

INSPECTION REPORT

ST MARY'S C.E. SCHOOL

Albrighton, Wolverhampton

LEA area: Shropshire

Unique reference number:123458

Headteacher: Mrs. H. Hemsley

Reporting inspector: Mr. A. Portlock
21411

Dates of inspection: 9 - 12 December, 2002

Inspection number: 252456

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Shaw Lane Albrighton Wolverhampton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. P. Millhavy
Date of previous inspection:	27 April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21411	A. PORTLOCK	Registered inspector	Science	What sort of school is it?
			Design and technology	The school's results and pupils' achievements.
			Physical education	Pupils' attitudes, values and personal development
			Geography	How well pupils are taught.
			Educational Inclusion.	How well is the school led and managed?
				What should the school do to improve further?
13874	J CHESTERFIELD	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
32207	J THOMAS	Team inspector	English	How good are curricular and other opportunities offered to pupils?
			Art	
			History	
			Religious education	
			Special educational needs	
17686	G SIMPSON	Team inspector	Mathematics	
			Information and communication technology	
			Music	
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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's is smaller than most primary schools but has increased from four to seven classes since the last inspection. It caters for 184 boys and girls aged 5 to 11. It is situated in Albrighton, a large village between Telford and Wolverhampton. The school increasingly takes pupils from RAF Cosford. Very few pupils (1.2 per cent) are eligible for free school meals, which is well below the national average. There are very few pupils from ethnic minorities and none learning English as an additional language. The pupils' attainment on entry is varied but is average overall. There are 16 per cent of pupils on the register of special educational needs, which is below the national average and two per cent of pupils have a Statement of Special Educational Needs, which is average. Twenty-four per cent of pupils have left or joined the school at times other than at the normal times. No pupils were excluded from school last year.

HOW GOOD THE SCHOOL IS

This is a very good school. By the time the pupils leave the school they achieve high standards in English, mathematics and science. They make good progress in these subjects, largely because of the good teaching, the very effective leadership and the very good attitudes the pupils' have to school and their work. The headteacher and governors evaluate the school's performance well. The school provides effectively for the needs of all pupils and gives very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average and the pupils make good progress.
- Standards in art, design and technology, physical education and information and communication technology (ICT) are good.
- The quality of teaching is good overall, with a significant amount of very good teaching, and teachers are well assisted by the teaching assistants.
- The school's social and moral development is very good and this effectively supports the pupils' very positive attitudes to their work and their very good behaviour and relationships.
- The headteacher's leadership is very strong and governors and staff support her well.
- The school's curriculum very effectively provides a broad and balanced range of learning opportunities, which are enhanced further by a wide variety of additional activities.

What could be improved

- The roles of the senior management team and the science and non-core subject co-ordinators need to be developed further to ensure that the school's high standards are improved further and to support the work of the headteacher in leading and managing the school.
- The pupils' involvement in their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in April 1998, including those areas identified as areas for development at the last inspection:

- Standards in English, mathematics and science have improved significantly.
- Teaching has improved significantly and is now good overall with no unsatisfactory teaching.
- The curriculum is very effective in providing a rich range of learning opportunities.
- Assessment and recording procedures are now in place for English, mathematics and improving for science, and these are contributing to the high standards.
- Assessment procedures for other subjects are still being developed.

STANDARDS

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

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

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

The number of boys and girls taking the national tests is small and this can result in considerable variations in results from year-to-year. In addition, a quarter of the pupils either left or joined the school at other than usual times and this also affects test results over time. However, the test results have improved. In the 2002 national tests over half the pupils achieved above average levels in mathematics and science and just under half in English. In the national tests for seven year-olds in 2002 standards are well above average: all pupils attained at least expected levels in writing and mathematics and very nearly all did so in reading. Half of the pupils achieved above average levels in reading and mathematics and a quarter did so in writing. The school sets appropriate targets for raising standards but, some pupils, many who are from RAF families, have left the school by the time that the tests are taken and the number of pupils taking the tests is at times small. Overall, however, the targets are usually met or exceeded.

The standards in the work seen confirm the test results, and the pupils are making good progress in English, mathematics and science. By age 11, average standards are achieved in religious education and above average standards in art, design and technology, history, geography ICT and physical education. Particularly good improvements have been made in design and technology and ICT. Standards in music are above average by the end of Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to the school and to their learning are very good and at times excellent.
Behaviour, in and out of classrooms	Behaviour in class and around school is very good.
Personal development and relationships	Relationships are very good. The pupils take on the wide range of responsibilities offered to them with enthusiasm and carry out tasks in a mature way.
Attendance	The pupils' attendance rate is very high in comparison with other schools.

The pupils' attitudes and their high standards of behaviour are two of the significant strengths of the school. They apply themselves very well to their work. The children are a credit to both home and school.

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.

The quality of teaching is good overall. This is a significant improvement since the last inspection, especially in the amount of very good teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills well. However, whilst literacy skills are developed well in other subjects, more could be done to use and apply numeracy skills across the curriculum. The school meets the needs of all pupils effectively, including those pupils with special educational needs, who are well supported and make good progress. There is a strong team atmosphere in the school. All of the members of staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Very good relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence. The pupils respond by working hard and taking a pride in their work. Teachers ensure that pupils are clear about what they are to learn and what they need to do to improve. They use a wide variety of effective learning strategies aimed at raising the pupils' achievement. The pace of learning is good and pupils persevere to complete their work. However, the pupils need to be provided with more opportunities for greater involvement in developing their own learning, as at times it is too teacher directed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and is enriched by a wide range of extra-curricular activities. The curriculum provided for the Foundation Stage children is largely very effective but there is limited provision for the pupils to take part in outdoor learning and play activities.
Provision for pupils with special educational needs	The pupils with special educational needs are given good support in class by the teachers and teaching assistants and, as a result, they generally make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal, health and social education is very good. This represents a significant improvement since the time of the last inspection. The pupils' social development and their moral development in particular are very well catered for. The pupils' spiritual development is good.
How well the school cares for its pupils	Since the last inspection, the school has been successful in improving its procedures for pastoral care and pupils' welfare. These are now good. The pupils are well supported throughout their school life and their personal development is well monitored.

The school has good links with partner institutions and very good links with the local community. The school gives good attention to pupils' cultural development, and satisfactory attention to their multi-cultural development but needs to provide deeper insight into the multi-cultural nature of modern British society and the different traditions that co-exist all around them. The school has very good procedures for child protection and has very good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management and leadership of the school is very good. The headteacher's very strong and purposeful leadership has enabled the school to make very good improvement since the last inspection. The leadership and management roles of the senior staff and science and non-core subject co-ordinators need to be developed further. The school is reviewing them.
How well the governors fulfil their responsibilities	The governors are knowledgeable and effective in supporting the school and in fulfilling their responsibilities.
The school's evaluation of its performance	The school evaluates its performance effectively.
The strategic use of resources	The school uses the available funding effectively to support the standards achieved. Budgets are set following careful consideration given to the school's priorities and take account of the principles of best value. Very effective use is made of special grants and these are having an impact on raising standards.

The school is well staffed with good numbers of teachers and teaching assistants, which means that good attention can be given to the pupils' needs. The school's accommodation is satisfactory overall. The classrooms are all well sized, there is a good sized hall and a computer suite. The school grounds are spacious but space elsewhere in the school is limited, particularly for storage, staff facilities and car parking, and this makes life difficult for staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school and they make good progress. • The children's behaviour is good. • The teaching is good and this helps the children to become more mature and responsible. • The children are expected to work hard and achieve their best. • The school is well led and managed and it provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • How they are kept informed about how their children are getting on. • The way the school works with parents.

The inspection team agrees with parents' positive views. The school's links with parents are very good. Most parents find the school easy to approach if they have a problem, but a few find this difficult, and feel that the school does not work closely in partnership with parents. There are no obvious reasons why they should feel this way. Staff are readily accessible to parents at the beginning and end of each day, and parents are welcomed into the school at all times. The school intends to consult parents to try to discover the reasons for their concerns. The concerns of a few parents about the quality of reports are not well founded. Some parents also felt that they would like more opportunities to discuss their children's progress, but the arrangements are similar to those found in many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children on entry into nursery is variable but average overall. The children make good progress in developing all their social, literacy, numeracy, physical and creative skills, as well as in developing the knowledge and understanding of the world. They are provided with very good support in developing these skills. The teachers and teaching assistants provide the children with a very positive start to school. All are likely to achieve the early learning goals in all areas of learning and many exceed this.
2. Standards in the 2002 national tests for the pupils aged seven are well above average in reading and mathematics when compared with all and similar schools. In writing, standards are very high when compared to all schools (this is in the top five per cent of schools) and well above average with similar schools. The school does particularly well in ensuring that pupils of differing abilities are challenged effectively. The inspection evidence shows a similar picture. This is accounted for largely by the quality of teaching and the very good response made by the pupils. Overall, the pupils make good progress.
3. Standards in the 2002 national tests for the pupils aged eleven are well above average nationally in English, mathematics and science and average in English, above average in mathematics and well above average in science when compared with similar schools. Over the last four years, there has been an upward trend in the school's results broadly in line with the national trend. Results in the school are at times affected by a larger proportion of pupils entering or leaving the school (most are children of RAF parents) during each year than expected nationally. Additionally in some years there are small numbers of pupils taking the tests, which makes the results less reliable overall. However, using the data available and an analysis of the pupils' work, the pupils are making good progress overall. The standard of attainment of the current Year 6 pupils in English and mathematics is well above that expected nationally and their achievement is good.
4. The school has worked hard over the last four years to raise the quality of the teaching to the level of the best in the school in order to raise standards further. This has had very positive effects and is continuing, as shown in the work being done with staff new to the school.
5. Throughout the school, the pupils with special educational needs make good gains in their learning. In most classes, the school gives good levels of support and this means that the pupils remain on task and achieve well.
6. By ages seven and 11, above average standards are achieved in art, design and technology, ICT and physical education. Particularly good improvements have been made in design and technology and ICT. In history and geography, standards are in line with expectations by the end of Years 2 and above average by the end of Year 6. Standards by the end of Year 2 are also in line with expectations in religious education and geography. Standards in religious education are in line with expectations by the time the pupils leave the school. Standards in music are above expectations by the end of Year 2 but there is insufficient evidence to make a judgement about standards in music by the end of Year 6.

