

# INSPECTION REPORT

## **ANSON CE (A) PRIMARY SCHOOL**

Great Haywood, Stafford

LEA area: Staffordshire

Unique reference number: 124379

Headteacher: Mr Adrian Dipple

Lead inspector: Mr Chris Kessell

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> November 2003

Inspection number: 255354

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll;	125
School address:	Main Road Great Haywood Stafford
Postcode:	ST18 0SU
Telephone number:	01889 881200
Fax number:	01889 881200
Appropriate authority:	The Governing Body
Name of chair of governors:	A M Davidson
Date of previous inspection:	4 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Anson Church of England Aided Primary School is smaller than most other primary schools. It serves the village of Great Haywood, a community that is predominantly made up of private housing. About a quarter of the pupils come from outside the school's catchment area. All of the pupils come from white ethnic backgrounds. There are no pupils who use English as an additional language. There are significantly more girls than boys in Year 6. The number of pupils who either join or leave the school during the academic year is slightly below average. At three per cent, the proportion of pupils who are entitled to free school meals is well below average. Thirteen per cent of pupils are assessed as having special educational needs; this is below average. Children start school with attainment that is similar to that expected for their age. In 2003, the school was awarded 'Dyslexia Friendly Stage 1'. The school is involved in the national initiative, 'Primary Leadership Strategy'. There have been four headteachers in the past five years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr Chris Kessell	Lead inspector	Mathematics Science Geography History English as an additional language
8971	Mrs Judith Hesslewood	Lay inspector	
18709	Ms Nina Bee	Team inspector	English Information and communication technology Art and design Design and technology Music Physical education The Foundation Stage curriculum Special educational needs Personal, social and health education

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

The school provides a satisfactory education for its pupils, and gives satisfactory value for money, but it has serious weaknesses in its provision for children in the Foundation Stage,<sup>1</sup> and for a minority of pupils in Year 1 who are presently underachieving. Pupils' achievement through the rest of the school is sound. Teaching and learning are satisfactory. Standards in Year 6 are above average in English and mathematics and well above average in science. In Year 2, standards in reading are average and are below average in writing and mathematics. The headteacher provides good leadership. He has brought stability and direction to the school. The school has a caring ethos and the personal development of the pupils is good. The leadership and management by other key staff in the school is satisfactory overall.

The school's main strengths and weaknesses are:<sup>2</sup>

- The provision for children in the Foundation Stage is unsatisfactory.
- The pupils are achieving good standards in the Year 6 class. Teaching and learning are consistently good in this part of the school. The proportion of good teaching through the rest of the school is not high enough.
- The headteacher is a good leader. He has brought stability and direction to the school. His strategic thinking is clear and the weaknesses identified by the inspection are acknowledged in the school improvement plan.
- Standards are not as high as one would expect by the end of Key Stage 1;<sup>4</sup> this is a result of underachievement by some pupils.
- The school has strong links with parents and the local community. Parents are kept well informed.
- Provision for the pupils' personal development is good. As a result, pupils have positive attitudes to learning.

Despite improvement and innovation since the arrival of the current headteacher, (the fourth since the school's previous inspection), the school's overall improvement since its last inspection has been unsatisfactory. Insufficient progress has been made against some of the main issues identified in the previous inspection report. The attainment of the pupils in Key Stage 1 still needs to improve and the school's overall trend of improvement is below the trend found nationally. Improvement is still needed in the school's provision for its youngest pupils. Although the behaviour of the majority of pupils is at least satisfactory and often very good in Year 6, there are still a few pupils who disrupt lessons.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools <sup>5</sup>
	2001	2002	2003	2003
English	D	D	D	D
Mathematics	D	D	B	A
Science	A	A	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

**Pupils' achievement is sound overall.** The grades shown in the table are based on the school's results, irrespective of year group size. Anson has small year groups and, as this can impact on the variability of performance statistics from one year to another, caution is, therefore, needed in interpreting the data. The inspection team took this into account when making their judgements and

<sup>1</sup> The Foundation Stage caters for children from the age of three to the end of the reception year.

