The quality of teaching in the lessons observed was good and in Year 6 it was excellent. The good weather enabled pupils to take advantage of the two very good playing fields to develop their ball skills. In Year 2 pupils improve their accuracy when throwing a ball at a target. Lively warm up activities prepare pupils for rigorous activities. In the excellent lesson in Year 6 the structure of the lesson made very good use of time and skills were systematically taught building upon pupils' previous experience. The teacher's enthusiasm and very good subject knowledge guided pupils to work using and sustaining maximum effort. The teacher shares learning objectives with pupils and invites them to suggest warming up activities to meet the requirements of the lesson. Pupils give reasons for their selections and this indicates their very good understanding of the importance of preparing for games. Girls and boys have very good throwing and catching skills. When batting they watch the ball carefully and strike it consistently hard. They enjoy success and are pleased to celebrate the achievements of other members of the group. Resources are plentiful

and of good quality. This enables teachers to set up small groups to practise their skills and ensures that time is very well used with no waiting for turns to use apparatus. Very good use of pupils to demonstrate good skills are featured in lessons and pupils learn from the good examples of other members of their class.

RELIGIOUS EDUCATION

- 109 The vast majority of Year 6 reach the expectations of the locally agreed syllabus and some exceed this. Year 2 pupils' attainment is broadly in line with the expectations of the local syllabus, but their knowledge and understanding of faiths other than Christianity is too narrow. In the juniors, pupils' knowledge and understanding of some of the major world faiths are well developed. Religious education was not inspected during the last inspection.
- 110 Teaching is satisfactory in the infants and good in the juniors, where some inspiring teaching and learning were seen. Lessons are well planned to build on what pupils have already learned and in Year 2 pupils related ways in which people joined in worship to work they had done on religious buildings. Lessons in the juniors are more challenging. Teachers use questioning well to provoke new thinking and deepen understanding. A challenging and inspiring lesson in Year 5 focused on the miracles of Jesus and encouraged pupils to consider whether these events recorded in the gospels were, in fact, miracles. The teacher led these discussions with outstanding skill and sensitivity and elicited thoughtful and perceptive responses from the pupils. A Year 3/4 lesson on fairness and equality very effectively began with the distribution of chocolate biscuits to blue eyed pupils and led to a lively discussion on the unequal treatment of different groups of people, young and old, rich and poor and disabled and able bodied. The opportunity was lost to highlight racial inequality. Nevertheless, the lesson effectively highlighted the uniqueness of individuals and helped reinforced pupils' understanding that individuals are of equal value.
- 111 Pupils participate well in lessons. They are articulate and able to express their feeling and ideas well and listen to others with respect. They use their literacy skills well. For instance after briefly reading different Bible passages, Year 5 pupils orally summarised what they had read for the rest of the class. Pupils take pride in their written work, which is well presented.
- 112 Despite some gaps in the infant curriculum, overall the curriculum is good and suitably differentiated methods of written work are used effectively, particularly in the juniors. However, assessment procedures have yet to be developed. Overall, curriculum leadership is effective and the subject makes a very good contribution towards pupils' spiritual, moral, social and cultural development.