Pupils' attitudes, values and personal development

7. The pupils' attitudes to the school and to their learning are very good and at times excellent. The school has built very well upon the improving attitudes and behaviour found at the last inspection. It is the pupils' attitudes and their high standards of behaviour that are two of the

most significant strengths of the school. The children are a credit to both home and school. This has come about through the effective relationship between home and school and the high expectations of both. The pupils enjoy school and like being there. Those pupils who were spoken to were enthusiastic about their lessons and the other activities open to them. The pupils are very attentive in class, and very keen to get on with their work. In an outdoor Year 6 physical education lesson, taken in considerably cold weather, not one pupil complained about the conditions or stopped working hard. The pupils are attentive to each other and willing to contribute to the discussions taking place.

8. Behaviour in class is very good. The pupils quickly and sensibly get on with their work, allowing teachers to maintain a good pace without any wasting of time. The pupils apply themselves very well to their work and persevere until it is completed. These high standards are continued around the school and in the playground.
9. Relationships in the school are very good. The pupils get on very well with each other and are supportive of each other. Many pupils start at the school at different times and these new pupils soon settle in and make friends. The pupils show respect for adults and for one another. They are polite and friendly. Older pupils help and support younger ones, which makes them more secure and confident. The pupils respond very well to the school's good opportunities for them to take on responsibility. They are taught to value themselves and others. The School Council representatives who were interviewed took their role seriously, and talked authoritatively about what they had already achieved and their hopes for future improvements.
10. The school, its pupils and their parents have been very successful in achieving excellent levels of attendance over the last year. Attendance has improved significantly so that it is now very high compared with the national average. Absence is usually caused by illness and very few families take their children out of school for holidays during term time. There is virtually no unauthorised absence. Punctuality is good. The pupils arrive on time each day, so that the morning's lessons can begin promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The quality of teaching is good overall and varies from excellent to satisfactory. This is a significant improvement since the last inspection, especially in the amount of very good and excellent teaching. Of the 47 lessons observed, 39 of them were good or better. No lessons were judged unsatisfactory compared to nearly a fifth of lessons at the last inspection in 1998. A key feature of the teaching in very nearly all classes is the consistently high expectations and secure subject knowledge of the teachers. The very positive quality of the pupils' attitudes to their work and their behaviour and an effective learning environment are consequences of this. The school has many skilful teachers who, together with the headteacher, provide very good role models and support for the less experienced staff and staff new to the school. There are occasions however, when some lessons are too structured leaving limited opportunities for the pupils to be sufficiently involved in developing their own learning.
12. The pupils with special educational needs receive good teaching in small groups and class work. Tasks are generally matched well to the pupils' needs. All staff are sensitive to the pupils' needs and work hard to help each individual to improve. The effectiveness of the teaching assistants is also a significant factor in assisting teachers to support groups of pupils with particular needs.
13. The quality of teaching in English, mathematics and science lessons is good overall. In English, it is good with some excellent features in infant classes and good, with some very good teaching in junior classes. In mathematics, teaching is very good overall. The teachers are strongly committed to improvement and this can be seen in the way that they work together to

ensure consistency of provision. They support each other well. The teachers' planning is good and they are consistent in carrying it out. They identify clear objectives for learning and record and assess the pupils' progress. This allows them to provide challenging and interesting activities appropriate to the pupils' differing needs. The pupils respond to this by being interested, motivated and very well behaved. The very good and excellent teaching is exemplified by the teachers' high expectations of their pupils and the quality of their questioning that ensures they are making progress in their understanding. Relationships are very good, and this allows the teachers to get the best out of the pupils. Lessons are well managed, resourced and organised. Teachers teach the basic skills of literacy and numeracy well. The pupils use their literacy skills well across the curriculum, particularly in history, but numeracy skills could be more effectively developed in subjects such as science and geography. The teaching in science has improved significantly since the last inspection and is good overall. High expectations, good subject knowledge and an effective curriculum ensures that the pupils are interested and want to learn.

14. The teaching in all other subjects is good overall. This shows an improvement in all subjects, brought about because of the largely consistent approach, making the work relevant and interesting and the improvements in the teachers' subject knowledge, supported by effective schemes, plans and guidance. There has been significant improvement in ICT. The teachers make good use of the computer suite and have benefited from effective training and support. Only one class music lesson took place during the inspection, which was judged to be very good. The teacher demonstrated very good skills and knowledge and the pupils' responded very well. Only one lesson was seen in both geography and design and technology, but other evidence clearly indicates that teaching is good in both subjects. The school has put a lot of effort into raising standards in design and technology, through improving the quality of teaching, and this has been successful.
15. The teachers mark the pupils' work conscientiously. In the best practice, the teachers write constructive comments and set targets for the pupils. In some lessons, the pupils are involved in assessing how well they have understood the work and evaluating their own and other pupils' progress.
16. In most lessons, the teachers use the time in lessons well, but in a few, the lessons are too long and the pupils are less attentive towards the end of the lesson. The teachers provide literacy and numeracy homework for the pupils weekly that supports the work being done in class; it is given regularly and checked on its return by the teachers.

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

17. The curriculum provided for the Foundation Stage children, based appropriately on the Early Learning Goals, is largely very effective but there is limited provision for the pupils to take part in outdoor learning and play activities.
18. For all other pupils there is a very good curriculum in place, which is, broad and balanced. The school regularly reviews its curriculum to ensure it matches the interests and abilities of all the pupils. All the subjects of the National Curriculum are taught, including sex education, drugs misuse and personal, health and social education. Religious Education is taught following the Locally Agreed Syllabus and national guidelines, and includes study of other world faiths. This is an improvement since the last inspection. The curriculum is enriched by a wide range of extra-curricular activities and many visits to places of interest, which provide valuable learning experiences for the pupils. These include visits to churches, art galleries, museums, country houses, theatres and exhibitions, and to historical towns such as Ludlow and Chester.

19. The timetable has a seventy-five minute session between morning break and lunchtime that is mostly used for literacy or numeracy lessons. Too often teachers use this time for extended times for these subjects, which was seen to be overlong for many pupils whose work or concentration deteriorated during the end of these lessons. This slowed the pupils' progress.
20. Good provision is made for the pupils with special educational needs who are given good support in class by the teachers and teaching assistants and, as a result, they generally make good progress. The pupils with special educational needs are identified early and appropriate action is taken to meet their needs. Individual education plans are available for all pupils and these are shared with parents. Provision complies fully with the special educational needs Code of Practice.
21. Policies and detailed schemes of work are in place for all subjects. The national strategies in literacy and numeracy are well embedded in school practice. An extra session of reading is taught each day outside the Literacy Hour and the pupils have good opportunities to practise their reading and writing skills in other subjects. The school makes use of the Early Literacy Strategy in Year 1 and the Additional Literacy Strategy in Years 3 and 4 to support the strategies already in place for teaching literacy. Taking part in national events, such as National Poetry Day, World Book Day and a National Maths Challenge, further enhances the pupils' enjoyment of literacy and numeracy.
22. There is a very good programme of extra-curricular activities in place offering different activities at different times of the year. Currently these include gymnastics, dance, football, netball, hockey, badminton, cross-country, singing, recorders, ICT and gardening. The school also benefits from specialist music teachers in violin, woodwind, brass and keyboard.
23. The curriculum provides good equality of access for all the pupils to learn and make progress.
24. Provision for the pupils' personal, health and social education is very good. The school is taking part in the Health for Schools initiative. In Year 6, the pupils have an opportunity to go on a residential trip to Arthog Outdoor Centre in Wales which supports the pupils' personal and social development as well as their learning. A recently formed School Council gives all pupils a chance to voice their opinions and to take responsibility. As a result, the pupils have recently purchased new resources for the playground. A special event, "Crucial Crew" organised by the police and emergency services, gives Year 6 pupils an excellent opportunity to improve life skills such as "Recognising Stranger Danger" and "Saying No to Drugs."
25. The school has very good links with the local community, including local charities, churches, clubs, RAF Cosford and the citizens of Albrighton. For example, the pupils attended a "Commonwealth Games" day at RAF Cosford last year and regularly attend "taster sessions" in physical education. Senior citizens are invited to join celebrations, such as Harvest and Christmas, and receive gifts. Members of the community, such as the clergy, librarians and police, visit school to support the pupils' learning.
26. Good links are made with partner institutions. A summer school is organised by a local secondary school for Year 6 pupils before they transfer to the school, and staff from the local secondary school also give good support to the physical education curriculum. Links are developed with other primary schools through curriculum initiatives and sporting events.
27. The school makes very good provision for its pupils' personal development. This represents a significant improvement since the time of the last inspection. The pupils' social development and their moral development in particular are very well catered for. The school's very good provision for personal, social and health education, together with the excellent initiatives introduced through the 'Schools for Health' partnership, provide a very clear framework for helping the pupils to become mature and well rounded individuals. Within the school's

Christian ethos, pupils are presented with a clear moral code through a set of rewards and sanctions, which they feel are fair and which are consistently applied. Staff set pupils good examples of how to behave in the way they treat pupils and in their relationships with others. The pupils are offered a very good range of opportunities to take on responsibility within the school and to represent the school in the wider community. They work on the School Council, as lunchtime helpers, librarians and monitors, for example, and take part in sporting competitions and other activities. The school not only gives pupils these very good opportunities, but it also makes the most of what they achieve and celebrates their successes in regular awards assemblies and in a permanent display in the school foyer.