<sup>2</sup> The strengths and weaknesses are listed in order of significance.

<sup>3</sup>

<sup>4</sup> Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

paid particular attention to tracking the progress made both by individuals and groups of pupils. Children in the Foundation Stage do not achieve as well as they could do and many are unlikely to achieve the early learning goals<sup>6</sup>. This leads to underachievement for some pupils by the time they reach Year 2, despite satisfactory progress in the Year 1 and 2 class. Standards in Year 2 are below average in English and mathematics. Achievement through the rest of the school is satisfactory overall, however, pupils make better progress in mathematics and science than they do in English. For the pupils currently in Year 6, standards are above average in English and mathematics and well above average in science. Standards in geography and history are also better than normally expected for this age group.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** The pupils have positive attitudes to learning, and standards of behaviour are satisfactory. The attendance rate at the school is above the national average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Overall, teaching and learning are satisfactory,** but a higher proportion of good teaching is needed to ensure that all pupils make the progress they should. There are inconsistencies in the management of pupils, in teachers' expectations and in the organisation of work for pupils of different ability. In some classes, the skills of speaking and listening could be better promoted. Numeracy skills are developed appropriately across the curriculum. In the Foundation Stage and for some pupils in Year 1, teaching is unsatisfactory. The teaching and learning in Year 6 are consistently good.

The school offers its pupils a sound curriculum that is enriched well by good extra-curricular provision and other out-of-class activities. The development of the information and communication technology curriculum, over the past two years, has been a significant improvement. Partnerships with parents are good and the school provides good care for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The school fulfils all the statutory requirements. The headteacher provides good leadership. Despite the weaknesses identified by the inspection, a number of improvements have been initiated in the school since his arrival and a vision for the school has been established. The majority of teachers are committed to this, and to improving the quality of education for the pupils. Some areas of the school are well managed, such as information and communication technology and science. However, there are weaknesses in the management of the Foundation Stage and the management of special educational needs. The governors have a good understanding of the school's strengths and weaknesses. Overall, their governance is sound.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils and parents have positive views of the school.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- improve the provision for children in the Foundation Stage, particularly in terms of teaching, and the planning and organisation of the curriculum;
- increase the proportion of good teaching throughout the school;
- prevent the underachievement of some pupils in Year 1, and raise standards in English and mathematics in Year 2.

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<sup>6</sup> The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory, overall, despite some underachievement by a minority of pupils. Standards in English and mathematics are above average for the pupils in Year 6. Standards in science are well above average. Standards are below average in English and mathematics in Year 2.

### Main strengths and weaknesses

- Above-average standards in Year 6.
- Children in the Foundation Stage do not make sufficient progress.
- Many of the pupils from Year 1, who are taught in the reception class, underachieve.

### Commentary

1. By the end of their time in reception class the majority of children are unlikely to reach the levels expected for children of this age. Children do not achieve as well as they should because of weaknesses in teaching, planning and the quality of resources.
2. Because the children do not do as well as they should when they start school, it is the inspection team's view that this has a negative impact on pupils' achievement as they move through Key Stage 1. Children enter the school with average attainment and this has not been reflected in the school's National Curriculum test results for pupils in Year 2. For example, in 2003, the pupils' average point scores indicated that whilst standards in mathematics were average, they were below average in reading and well below average in writing. When compared to similar schools, standards were well below average in all three areas of learning. When taking the three years 2001 to 2003 together, the performance of the pupils in reading, writing and mathematics fell below the national average. Standards being attained by the pupils currently in Year 2 are also below average in listening, writing and mathematics. They are average in speaking and reading. Overall, given their attainment on entry, many of these pupils could be doing better. Although pupils make satisfactory progress in the Year 1 and 2 class, this is not the case for the pupils from Year 1 who remain in the reception class.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003<sup>9</sup>***

Standards in:	School results	National results
Reading	15.3 (16.1)	15.9 (15.8)
Writing	13.1 (14.4)	14.8 (14.4)
Mathematics	16.3 (16.7)	16.4 (16.5)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

3. The National Curriculum test results in 2003 for pupils in Year 6 indicated some improvement on 2002. When compared to all schools, standards were well below average in English, above average in mathematics and well above average in science. Although the English results were not high enough there was some slight improvement in the school's average points score for this subject.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

<sup>7</sup> Average National Curriculum points are calculated by attaching point scores to the levels achieved by all pupils.

<sup>8</sup> Similar schools are those with similar percentages of pupils eligible for free school meals

<sup>9</sup> **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.



Standards in:	School results	National results
English	26.1 (25.9)	27.0 (27.0)
Mathematics	28.1 (26.3)	27.0 (26.7)
Science	30.1 (30.4)	28.8 (28.3)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

4. Standards in mathematics in 2003 improved on the previous year. High standards in science have been maintained for a number of years as a result of consistently good teaching in this subject. When compared to similar schools, standards were well below average in English, average in mathematics and above average in science. The data also indicates that the pupils made very good progress in mathematics and science in relation to their prior attainment in Year 2. The pupils' progress in English was not as good as it should have been. The school has recognised pupils' writing as a weakness and it forms part of the school improvement plan. Taking the three years 2000 to 2003 together, the performance of the pupils fell below the national average in English. Their performance in mathematics and science exceeded the national average. However, the school's trend of improvement in National Curriculum tests for Year 6 pupils from 1999 to 2003 was below the trend found nationally. Pupils presently in Year 6 have maintained high standards since Year 2 and many are achieving well.
5. National data indicates that the gap in performance between the boys and girls in the school is not as wide as that found nationally. Pupils with special educational needs make satisfactory progress.
6. Standards in information and communication technology are similar to those expected for pupils in Years 2 and 6. Standards in geography and history are higher than one would normally expect in Year 6. Standards in geography in Year 2 are similar to those found in other schools. This was insufficient evidence to make a judgement about history. The inspection focus did not enable the team to make judgements about standards in any other subjects.
7. Evidence from the pre-inspection questionnaires and parents' meeting indicates that the majority of parents believe that their children make good progress through the school. Although there are some weaknesses, the inspection team would judge pupils' progress as satisfactory overall. Under the leadership of the current headteacher, there is now more awareness that standards have got to be higher and the school improvement plan is very focused on raising standards and the quality of education.

### **Pupils' attitudes, values and other personal qualities**

Pupil's attendance and punctuality are good. Their attitudes to learning are also good. Behaviour is satisfactory. Pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Pupils' attendance and punctuality.
- Pupils' attitudes to learning in Year 6.
- Good relationships between older and younger pupils.
- Good personal development of pupils in Key Stages 1 and 2.
- Very good provision for and appreciation of cultural diversity.
- Inconsistencies in promoting expectations of attentiveness and good behaviour during and after assemblies and moving around the school.

## Commentary

8. Attendance is good and shows an improvement from the previous year and is above the national average. Parents are discouraged from taking holidays during term time. Punctuality is also good. Parents indicated that pupils like school and are keen to arrive on time.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.6
National data	5.4	National data	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