28. The provision for the pupils' spiritual development is good. The pupils are encouraged to recognise their own worth and their uniqueness as individuals and this is what helps to make the school's provision for their spiritual awareness effective. Often, in the best lessons, pupils have the chance to explore their potential and see what they are capable of. In a Year 5 drama lesson, for example, the pupils were able to use their imaginations freely as they recreated the witches from Macbeth. Sometimes, though, the structured nature of lessons means that pupils miss opportunities to be creative or to discover things for themselves.
29. The school gives good attention to pupils' cultural development, and satisfactory attention to their multi-cultural development. The pupils are exposed to literature, drama, music and the arts from Britain and around the world. The very good, well-planned range of visits and visitors reinforces this very successfully. The school draws extensively on the local and wider community to help pupils appreciate their heritage, reliving events from the past, for example, or enjoying modern tales such as Roald Dahl's 'James and the Giant Peach'. They are developing an awareness of how people live in other countries and what contribution other countries have made to world culture. Through the improved religious education curriculum, the pupils have begun to consider faiths other than Christianity and think about the principles which guide other people's lives. The next step is for the pupils to be given a deeper insight into the multi-cultural nature of modern British society and the different traditions that co-exist all around them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Since the last inspection, the school has been successful in improving its procedures for pastoral care and pupils' welfare. These are now good. The pupils are well supported throughout their school life and their personal development is well monitored. Pastoral policies are very good, and provide a clear framework for the day to day organisation of the school. Daily routines run smoothly and staff are attentive to pupils' individual needs. There are good arrangements for induction, both into the reception class and later on in the school. This is particularly important in view of the high pupil mobility. The school gives the pupils the responsibility of looking after new arrivals in their class, and the School Council is currently in the process of producing an induction booklet for new pupils. This is typical of the very good ways in which the school encourages the pupils to support one another within the school community.
31. The school has very good procedures for child protection. The headteacher is responsible for this, and the school follows local area guidelines. There is a very good policy and thorough training for all staff. The pupils are taught comprehensively about keeping safe through their very well planned programme of personal, social and health education. The school has a clear policy for Internet safety, which it has told parents about. The excellent 'Schools for Health' initiative has helped to increase the pupils' awareness of how to keep healthy and look after themselves. The school gives good attention to the health and safety of the premises, which are well cleaned and maintained.

32. Attendance is now well monitored and promoted. The inconsistencies in the recording of attendance mentioned in the last report have now been addressed. Registers are well kept and up to date, and are regularly monitored so that absences can be chased up. High standards of attendance are rewarded, and the school has good plans to develop this system further. As a result of its emphasis on good attendance and the co-operation of pupils and parents, the school has succeeded in improving attendance significantly.
33. Behaviour is very well managed and monitored in the school. Rewards and sanctions are straightforward and fair, well known to pupils and parents and administered consistently by staff. One of the key strengths in the school's success here is the extent to which the school trusts pupils to behave well and the number of opportunities it gives them to take on responsibility around school and take responsibility for what happens in school. This makes pupils want to do their best. Those who were interviewed were brimming with good ideas for how to improve their school and make it an even better place to be. Any incidents of bullying or other unacceptable behaviour are taken seriously, monitored closely and handled firmly by the school. The governors are currently producing an appropriate policy on race equality.
34. Procedures for assessing the pupils' attainment and progress are good and form part of the culture of the school. This is a good improvement since the last inspection, when assessment procedures were deemed unsatisfactory. Collated data from annual tests is analysed and annual targets are set for individuals and year groups. The targets set for national tests are set in conjunction with the local education authority and take into account the high level of pupil mobility in the school. There are times when these targets are exceeded, so there is room for setting a greater challenge for the school through this aspect of target setting. Annual tests are also analysed for strengths and weaknesses in pupil performance. This information is used to set whole school targets, such as the current emphasis on developing word problems in mathematics. When common issues are identified, the school provides training for the teachers and ensures that the particular area under consideration is included in planning. Specific programmes are introduced for those pupils needing extra support. These include additional literacy and numeracy groups for younger pupils and booster groups for older pupils. The school has carried out its own analysis of National Curriculum targets in order to pinpoint specific targets more accurately. This information is used to set group targets and the teachers keep a careful track of pupil progress. Not only are activities planned relevant to different levels of ability, the plans are annotated to indicate how particular pupils have learned, which is very good. This information is well used to inform the next stage in planning and the teachers adjust teaching groups according to pupils' needs. The teachers convey these outcomes to pupils as they set the activities within lessons, a process with which pupils are at ease. Assessment procedures in English and mathematics are well established. Procedures in science have been developed but now need to be implemented fully. There is a system to record attainment and progress in other subjects, for instance, by setting end of unit tests, but these need further refinement in order to track individual progress. The current system of recording individual's significant achievement, or lack of achievement, is a worthwhile procedure, but has not yet had time to make an impact. The recording of pupil achievement in information and communication technology on disk is good and is also an area, which the co-ordinator plans to develop further. A strength in assessment procedures is the very good quality of teachers' marking. This is not only celebratory or analytical, it also sets relevant achievable targets. The pupils respond positively to this and make a very good effort to improve. The school has identified the pupils with special educational needs, including the gifted and talented. A good system is in place to support the former and the school is seeking ways of stretching the latter even further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school has developed further and built upon its positive relationships with its parent community since the time of the last inspection. Parents are pleased with the school and happy with what it offers them and their children. They recognise that the school has high expectations for their children's attainment and behaviour, and they appreciate the very good range of activities and opportunities available. Most parents find the school easy to approach if they have a problem, but a few find this difficult, and feel that the school does not work closely in partnership with parents. There are no obvious reasons why they should feel this way. Staff are readily accessible to parents at the beginning and end of each day, and parents are welcomed into the school at all times. The school intends to consult parents to try to discover the reasons for their concerns.
36. The school's links with parents are very good. The home-school journals in particular are a very good means of communication, which are popular with parents and which are well used by both parents and teachers. They are also a very effective means of keeping parents up to date on what their children are covering in class and what homework they will be expected to do. Information for parents is good, with regular newsletters keeping them in touch with events and achievements. The prospectus is of very good quality and very helpful to parents. The school consults parents regularly on a range of issues, such as homework, and involves them in the school's work, for example through the very successful 'Schools for Health' initiative. The school's childcare provision is a very useful facility for parents who work outside the home.
37. Reports to parents on their children's progress are good. They give parents a clear picture of how well their children are doing and what they need to do to improve. The concerns of a few parents about the quality of reports are not well founded. Some parents also felt that they would like more opportunities to discuss their children's progress, but arrangements are similar to those found in many schools.
38. Parents support the work of the school and their children's learning well. Most hear their children read regularly and ensure that homework is completed on time. Some parents are able to devote a lot of time and energy to the school. They act as governors, help in class, organise the thriving 'Friends' Association, collect vouchers for resources, run after school clubs and accompany school trips. The school appreciates what they do and is very grateful for their contribution.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The management and leadership of the school are very good. The headteacher's very strong and purposeful leadership has enabled the school to make very good improvement since the last inspection. The headteacher has a clear vision for the school and is working conscientiously with staff and the governors towards achieving it.
40. The school's aims are evident in the positive ethos that has been established by the headteacher. She is highly committed to raising standards. There has been a review of the management structure and the teachers with key responsibilities are now beginning to assume the managing roles necessary for school improvement. However, the role of the senior staff in the management team need to be clearly defined, especially that of deputy-headteacher. The co-ordinators for English and mathematics have been given opportunities to monitor teaching and learning to support the raising of standards. They have become involved in monitoring planning, work sampling and assessment. The roles of other curriculum co-ordinators are developing well. They now have a satisfactory oversight of their subjects and provide a good level of advice, support and guidance to their colleagues. However, they are not yet fully involved in monitoring and evaluating teaching and learning.

41. The governors are very committed to supporting the school and are actively involved in supporting developments through a range of committees. They fulfil their statutory responsibilities well and have a good knowledge of the strengths and weaknesses of the school. Their involvement in longer-term strategic planning has continued to improve and they are now more involved in the final stages of the formulation of the school development plan. They regularly monitor the school's progress towards the targets. The school development plan clearly identifies priorities, details specific targets, indicates responsibilities and incorporates deadlines and success criteria. It is proving to be an effective tool for improvement.
42. The management of special educational needs is good. The school spends its additional funding well to provide additional support from teaching assistants and to improve resources for learning. All teaching assistants have received good training, most recently in implementing the new Code of Practice, improving guided reading sessions and in using ICT to support learning for the pupils with special educational needs.
43. Financial planning is good and special grants, such as allocations for professional development are used very well. The school's budget is managed well. Financial control is effective. The full governing body agrees the budget allocations annually and the governors monitor expenditure regularly throughout each term in order to check that actual expenditure is in line with the agreed budget. The day-to-day administration of the school is good and the work of the administrative staff ensures the smooth running of the school.
44. The school is well staffed with good numbers of teachers and teaching assistants, which means that good attention can be given to the pupils' needs. The school has continued to give priority to staff development since the last inspection, and now has good systems for meeting their training needs. There are good arrangements for performance management, which run smoothly. Professional development for the staff is closely linked both to individual reviews and the school development plan, and teaching assistants as well as teachers are fully involved in the process. As a result, morale is good, and the staff work well together as a motivated and committed team. There are appropriate procedures for the induction of newly qualified teachers and others who are new to the school.
45. The school's accommodation is satisfactory overall. The classrooms are a good size, so that teachers can provide the full range of the curriculum and pupils are not restricted in the type of tasks they can undertake in lessons. Space elsewhere in the school is limited, particularly for storage, staff facilities and car parking, and this makes life difficult for staff. There is limited space for outdoor play for the children in the reception class. Learning resources are good overall across the curriculum.
46. The governors make effective use of resources. They have begun to judge how the school's standards and costs compare with those of similar schools. All recommendations raised in the most recent local authority auditor's assessment of financial management have been addressed satisfactorily. The governors are aware of best value principles and have looked at how other schools have undertaken various developments before deciding what is best for the school, for example the establishment of the ICT suite. Taking into account the context of the school and the outcomes, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. The school should:

- (1) Develop the roles of the senior management team further by:
 - ensuring that they have the opportunity to take the lead in specific areas in order to bring improvements;
 - having sufficient time and resources to carry out their role;
 - providing appropriate training where necessary.(paragraph 40)

- (2) Develop the roles of the science and non-core subject co-ordinators further by:
 - being fully involved in monitoring and evaluating pupils' standards.
 - establishing appropriate assessment systems that are manageable and allow pupils' progress to be monitored.
 - providing appropriate training where necessary.(paragraphs 34, 78, 85, 90, 97, 109, 115)

- (3) Develop the pupils greater involvement in their own learning.
(paragraphs 11, 71, 82, 88, 95, 97)

Minor issues:

- Improve provision for the pupils' cultural development in order for them to be given a deeper insight into the multi-cultural nature of modern British society and the different traditions that co-exist all around them. (paragraph 29)

- Provide more opportunities to use mathematics in other subjects, such as science and geography. (paragraphs 13, 72, 90, 97)

- Improve the reception children's access to an outdoors learning and play area. (paragraphs 17, 23, 49, 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	20	8	0	0	0
Percentage	4	36	43	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	184
Number of full-time pupils known to be eligible for free school meals	3

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	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	9	9	10
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (97)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	9	10	10
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	96 (97)	96 (93)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	6	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	10
	Girls	6	6	6
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	88 (69)	88 (77)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	6	5	5
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	81 (73)	81 (69)	81 (69)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
100	0	0
0	0	0
15	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
65	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	22.7
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	92

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	366823
Total expenditure	370067
Expenditure per pupil	2127
Balance brought forward from previous year	17540
Balance carried forward to next year	14296

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	3.1
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	46	47	3	0	4
Behaviour in the school is good.	53	44	1	0	1
My child gets the right amount of work to do at home.	37	53	9	1	0
The teaching is good.	49	48	0	1	1
I am kept well informed about how my child is getting on.	28	52	15	5	0
I would feel comfortable about approaching the school with questions or a problem.	54	29	13	3	1
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	38	48	11	1	1
The school is well led and managed.	45	50	4	0	1
The school is helping my child become mature and responsible.	49	49	1	0	0
The school provides an interesting range of activities outside lessons.	63	34	3	0	0

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

48. The children are admitted to the Foundation Stage (the reception class) at the beginning of the term in which they become five. They stay in the reception class for two or three terms. The children who start in the summer term stay an extra term in the Foundation Stage before they move into Year 1. This enables them to consolidate and develop their early experiences, so that they are confident and well prepared to enter Year 1 of Key Stage 1. Very nearly all children attend nurseries before they start at the school. Preparations prior to starting school are good. The reception class teacher visits the nurseries and acquaints herself with her future pupils. The children make three half-day visits to the school, when informal assessments take place and booklets are made and sent home. These booklets are reviewed with parents at a coffee morning and the assessments are well used to plan the initial programme of study for each pupil. The children, therefore, settle well into the routines of the school. Further comprehensive assessments are carried out during the first seven weeks in school, which is an improvement on the last inspection. The results of these local education authority assessments show that the children's attainment on entry is variable, but broadly average. Standards are measured again after two terms in the school and these results show that attainment improves significantly in all areas of learning, and is now good. Progress, therefore, is also good, including the progress of the children who need extra support in a particular area. By the end of their time in the reception class, all children achieve the required goals in all areas of learning, and many achieve above these.
49. The teacher of the reception class has a very good knowledge and understanding of the curriculum. Good links are made between the early learning goals, the National Curriculum and the National Strategies in Literacy and Numeracy. The teacher plans lessons which are purposeful and, by the good use of ongoing assessment, relevant to all children. All lessons are planned with a clear primary learning focus from a particular area of learning. This focus is well linked to other relevant areas, so that the pupils receive a well-rounded education. The classroom is very well organised and equipped, so that the children are challenged and engage in a variety of activities, designed to promote active learning. The children have limited access to a secure learning and play area.

Personal, social and emotional development

50. The school makes good provision for the children's personal, social and emotional development. The teacher has a gentle, but firm, approach, which the pupils respond to by being interested and well behaved. She uses praise well to reinforce the standard of behaviour she wants to see. The teacher and teaching assistants have high expectations of the children, who are well trained in classroom routines. This encourages their self-confidence and sense of well-being. Consequently, the children relate well to adults and to each other. They learn to share and are willing to take turns, for example, when playing computer games. The children have a good understanding of right and wrong and develop the ability to defer to each other, in, for instance, role-play. A good example of this is when they play in the 'doctor's surgery.' At this time they show an imaginative approach. They make decisions and develop their ideas by making appointments, describing symptoms and recommending treatments. By introducing an emergency, the teacher raises the challenge to the children and enhances their learning. The children learn well individually, in small groups and in whole class situations. The carefully prepared activities enable them to exercise choice, develop their own learning and describe their experiences. The children's own planning of their activities in 'Plan, do and review', is a very good initiative and promotes independent learning. They also look after equipment well and clear up after themselves. They are happy in school, but when a child is upset for any reason, early, sympathetic intervention is quickly reassuring.

Communication, language and literacy

51. Provision in this area of learning is very good. Lessons are very well planned and learning goals are linked to the National Literacy Strategy from the outset. Lessons have a good structure and the teacher maintains a lively pace. Lesson content is linked to other areas of the curriculum, so that the children are able to build on previous learning. The children listen well in lessons and enjoy hearing stories. They join in discussions enthusiastically. The teacher uses a glove puppet and makes deliberate mistakes when developing vocabulary. The children are delighted to spot and correct these mistakes, for instance, when thinking of alternative descriptive words. Phonics is well taught and the pupils recognise initial sounds and write simple regular words. They also make plausible attempts at more complex words. When the teacher models their suggestions, the children criticise unsatisfactory writing and give their reasons, for example, the flick is missing. Consequently, handwriting is well learned and formed. Phonic knowledge is used effectively in reading and the children soon learn to tackle words confidently, when guided. Many read simple texts and they refer to the pictures to verify the text. Sometimes the children guess at words, but they are beginning to self-correct, which is good. The standard of reading is good. The teacher and classroom assistant keep careful records of knowledge and understanding. This information is used when designing group activities, which match and challenge the differing stages of learning. Both adults are well deployed during these group activities and the quality of their questioning, coupled with their knowledge of the children, is instrumental in enabling good progress. Opportunities to develop language and literacy are planned and taken in all areas of the curriculum.

Mathematical development

52. There is very good provision for the children's mathematical development. Early learning goals are linked to the National Numeracy Strategy, and this format is very effectively used from the beginning of the reception class. Very good plans ensure that lessons have a clear focus and this is shared with the children in a language they can understand. Lessons begin with a revision of previous learning, which consolidates knowledge and understanding. The children have a good recall of previous lessons. For instance, they remember about money, and apply this knowledge in recognising the price of items in the 'shop.' The teacher increases the challenge and asks for the price of two items together. This is then developed further and the children need to apply greater reasoning, for example, '*Find an item that costs more than a fish, but less than a banana!*' The teacher, thus, ensures that all pupils are challenged and develop their mental facility. The teacher models the writing of number sentences, and the pupils successfully follow and write their own, corresponding to the oral example, for example, $1p + 4p = 5p$. Group activities are very well designed to follow on from earlier learning. Activities provide structured, guided learning opportunities, with adults in support, as well as opportunities for role-play, such as being the shopkeeper. A scrutiny of previous work shows that the children follow a systematic programme of work, which develops their knowledge and understanding in number, shape, measures and data handling. They also benefit from experiences in information technology, such as making shape patterns.

Knowledge and understanding of the world

53. Provision is good, with a clear focus in each lesson based on subjects such as science, geography design and technology and links with other areas of the curriculum. Separate lessons also relate to each other, for example, knowledge acquired in floating and sinking in science is reinforced and applied in a problem solving activity, when the children work out how to cross a river. Very good lesson introductions build on previous learning, as well as establishing new lines of enquiry, for example, in design and technology, the teacher encourages a discussion on vehicles used by people who help society, such as firemen and ambulance drivers. Suitable materials are discussed and then the pupils are given the freedom to design, make and paint their own models. These are evaluated in the plenary session, when

the children describe their methods and explain their decisions. Lesson introductions often capture the children's imagination, such as when they set off to find Barnaby Bear, who has eaten all the biscuits and run away for an adventure. On the ensuing walk around the school grounds, the teacher seeks to develop the children's vocabulary, as well as sense of direction. She questions well and uses key words, such as behind, besides and through, which the children copy and use correctly. The children also develop their own map symbols, as they locate key features on their journey. This is a very good introduction to geography skills. In follow up group activities, the teacher and classroom assistant engage well with groups and individuals and successfully develop learning further. Opportunities to learn computer skills in the computer suite lead to a good standard in mouse control and the playing of games. The classroom is well organised to enable a full range of activities to take place.