9. The children in the reception class enjoy coming to school and settle into their class quickly because of effective induction procedures. Behaviour is satisfactory but some children have difficulty getting on with each other. Adults do not consistently address this issue. All children are capable of working independently but adults too readily tidy up and clear away after them. Weaknesses in teaching affect the progress children make in this area of learning. They are unlikely to reach the expected levels for their age.
10. Through the rest of the school pupils' behaviour is satisfactory overall. Inconsistencies in promoting high expectations of attentiveness and behaviour, particularly during and as pupils leave assemblies, prevents pupils learning how their behaviour can impact upon others. There were no exclusions in the last school year.
11. During the inspection, pupils in Year 6 sustained high levels of interest and concentration in all their lessons. They worked together well in pairs and small groups. Very good examples were seen in science and when completing the task of analysing the structure of a non-chronological report during a literacy lesson. Older pupils voluntarily assisted younger pupils in the playground during break and lunchtimes. A mixed-aged pair worked jointly to sell poppies to their classmates. Older boys unobtrusively supervised the children from the reception class who were on bikes, and put the equipment away after the break. In the dining room, pupils responded politely when choosing their food. Groups of pupils from different year groups ate food together in a sociable atmosphere. At the pre-inspection meeting parents also felt that this good interaction was a positive feature of the school.
12. Pupils with special educational needs respond well, in particular when they receive additional help.
13. The personal development of pupils in Key Stages 1 and 2<sup>10</sup> is well promoted. For example, during 'circle time'<sup>11</sup> and when responding to the story of how the poppy became a symbol for remembrance, pupils expressed respect for the feelings and values of others. Younger pupils were enthralled by a story about the First World War. Pupils also empathised with the plight of the people in an orphanage in Azerbaijan, for whom the school is raising money.
14. Teaching pupils to explore and appreciate the different cultural and religious traditions around the world and within their own local and wider community is a very good feature of the school's provision. Parents were very aware of the recent whole-school project covering many countries and cultures. At the pre-inspection meeting they spoke encouragingly about the teaching of the differences and similarities between faiths. Their children had celebrated Divali and made visits to a mosque and synagogue as well as the churches in Stafford and the village. Pupils also

<sup>10</sup> Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

<sup>11</sup> 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

<sup>12</sup> Circle time - a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak

expressed greater understanding and pleasure and in learning from contributions of other classes to the whole-school project.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory education for its pupils despite some weaknesses. Teaching and learning are satisfactory, as is the use of assessment. The curriculum is sound and it is successfully enriched by a good range of after school activities.

### Teaching and learning

Teaching and learning are both satisfactory overall, although there are weaknesses in the Foundation Stage. The proportion of good teaching needs to be higher to enable pupils to make better progress. The use of assessment is satisfactory.

### Main strengths and weaknesses

- Teaching and learning in the Year 6 class is consistently good.
- There is insufficient good teaching and inconsistencies in areas, such as pupil management, and teachers' expectations.
- Teaching and learning are unsatisfactory in the Foundation Stage.
- Literacy skills could be better promoted.

### Commentary

15. Teaching is unsatisfactory in the reception class. Ineffective or non-existent planning results in the chaotic organisation of many lessons. Children quickly tire of the mundane and often uninspiring activities. Adults oversee activities, moving children on but there is no clear recording system for weekly or day-to-day planning. Assessment is unsatisfactory because there are no records to show how the children are doing. During the inspection there was no evidence of on-going assessments. The teaching assistant and parent-helper were seen supporting the teacher satisfactorily. Opportunities are regularly missed to promote children's personal and social, listening and basic writing skills. Learning is unsatisfactory in most lessons and evidence provided by children's work reinforces this judgement. Most children do not achieve as well as they should.

### Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	5	8	1	1	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

16. All lessons conducted by the teacher of Year 6, during the inspection, were good or better. As a result, pupils in this class learn effectively and make good progress. This teacher is a good role model for other staff. She has high expectations, both in terms of behaviour and academic performance, and plans and organises lessons well so that she gets the best out of all her pupils. Her marking of pupils' work is good and a fine exemplar for other classes. Not only does it encourage pupils, but it directs them effectively to the next stages of learning or sets targets for improvement. The pupils in Year 6 have a good understanding of how well they are doing and what they need to do to improve.
17. The other teachers in Key Stages 1 and 2 are competent and all of them undertake lessons that are good. However, as a result of inconsistencies, the proportion of good or better teaching is not as high as that in Year 6. This means that pupils generally make satisfactory progress in these classes, rather than the good progress that is necessary to improve standards through the school. Using the National Strategies for Literacy and Numeracy, the teachers try to ensure that they cater for the needs of all ability groups and ages by grouping them accordingly and preparing different work for their differing needs. In principle this should ensure that lower-attaining pupils are given the necessary support that they need to achieve and that higher-attaining pupils are challenged. In practice, it does not always work as well as it could do. Too often, pupils are given insufficient guidance about what is expected of them and not enough