Physical development

54. Provision for physical development is satisfactory. Planned opportunities in physical education are very good, but the lack of an accessible outdoor learning play area limits the range of learning opportunities. Physical education lessons in the hall are thematically linked to other areas of the curriculum, for example, a dance lesson linked to literacy, science and geography through the story, 'We're Going on a Bear Hunt.' Good working routines are well established by the teacher, who has built up very good relationships with the children. The children listen attentively to the teacher's explanations. They are also polite and appreciative when their peers demonstrate and describe their work. The teacher leads lessons well with well-directed questions and instructions. She is well supported by the classroom assistant, who gives good advice to those children who need to extend their ideas. The children respond by working hard and enthusiastically. They are well challenged by the activities and get fully involved in developing ways of moving. Consequently, they move with good control and co-ordination. They move confidently, with a good awareness of safety matters. The latter is also brought into good effect when handling construction materials, sand, water and tools, such as scissors and paint brushes. They handle these tools confidently. The teacher trains the children in classroom routines, such as lining up and leaving the furniture tidy and the children follow her good example. They learn the need for cleanliness and personal hygiene by washing their hands after working with 'messy' materials, and before they eat.

Creative development

55. The provision for creative development is good. The teacher plans this area of the curriculum very well and ensures that the children experience all the necessary elements. Hence, in literacy, the children are encouraged to develop their imagination by making up a play about Goldilocks and the Three Bears. They re-enact their play and dress up in suitable costumes. In mathematics, they think up their own money puzzles, when using the 'shop.' Opportunities are given in all areas to solve problems creatively, such as crossing a river, designing a vehicle or devising ways of moving through muddy ground. Throughout these activities, the teacher questions very well to assess the children's understanding and enhance their learning. She sits and paints with a group, discussing their work and providing a good model of her own. The children learn to clarify their ideas through purposeful discussion and describe what they are doing confidently, with a good range of vocabulary. They use brushes confidently and paint with strong, purposeful strokes. They recognise and name a good range of colours. They learn to evaluate their work, describe whether or not the colours chosen reflect the purpose, for example, of vehicles, and describe how they could make improvements. When learning about pitch in music, they use mathematical principles to sort high, medium and low sounds and instruments. The children's vocabulary is extended as they describe instruments and, as the lesson develops, they learn to recognise the instruments as they are played out of sight. This is very good learning, as the pupils move from guessing to a good understanding of high and low.

ENGLISH

56. By ages seven and 11, the pupils' standards in English are well above average. The pupils enter Year 1 with standards which are above average and so, by the end of Year 6, they make good progress overall. There is no significant difference between the performance of boys and girls.
57. Standards in speaking and listening are very good throughout the school. The pupils concentrate well in lessons and respond appropriately to the questions or instructions they are given. By the end of Year 6, they are capable of using a good range of words to talk about their work. For example, a Year 6 pupil was able to say, "*The Black Market came about because of rationing. It means that people were prepared to pay more for things that they couldn't get through the normal channels.*" The pupils develop confidence and skill in performance by taking part in school assemblies, a poetry recital evening and drama. For example, Year 4 pupils took great pleasure reading parts in the play from the story "Fantastic Mr. Fox" and enacted the script expressively and with gusto.
58. Standards in reading are very good throughout the school in comparison with national standards. The enthusiasm displayed by the teachers and the good support and encouragement of parents, results in most pupils enjoying reading and having a love of books. For example, a Year 4 pupil explained that he has eight shelves in his bedroom at home and "*they are all crammed with books!*" By the end of Year 2, the pupils are able to use phonic, context and picture clues to read texts independently. A pupil of lower ability successfully read "argument," "stronger" and "competition" by using these strategies. The pupils read confidently and expressively and can talk about what might happen next in the story and about books they like. They understand where to find the index, contents and glossary pages in information books and the more able pupils can use these effectively to find information.
59. By the end of Year 6, the pupils read a wider range of texts and use a reading journal to record and evaluate what they have read. They discuss texts and authors in detail, compare words in old and modern English, give opinions about characters and settings, and select relevant information to support their views. Year 5 pupils, for example, referred to a line in a poem to explain the meaning of "Thou hast well drunken, man." Fiction books are currently kept in classrooms with the result that most pupils do not know how these are organised in a formal library.
60. Standards in writing are very high by the end of Year 2. In Years 1 and 2, scrutiny of work shows that the pupils learn to write in a variety of formats including stories, instructions, reports, personal reflections, descriptions of characters and poems. They develop their ideas in sentences, almost always using capital letters and full stops. In handwriting, the pupils form letters accurately. They are taught to add flicks to letters as soon as they enter school and this helps them progress smoothly from printed to joined handwriting. In an excellent lesson seen in Year 1, the teacher effectively demonstrated how to write about something she had lost. She explained how to structure the recount and deliberately made mistakes in her writing, (for example, "i" for "I"), in order to demonstrate editing skills and to check the pupils' understanding. She emphasised key points by asking questions (for example, "*Am I remembering my finger spaces?*"), and gave excellent guidance to tackle the task (for example, "*Think of your sentence inside your head before you write.*") As a result, the pupils had a clear understanding of what to include in their own writing and how to approach the task, and they produced work of a high quality. By the end of Year 2, many pupils are using complex sentences in their writing. (for example, "*When a cat or kitten is happy, it will purr.*")
61. Standards in writing by the end of Year 6 are good. The pupils write for a wide range of purposes and audiences and amend their style accordingly. They study the work of famous authors and poets to inspire their own work. For example, Year 5 pupils are inspired by the poem "The Magic Box" by Kit Wright, to write about their own magic box. One boy said he

would put inside his box, *“The silver light of a full moon”* whilst a girl described her box in the following way:

*“My box is fashioned from silk and diamonds and gold
With hinges from the pearly gates of Heaven.”*

62. Overall, the quality of teaching in English is good. All teachers plan effectively using the national literacy strategy and identify clear objectives for learning. These are shared with the pupils so that they have a good understanding of the focus of the lesson. Teachers teach well the basic skills of spelling, grammar and punctuation and model adventurous words. For example, Year 2 pupils are encouraged to use “eerie, “creepy” “scary” to describe the dark. The marking of work generally tells the pupils what they need to do next to improve and most pupils are given individual targets to work towards. Tasks are usually well matched to the different abilities of the pupils. The pupils use their literacy skills well across the curriculum, particularly in history when the pupils write enthusiastically about visits they have made to places of interest. Homework is used well to support learning and a home/school journal gives parents a useful weekly summary of what work is being covered.
63. In two very good lessons in Years 5 and 6, teachers have very high expectations of what the pupils can achieve and set challenging tasks. Resources are very well prepared, teachers focus clearly on the learning outcomes, use probing questioning to discover what the pupils understand and use a wide range of teaching methods including drama to engage the pupils’ interest. As a result, all the pupils take a full part in the activities. They are challenged well and make very good progress.
64. Teaching is less effective when teachers spend too long talking at the start of lessons whilst the pupils listen. This allows some pupils to daydream and miss out on learning. When the pupils read aloud with the teacher, have time for discussion with a partner or in groups, and use individual whiteboards to practise language skills such as spellings or grammar work, they are actively involved in the learning and make greater progress.
65. The pupils’ attitudes to their work are very good and have a positive impact on achievement. Classroom relationships are very good and the pupils support each other well showing appreciation of good work. They present their work well. The pupils with special educational needs are well supported by teaching assistants and make good progress.
66. Co-ordination of the subject is good. Good progress has been made since the last inspection. Improvement has been made in the quality of teaching, the standards achieved and the records of the pupils’ progress. There are three areas for further development: to set challenging targets for the pupils in all year groups, to bring standards in writing in line with those in reading at the end of Year 6, and to develop the library to include fiction as well as non-fiction books.

MATHEMATICS

67. Standards in mathematics are well above average nationally at the age of seven and 11. This is a good improvement since the last inspection. In the 2002 national tests, standards were well above national averages and when compared with similar schools. Although there have been variations between the performance of girls and boys, there has been no significant difference over time. Standards on entry to Year 1 are above average, so progress in the infants is good. Standards on entry to Year 3 are well above average, so standards are well maintained throughout the junior phase. Given the high proportion of pupil mobility, this is a good achievement by the school. All pupils are given good access to the curriculum, supported by good planning, which targets different ability groups. The pupils with special educational needs receive good support and make good progress. High ability pupils are given the

opportunity to take national tests at a higher than normal level, and in the past, some have achieved success.