demands are made on pupils about the amount of work they should be producing. Often literacy and numeracy and other lessons start well, with good and clear explanations and questioning used effectively to gauge pupils' understanding and to move them forward. However, the good momentum started at the beginning of lessons is not always carried through to the main activities and the pupils' application and concentration decreases and they become less productive. Some teachers do not have high enough expectations in terms of pupils' behaviour. Although behaviour is satisfactory, overall, and often very good in Year 6, there is occasionally some low-level disruption, particularly when pupils are expected to work independently. During these situations, pupils are not sufficiently engaged in their work to be learning well. Lower expectations by some teachers, also leads to work being presented indifferently. This is not in keeping with a good promotion of literacy skills.

18. The teachers generally have good relationships with their pupils and look to promote equality of opportunity. Pupils are treated respectfully and their contributions particularly in terms of their opinions and answers to questions are valued and encouraged. Teaching is satisfactory for pupils with special educational needs. However, assessment information is not always used carefully enough and pupils are sometimes given work, which is too difficult for them. At other times teachers do not always give pupils enough guidance to improve. When this happens, learning slows. Teaching assistants make a satisfactory contribution to pupils' learning. On occasions, their role is too passive during the introductions to lessons. Better use could be made of their time.
19. During the inspection, there were no assessment records available for the children in the reception class and this is unsatisfactory. However, in Years 1 to 6 there are sound systems for assessing the pupils' work in English, mathematics and information and communication technology. The school has a few assessment procedures in other subjects. The assessments that are available are generally used adequately to plan the work for the different ages and the ranges of ability in the classes. Annual tests are used to group pupils for work in English and mathematics. Teachers are beginning to use this information to set targets in English and mathematics.

## **The curriculum**

The school provides a satisfactory curriculum that contains a good range of activities, which support learning outside the school day. All statutory requirements are met. The quality and quantity of accommodation and resources at the school are satisfactory.

## **Main strengths and weaknesses**

- Visits and visitors invited into school enrich the curriculum further.
- Pupils have good opportunities to take part in activities outside the school day.
- The provision for the children in reception class and those pupils in Year 1, who work with them, is unsatisfactory.

## **Commentary**

20. The curriculum pupils in Key Stages 1 and 2 is satisfactory overall. The headteacher has a good awareness of the curriculum issues that can occur with mixed-aged classes. Literacy classes are arranged so that pupils in the upper part of the school are taught in their own year groups for part of the week. There is a two-year rolling programme in the other subjects for teachers to plan to. The curriculum embraces all subjects of the National Curriculum and religious education. However, teaching time in Years 3 to 6 is slightly lower than the recommended time for pupils of this age. There is a satisfactory personal, social and health education programme in which all classes are involved. This is enriched by visitors, such as the nurse from the local community, coming into school to talk to the pupils. Visits out of school that are linked to curriculum areas enrich what is taught in the classroom. History is brought to life when younger pupils in the school visit Shugborough Hall and catch a glimpse of what life was like in Victorian times. The local area is used well to support learning. Older pupils visit a mosque and a synagogue and begin to learn how and why people worship in different places. The oldest pupils in the school all have the opportunity to live alongside each other and take part

in activities out of school during a residential visit. Visits such as these contribute well to pupils' spiritual, moral, social and cultural development.

21. All pupils have many opportunities to take part in activities, which support learning outside the school day. These activities enhance many curriculum areas. There are a number of seasonal sporting activities such as football, tag-rugby, hockey and cricket. In addition there is a Christian Club, and pupils have the opportunity to learn cross-stitch. These activities are all well attended.
22. The provision for pupils with special educational needs is satisfactory. All pupils have individual education plans. However the targets on these plans are often not specific enough and this makes the rate of progress difficult to measure. There is little reference to these targets in teachers' planning or marking of pupils' work. Reviews are completed regularly, and parents are regularly informed. Procedures for the identification and assessment of pupils with special educational needs are satisfactory.
23. The provision for the children in the Foundation Stage is unsatisfactory. Activities are planned according to the national guidance but there is insufficient evidence of an overall weekly or daily plan. It is difficult to see whether or not all areas are covered sufficiently. Resources are unsatisfactory to support most areas of learning. Many are old and worn, although the school has identified this as an area for development. Provision is also unsatisfactory for the younger pupils in Year 1. This is because their curriculum is planned too closely to the Foundation Stage curriculum. They do not have the complete Key Stage 1 experience that the other pupils in Year 1 receive.