68. Standards have risen significantly since the time of the last inspection because:
- The school has successfully implemented the National Numeracy Strategy.
 - Planning and assessment procedures have improved.
 - Teaching is better, and the teachers use assessment data well when planning the curriculum.
 - The pupils are now taught in single year groups, so pupil attainment is better targeted in ability groups.
 - Monitoring of teaching and learning has had a significant impact.
 - The provision of support groups has boosted pupil performance.
69. By the end of Year 2, the pupils have followed a thorough mathematics programme, which deals with all attainment targets. The standards achieved confirm the results in the national tests. The pupils have a very good knowledge and understanding of the four rules of number. Place value is well established and the pupils understand the values of hundreds, tens and units. For instance, they write 400, 1, and 60 as 461, and partition 653 into 600, 50 and 3. Mental facility is good and the pupils can double and halve quickly. They enjoy completing magic squares, and do so successfully. They can complete inverse operations to solve number problems and above average pupils complete $28 \div 4 = 7$. They add up coins to make £1. Investigations are carried out into numbers, money, measures and shapes. The pupils can measure accurately in centimetres and compare capacities, such as the quantity of paint needed in house painting. They tell the time accurately, at least using half-past and quarter past. Two-dimensional and three-dimensional shapes are recognised, and the pupils accurately use their properties when describing them. The pupils construct accurate block graphs and successfully interpret them. The standard of presentation is consistently very good throughout the infants, which indicates high expectations by the teachers and very good attitudes by the pupils.
70. A scrutiny of completed work in Year 6 shows that the pupils are achieving at a level commensurate with the national test results. A thorough programme of work, which includes regular homework, ensures that the pupils achieve very well in all the required attainment targets. The pupils have a very good understanding of place value, including tenths and hundredths. They understand square numbers and square roots. They can compare and order equivalent fractions. A strong feature of their work is the systematic development and application of knowledge. For example, cancelling fractions leads to solving word problems and then solving word problems with fractions. This progression helps to consolidate, reinforce and develop learning. The pupils learn the process of mathematical enquiry, when they complete investigations into skittles, the abacus and handshakes. The pupils can classify shapes according to their properties and accurately construct acute, obtuse and reflex angles. Their knowledge of a range of angles is very good. The pupils are able to calculate the perimeters and areas of compound shapes. Data handling is carried out very well, as the pupils collect information and construct line graphs. ICT is well used in the interpretation of graphs. The pupils demonstrate their high level of competence when they complete end of unit assessments. They maintain a very good standard of presentation, which is indicative of a very good attitude and high teacher expectations.
71. The quality of teaching and learning during the inspection was very good overall, which is a good improvement on the last inspection. Of eight lessons seen, six were very good, one was good and one lesson was satisfactory. The teachers plan their lessons very well, record the pupils' responses on their plans and use this and other assessment data to provide stimulating activities, relevant to the different ability groups. Relationships are very good, so that lessons are well managed. The pupils respond to this by being interested, motivated and very well behaved. Lessons are well prepared and resourced. In a very good lesson in Year 1, the teacher questions well to reinforce and build on previous learning. Explanations are very clear

and very good examples are given to clarify understanding. For instance, in response to the teacher's question, the relevance of counting in fives, is related, by the children, to tallying. The teacher then defines 'data' and the pupils recall the stages in the process, from data collection, to the tally chart, to the pictogram and finally, to the number sentence. The pupils then complete challenging activities involving the interpretation and interrogation of block graphs. This emphasis on progressive development is instrumental in achieving high standards. All the lessons in Years 4, 5 and 6 were of an equally very good quality. They share common characteristics, for example, a good structure and pace, along with the systematic development of challenge, through very good questions. Activities are designed to match the differing ability levels and the pupils become involved and work hard. The pupils enjoy their activities, for instance, playing fractions bingo in Year 4, investigating the relationship between multiplication and division in Year 5, and measuring and drawing angles in Year 6. The teachers have high expectations, well exemplified in a Year 5 lesson on measuring angles. In this lesson, the teacher shares the attainment target for accuracy, and, with the pupils, decides to aim at the Year 6 level, which the pupils achieve. The quality of on-going assessment and marking is very good. This information is well used in planning and adjustments are made to teaching groups according to the pupils' needs. The pupils respond well to marking and are inspired to try to improve. Although activities match ability levels well, there are times when the highest attaining pupils could be challenged even more, and take greater control over their learning.

72. The co-ordinator has a very good understanding of the strengths and weaknesses in the subject. She has managed a good programme of monitoring teaching and learning, and subsequent feedback has helped to raise standards. Assessment procedures have been established and much analysis takes place, which is well used to set school, year group, group and individual targets. For instance, the whole school focus on word problems is a direct result of identifying a weakness in test results. Target setting for national tests takes the fluctuating pupil population into account. In order to improve standards even further, the school should seek ways of extending the existing challenge to the pupils, especially the most able, so that the pupils develop greater involvement in developing their own learning. The current very successful teaching puts the teachers fully in control of learning. This, perhaps, could be relaxed! Resources are good but, although the computer suite is well used, more opportunities to use mathematics in other subjects, such as science and geography, should be planned.

SCIENCE

73. By ages seven and 11, standards are well above average. These findings are a significant improvement since the last inspection. Overall the pupils, including those with special educational needs, make good progress throughout the school.
74. Year 1 pupils discuss the differences between people. They consider how to find out if shorter people have shorter arms than bigger people. One child suggests, *"Get a bigger person and shorter person, put them next to each other and measure their arms."* Another suggested using a ruler; whilst another said to put their arms together. In small groups, they plan their ideas as to how they are going to find out. They decide, with a little help from the teacher, to use strips of paper to find the different lengths of arm and then compare the paper strips. This they do very well, including recording their findings. Year 2 pupils investigate how they can light a bulb given two wires and a battery. They use hit and miss methods to find a solution. They persevere very well with the task but only a few are successful in getting the bulb to light. One boy notices that, *"there is a little wire inside the glass bulb that lights up."* Year 3 pupils understand the need for carrying out a 'fair test'. They identify some of the elements that need to remain the same and which will change when investigating what is needed to produce a strong shadow. They work well in their small groups around a circuit of tasks. One group thought that the light from their torch would pass through a small glass jar and not create much of a shadow. When it

did they decided that part of the jar was still covered in the label and this had stopped the light. In Year 4, the pupils are carrying out tests to find the comparative absorbency of different paper towels. They measure carefully and record their ideas and findings well. Year 6 pupils demonstrate a very good understanding of how the Earth moves in relation to the Sun. They use specific subject vocabulary well to explain their ideas.

75. Throughout the school, the pupils understand the concepts of a 'fair test', predicting and hypothesising and changing variables. They are able to structure their investigations effectively but there are fewer opportunities for pupils to initiate their own lines of enquiry. They are very competent at communicating their knowledge and ideas and take care when recording their ideas.
76. Overall the quality of teaching is good. This is a significant improvement since the last inspection. All teachers have secure subject knowledge and have clear learning objectives. Work is well matched to each ability level in the class and the pupils are given good opportunities to record their work. Good explanations are given so the pupils know exactly what is expected of them. Teachers have high expectations of the pupils and ask them challenging questions. The teachers extend the pupils' skills in planning and carrying out scientific investigations. There is a good scheme of work in place that helps the teachers with their planning.
77. In all lessons, an effective learning environment is developed. The pupils listen carefully and respond very well to questions. They settle quickly to their tasks, as when Year 5 pupils use a wide range of objects, some musical, to find out how they can change the pitch when creating sounds. They communicate their ideas very clearly and have a very good understanding of the work. The quality of the teaching ensures that the pupils are enthusiastic about the investigations they are doing. They work together very well.
78. The management of the subject is good. The subject co-ordinator is very enthusiastic and knowledgeable. She monitors the teachers' planning and advises on resources but has few opportunities to monitor the standards and quality of learning in other year groups. Assessment procedures are in the process of change and development but as yet are not sufficient to monitor the progress and attainment of all age groups. Literacy skills are developed well through science but numeracy skills need to be developed more rigorously. ICT is used well to support the subject, particularly when recording data.

ART AND DESIGN

79. By ages seven and 11, the pupils' standards are above average. This is especially the case for drawing.
80. By the end of Year 2, the pupils explore ideas using a variety of materials and processes. They recognise that many pictures tell a story and learn about the work of artists such as Van Gogh, William Morris and Picasso. They develop observational skills and can focus on small parts of larger pictures, then enlarge them. They study texture and colour by looking closely at natural materials. They mix paint successfully creating different shades and tones, and experiment confidently with different media such as paint, pastels, pencil, clay and collage.
81. In Years 3-6, the pupils consolidate previous learning and practise new skills and techniques. They learn about the work of other artists such as Seurat, Mondrian and Kandinsky and create pictures in the same style. They visit places of artistic interest, such as Walsall Art Gallery and Jackfield Tile Museum, which support their learning. They begin to evaluate and discuss different methods and approaches used in their own and others' work.

82. Teaching in art is good overall and, as a result, the pupils learn well. The pupils with special educational needs make good progress because they receive good support and encouragement from teachers and teaching assistants. In an excellent lesson in Year 4, the teacher's very good subject knowledge, enthusiasm, excellent use of resources, questioning and demonstration of different techniques resulted in very good learning. The teacher set different tasks for pupils of different abilities with the result that all pupils felt inspired to practise new skills and did so with confidence. Teaching is less effective when pupils have limited opportunities to develop creativity and imagination because the tasks they are set are very prescriptive. Over emphasis is sometimes given to the "end product" rather than on developing the skills and techniques that are needed to create it.
83. Good links are made in art to other subjects. For example, in history, the pupils draw Roman artefacts, create Aztec masks and make models of Tudor houses. In ICT, the pupils use the Internet to find out about the life and work of different artists, and use programs such as "Paintbrush" and "Publisher" to create their own images.
84. The pupils display very good attitudes to art. They are well behaved and enjoy art activities. They take pride in what they achieve and show respect for other people's work. They persevere and are willing to refine and adapt their work as necessary.
85. The co-ordinator is a subject specialist and provides good leadership. The good standards identified in the last inspection have been maintained. Effective use is made of the Internet to improve resources and these are now good. There are satisfactory systems in place to assess the pupils' knowledge and understanding in art, but more needs to be done to ensure that teachers use this information when they are planning new work. Insufficient emphasis has been given to monitoring standards in art throughout the school and this is an area for development.

DESIGN AND TECHNOLOGY

86. Since the last inspection, significant improvements have been made in the provision, teaching and learning and management of the subject and this has resulted in improved standards for pupils aged seven and eleven. Standards are now above average for both pupils aged seven and 11 and all pupils make good progress.
87. Year 6 pupils researched, designed and constructed shelters for house front doors. The designs and plans show a good understanding of the problem. The completed model shelters are of a good standard; the pupils have taken care and used a range of construction and finish techniques. The pupils evaluated how successful their shelter was but there are no examples of evaluation as the work progressed. Year 6 pupils have produced very effective diagrams when planning their ideas for an electrically controlled vehicle. They are carefully produced with a high standard of detail. The examples of completed vehicle show that a good level of care and finish has been taken. Year 4 pupils have designed and made working torches that work well and are of a high standard of finish. Some pupils have deviated from the typical torch shape and used their imaginations to produce different styled torches to be used by particular individuals.
88. The quality of teaching has improved since the last inspection and is now good. This has resulted in the rise in the standards and the progress in pupils' learning achieved. Teachers are now more confident and plan effectively. The school has now adopted the national guidelines and the co-ordinator has produced an effective school scheme and policy. The teaching in the two lessons observed was good. The teachers have sound subject knowledge, plan the work well and ensure that the pupils clearly understand what they have to do and what is expected of them. The tasks set are interesting and appropriate for the pupils; the pupils enjoy the tasks and persevere to complete them within the given time. The teachers set high standards, as is shown in the quality of the finished products and the care taken when the pupils plan their work. The

tasks give pupils good opportunities to make choices, such as the materials to use, and to develop making skills, such as cutting and sewing. Some designs indicate that teachers are structuring the work too much and need to ensure that the pupils have opportunities to explore and follow up their own ideas. The teachers encourage pupils to evaluate their completed work.

89. When discussing their work, the pupils are interested, enthusiastic and realistic. They are keen to explain how they produced their products and what they needed to take into consideration when designing and making. They talk about the processes involved and take a pride in their work.
90. The subject co-ordinator is very enthusiastic and, although new to the role, is well informed. There have not been opportunities to monitor standards but the co-ordinator is planning to do so through analysing pupils' work. The scheme of work ensures that planning is consistent across the classes. Effective planning exists and there is evidence of sufficient time being made available to carry out the planned work. Although storage is a problem in the school, the school has worked hard to ensure that resources are appropriate and accessible. The subject makes a satisfactory contribution to the development of the pupils' literacy skills but numeracy skills are less well developed.

GEOGRAPHY AND HISTORY

91. Standards in geography and history are satisfactory at the end of Year 2 and good at the end of Year 6. During the inspection, only one geography and two history lessons were observed so judgements have also been made by talking to pupils and by looking at their work. Less geography work was available, as history was the focus at the time of the inspection.
92. The pupils are very enthusiastic about their learning. They work hard and their work is well presented. Numerous visits to places of geographical and historical interest help to bring alive each element of the subjects for the pupils. For example, Year 2 pupils visit Blist's Hill where they dress up in costume and pretend to be Victorian children. Year 6 pupils visit Eden Camp to learn about World War Two. Here, they see a variety of exhibitions and get a real flavour of what life was like at the time. In geography, the local village and its facilities are used for a wide range of activities in all year groups. This includes writing to the local council with some suggestions following their investigation on how to improve the environment. Year 2 pupils visit Telford and Year 4 Llandudno as comparative studies to their local area.
93. By the end of Year 2, the pupils know that history is about "going back in time." They understand that there are differences between their own lives and lives in the past and can talk about the lives of notable people such as Guy Fawkes and Florence Nightingale. By the end of Year 6, the pupils have improved their factual knowledge and understand that history can be interpreted in different ways. They evaluate the authenticity of different sources of information. For example, whilst acknowledging that listening to people who experienced the "evacuation" is a valuable source of evidence, Year 6 pupils also recognise some limitations and comment, *"It might not be all true as they might not remember it all."*
94. As history is the current focus, no actual geography lessons were taking place. However, in Years 5 and 6, an ongoing skills unit of work looks at, "What is in the news?" The Year 6 pupils read an account of exploration and adventure reported from an expedition in Antarctica. They demonstrate a good understanding of parts of the world and differentiate between the Arctic and Antarctica. They understand about the extreme weather conditions and how that affects life. They are effective speakers, exchanging ideas, listening to each other carefully and responding appropriately.

95. In the history lessons observed in Years 5 and 6, teaching is good. The teachers plan well and use teaching methods which bring the subject alive and engage the pupils' interest. This was well illustrated when Year 5 pupils watched a video about leisure pursuits in Tudor times and Year 6 pupils listened to different people's accounts of the evacuation during the war. Teachers have good subject knowledge and use specialist vocabulary as they talk, such as "*interpreting and evaluating primary and secondary sources of evidence.*" Teaching is less effective when teachers rely too heavily on question and answer sessions giving the pupils information rather than asking them to find things out for themselves. For example, when asked about how to find information about the past, Year 2 pupils replied, "*We need to get told and then we can tell you.*"
96. Good links are made in history lessons to other subjects, particularly literacy. The pupils write reports, diary entries and letters, practise reading comprehension by answering questions on historical subjects and learn new vocabulary such as "foreboding" and "obligatory" in a discussion about World War Two. Opportunities to link mathematics to the work in geography are not always taken. What is done needs to be in greater depth. The pupils research information using the Internet and use geographical skills locating places on maps. Parents give very good support to their children's learning. For example, in history they provide costumes for class assemblies and take their children to places of historical interest such as the Museum of Childhood in London.
97. Good improvement has been made in both geography and history since the last inspection. There are useful schemes of work in place. Procedures to assess the pupils' knowledge and understanding are now satisfactory. Resources have improved and the school makes good use of the Local Education Authority's Services to borrow books, CDs and artefacts to support its work. Both co-ordinators are relatively new to the role. There are areas for further development in both subjects: the co-ordinators need to carry out regular monitoring of standards; teachers need to make better use of assessment in planning work, particularly in setting suitable learning challenges for more able pupils; pupils need to be given more opportunities to find information for themselves from a variety of sources, and to evaluate and interpret this information and in geography more effective links with mathematics are needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Standards in ICT are above average for both seven and 11 year-olds. This is a very good improvement since the last inspection, when standards were found to be unsatisfactory. All pupils have regular and equal access to computers and there is no significant difference between the standards of girls and boys. The school has introduced a number of significant changes to effect this improvement. A computer suite has been built and impressively equipped following much fundraising by the whole school community. Local businesses made a valuable contribution to this venture and, consequently, to the rise in standards. A very good co-ordinator has been appointed and he has overseen the subject's development. He has been able to give demonstration lessons and carried out an audit of staff needs. All teachers have received training, which has resulted in greater competence and confidence. Regular access to the suite, coupled with the improved standard of teaching, has had a very positive impact. A policy and scheme of work has been adopted, which has led to an improvement in planning. Plans are monitored every week by the headteacher, which ensures a continuity of provision. The teachers annotate their plans, and record the pupils' successes and failures. This information is used in future planning. The pupils have their own individual folders, so a comprehensive record of work is maintained and accessible to assess progress. The school avails itself of the very good local authority website. An integrated task at the end of each unit is completed and linked to the examples on the local authority website. The co-ordinator has developed a school website. All of these initiatives have contributed to the rise in standards.

99. By the end of Year 2, the pupils are skilful when using the mouse. Keyboard skills are well developed, and the pupils use return, delete, space and shift keys accurately. When word processing, they change font, size and colour. They can save work and retrieve files. They can also print finished work. With support, they load and explore a CD-Rom and are able to use the Internet and send e-mails. They have experience of making graphs and interrogating them. Art packages are well used, as the pupils complete designs, change colours and flood fill. They use tools, such as pencil and in-fill confidently. By the end of Year 6, the pupils have experienced aspects of all the essential strands of the ICT curriculum. They have a good awareness of the use of technology in the wider world, for example, in industry, commerce and services, such as the police, fire service and hospitals. The pupils also talk about the impact of the worldwide web on information retrieval and communications. They use the Internet and CD-Rom with increasing confidence and can search for information linked to school topics, such as St. Lucia, Llandudno and the structure of the ear. They create their own web pages and produce some impressive work on a virtual tour of Albrighton. When producing finished topics, they integrate text, artwork and pictures. Data handling is systematically developed and the pupils collate information and produce line graphs. They also integrate data, such as height and arm spans onto a spreadsheet. Art packages are used confidently and the pupils use their knowledge of design to create patterns using Logo. Editing procedures are developed as the pupils create complex patterns.
100. The quality of teaching and learning during the inspection was generally good, with some very good examples. The use of the computer suite, with its overhead projector, facilitates this. The teachers use the equipment confidently and give clear and explicit expositions, providing good exemplification as lessons develop. Hence, skills are systematically taught. The teachers review previous work and take the opportunity to assess understanding. They ask progressive questions well to reinforce learning. The pupils answer confidently and describe acquired processes, for example, Year 6 pupils name the tools needed to create images. The pupils listen very carefully and gain a clear understanding of procedures, so that they know what to do when the time comes. Year 6 pupils subsequently use graphic modelling well to re-design their classrooms. Year 5 pupils respond to very clear demonstrations and aides-memoir and design their own web pages, based on the Tudors. They minimise pages on the Internet, ready to transport them. The teacher makes a good link with literacy and reminds them that they need to think carefully about their future audience. In Year 4, very good questioning revises, challenges and promotes very good learning. The pupils respond enthusiastically and describe what they have learned this term, which includes combining a number of skills into 'multi-tasking.' During the lesson, the teacher interjects effectively to deal with common errors. Hence, the pupils learn to re-size by using the corner handles on image frames. The pupils in Year 3 are delighted to send e-mails to Father Christmas and enjoy playing the games on his website. In Year 2, following a good demonstration, the teacher challenges the pupils to choose whichever tools they wish to use, and create a Christmas card. This they do successfully! Plenary sessions are generally well used to reinforce learning and to evaluate results. The pupils receive, and take, the opportunities provided to comment sensibly on each other's work. The pupils are also given the opportunity to challenge the purpose of the activity and to relate it to the wider world, for example, the use of combined pictures and text in newspapers. Good support is given to pupils with special needs, for instance, to pupils with sight or fine motor problems. In all classes, very good use is made of ICT in other subjects of the curriculum.
101. The co-ordinator has made a real difference to the development of the ICT curriculum. His knowledge and understanding of the subject, and its strengths and weaknesses in the school, is very good. He has produced a relevant action plan, which will take the school forward. He is aware, for instance, that control technology needs further development, but has to be phased in according to the availability of funds. He provides very good support to all teachers and plans to develop monitoring further. The assessment and recording procedure, which he is in the process of establishing, will allow ready access to tracking pupil progress. The building and equipping of the new computer suite fell behind schedule and has only been available for a

year. Progress since that time has been very good. The pupils will benefit greatly when they have experienced its advantages throughout their time in the school.

MUSIC

102. Only two lessons with a music content were seen during the inspection. In addition, musical activities in school were observed, tape recordings were listened to, portfolios were scrutinised, and discussions were held with the pupils and the teachers. Judgements, therefore, are based on a limited range of experiences.
103. By the age of seven, standards in performing and composing, using a range of tuned and untuned instruments, are good. The pupils control the sounds they make into repeat rhythms, which they arrange well. Singing in lessons and in school assemblies is good. The pupils of all ages sing enthusiastically, sustain notes well, hold the tune and play a full part in whole school, two-part singing. The pupils also sing well in the school choir. Written recording is developed well in the school, as the pupils progress from graphic scores to more formal notation. Year 6 pupils recall aspects of their music experiences well. Although there is some confusion when discussing which instruments are tuned and which are untuned, they describe how to change the pitch and volume of stringed instruments. Their use of appropriate vocabulary is good, as they define pitch, duration, dynamics and tempo. They recall performing and composing and describe how they made up rhythms of seven beats, with up to three instruments. They composed rhythms with drums and parts of the body, linked to Asian music, and developed into a whole class performance. Taped cyclic patterns composed in Year 5, using a range of instruments, are well balanced. The best are very good and build into a sustained repeat pattern.
104. The quality of teaching and learning in the Year 2 lesson seen was very good. In this lesson, secure knowledge and understanding by the teacher, led to a lesson with a good structure and a lively pace. She used different instruments well, and her astute questioning encouraged the pupils to consider the different pitch of a range of sounds. The pupils responded by using different symbols for high and low sounds. They realised that the size of the instrument is related to its pitch. The teacher appraised their earlier compositions and made suggestions for improvement. The pupils were encouraged to discuss their work and make modifications. They understood the role of a conductor, and took turns to assume this role. In the Year 5 lesson observed, music was linked with a literacy lesson. The musical element of the lesson was satisfactory. The pupils enjoyed practising a song in Old English and sang in tune with expression.
105. The co-ordinator is secure in her knowledge and understanding of the subject. She has successfully introduced a new scheme of work and planning has improved. Each unit in the new scheme has been well resourced. She is competent to take the school forward. Music plays an important part in the arts section of the school development plan. A scrutiny of the music portfolio and a discussion with the co-ordinator makes it clear that music has an increasingly high profile in the school and a good range of activities takes place. These include workshops and visits from music ensembles. The choir and recorder groups perform in the locality, which is appreciated. Peripatetic music lessons are also available in the school, but none took place during the inspection. Resources are good and the school has recently invested in a range of African instruments.

PHYSICAL EDUCATION

106. Standards are above average for both seven and 11-year-olds. This is an improvement since the last inspection. Boys and girls achieve equally well and the pupils make good progress by the time that they leave the school. The school provides a broad curriculum of physical activities that are very well supported by a very wide range of extra-curricular activities. There is a comprehensive swimming programme for pupils and virtually all attain at least the expected standard.
107. Year 1 pupils find different ways of moving including a sequence of curling and stretching. They have good control and co-ordination of their movements. They repeat and explore their sequence in a variety of ways of moving. Many pupils think carefully about the ways they are moving and are not prepared just to copy others. They are beginning to discuss how well other pupils are performing and they do this sensibly and demonstrate their good level of speaking skills. Year 2 pupils perform a sequence of movements that uses various body parts to move on. Following a story, they become bears and move in different ways through types of place. They get fully involved and many interpret their ideas well. Year 4 pupils explore elements of a dance in order to bring them together at a later stage. They work very well together and put considerable effort into developing ways of moving. The pupils offer very thoughtful suggestions as to how to improve. When music is introduced the pupils realise that they have to increase the pace of their movements and this they do effectively, with very good control and co-ordination. Year 6 pupils develop their basketball dribbling skills well given the very cold conditions in which the lesson takes place. They build effectively upon previously learnt skills.
108. The quality of teaching and learning in the lessons seen was good overall, which is an improvement since the last inspection. Where the teaching is successful, the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work and make very clear to the pupils what they are doing. This allows the pupils to feel comfortable to explore and develop their own skills. The pupils enjoy their work and get involved fully in the wide range of activities. In most lessons, the pupils work very hard. In these lessons, the teachers developed the work with the pupils, involving them in thinking about what they were doing, evaluating how well they and others were doing and suggesting how to make the work better. The teachers provide good teaching points to challenge the pupils to improve their performance. Where this did not happen, the pupils made less progress in improving the quality of their work and their control and co-ordination was not as good. In some lessons the teachers were supported by a secondary school teacher and in another by professional footballers. This support, that is ongoing, has raised both the teachers' and the pupils' skills and is very effectively helping to develop the pupils' standards.
109. The subject is well managed by the new co-ordinator with effective support from the headteacher. There are good and useful plans available. The subject co-ordinator does not at present have opportunities to monitor lessons in order to judge the pupils' standards. The school is rightly proud of its physical education provision and achievements, and the school is working towards the Active Mark Gold Award. The extensive out-of-lesson activities and the additional support given by a local secondary school and outside organisations are strong features of the school's provision. The school has a full programme of out-of-school activities for pupils of all abilities and ages from six to eleven. These programmes are organised and carried out by the teachers, parents and local coaches. The school takes part in a variety of sporting events and competitions, for example, swimming, netball and football. Through their involvement with outside sports' clubs, for example tennis and volleyball, they encourage the pupils, and particularly the talented pupils, to extend their skills further by joining these clubs.

RELIGIOUS EDUCATION

110. All pupils, including those with special educational needs, make satisfactory progress and, by the ages of seven and eleven, attain the standards of the Locally Agreed syllabus. This is an improvement since the last inspection when standards were unsatisfactory in Years 3-6.
111. Good links are made to other subjects through the teaching of Religious education. For example, the pupils have opportunities to conduct research and write independently. They look at religious paintings, such as the work of Corregio. They consider the importance of number in religions, such as the “eight fold path” of Buddhism, the “five Ks” of Sikhism and the “Ten Commandments” of Christianity. They locate place names on a map when looking at Christmas customs around the world. The subject makes a good contribution to personal and social education. Year 6 pupils, for example, consider the essential qualities of a good leader and evaluate which of these Jesus displayed.
112. The pupils in Years 1 and 2 develop their understanding of the Christian faith and of Judaism. Year 2 pupils know that symbols such as candles and the cross are used as aids to worship and recognise that people wear special clothes for special occasions, such as for Baptism and marriage. They know that different religions celebrate similar festivals, such as Harvest, but do so in different ways. They consider parables, such as the “Good Samaritan”, to talk about right and wrong. In Years 3 to 6, the pupils demonstrate good understanding of the key beliefs of Christianity and develop their understanding of other faiths, particularly of Hinduism. They visit churches and learn from local clergy who come into school to talk about the church calendar and church routines. They understand that religion can give people a sense of belonging.
113. The quality of teaching is good overall. In the lessons observed, teachers plan well and have good subject knowledge. In a good lesson in Year 2, the teacher used the pupils’ own experiences of journeys as a starting point for learning about the journey made by Mary and Joseph at Christmas. Questioning was used effectively to extend the pupils’ thinking. *“What might put you off making a journey?” “What do you think Mary was thinking as she made the journey? “How do you think she was feeling?”* As a result, the pupils were able to imagine what the journey was like and to express their opinions (for example, *“Mary must have felt exhausted and uncomfortable.”*) Teaching is less effective when teachers give the pupils few opportunities to respond to what they have learnt and to share their ideas.
114. The pupils have very good attitudes to the subject. They recognise that different religions have similarities as well as differences and show respect for different views and beliefs. They work hard in lessons and present their work neatly.
115. Co-ordination of the subject is good. The school has made good improvement since the last inspection. Curriculum planning has improved and now includes the study of other world faiths as well as Christianity. There are satisfactory systems in place to assess the pupils’ knowledge and understanding. Resources have improved overall but there are still insufficient artefacts representing other world faiths. Little attention has been given to monitoring standards in religious education throughout the school and this is an area for development. Plans also need to be made to visit the places of worship of other world faiths.