### **Care, guidance and support**

The school provides well for the health, safety, care and welfare of pupils in Key Stages 1 and 2, with satisfactory provision for children in the Foundation Stage. Support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, are satisfactory. The involvement of pupils in the school, through seeking, valuing and acting on their views is sound.

### **Main strengths and weaknesses**

- The good care and welfare of all pupils.
- Developing and implementing health and safety policies and procedures effectively.
- The school does not follow up absences urgently enough.

### **Commentary**

24. Anson School provides a caring, supportive environment for all its pupils. Parents are happy with the welcoming ethos. Most pupils feel they have a supportive adult to talk to about any worries they may have. Child protection procedures follow the recommendations of the area child protection committee. The headteacher has undertaken recent training as the named person responsible for child protection in the school. The newly qualified teacher has received training as part of her induction through the local education authority. However, other staff have not received any recent formal training. Internet access is well supervised. Parental consent for publication of pupils' names, and/or photographic images, is requested afresh at the start of each school year. An up-to-date record of the level of permission is kept and used by each class teacher and whole-school records are actively maintained and referred to when appropriate. Pupils' medical needs are well known and catered for sensitively.
25. The school health and safety officer effectively manages the implementation of health and safety policies and procedures throughout the school. Risk assessments are undertaken. The governors' premises committee regularly inspect the accommodation. A health and safety committee meet termly and report back to the governing body. The development of comprehensive information packs to assist with the planning and implementation of 'risk assessed' residential trips and visits is a good feature.

26. Attendance data is effectively collated and monitored. However, there is no consistent policy decision to contact parents early in the school day if no communication indicating the reason for a pupil's absence has been received.
27. Teachers and classroom assistants work give sound support to pupils with special educational needs. They generally have a clear idea of how these pupils learn. Outside agencies are used when necessary to support these pupils.

### **Partnership with parents, other schools and the community**

The school has good links with parents. There are very good quality links between the school and community.

### **Main strengths and weaknesses**

- Nurturing effective links with parents through their active involvement in pupils' learning.
- Seeking, valuing and acting on parents' views.
- Active participation in community events.
- Strong collaborative working partnerships with other schools and educational institutions.

### **Commentary**

28. Parents are actively encouraged to support their children's education. Those who completed the questionnaire and attended the pre-inspection meeting are equally supportive of the school's aims and feel it works hard to make them feel welcome. Partnership working is encouraged to foster pupils' progress in both their academic and personal development. The use of message books, shared reading, provision of curriculum information, together with a newsletter setting out the expectations and timing of homework, create an effective framework for parents to assist with home learning. Parents enjoy helping with costumes for projects and shows, assisting on trips and helping in the classroom. For example, the willing contributions of a number of parents effectively extended pupils' creative experiences during the Key Stage 1 celebration of World History Day during the inspection.
29. Views of parents are sort informally, through an annual questionnaire, and via the parent-teacher association. This organisation holds fund raising events that are well supported. The association effectively upheld the schools' commitment to teaching about cultural diversity, by purchasing a range of African musical instruments.
30. The school is outward looking and seeks to involve itself in village and community events, such as the local fruit and vegetable show, and the 'best kept village' competition, which strengthen pupils' learning effectively. Involvement in a joint venture with other schools, in order to raise money for an orphanage in Azerbaijan, is another good feature that promoted pupils and parents' understanding of the wider world.
31. Every opportunity is taken to widen the learning experiences of pupils, through partnership working with other schools and through links with Stafford University, where recent participation in technology days, held at the university, helped pupils learn new skills using robot control equipment not available in school. Through working together with Weston Road High School in its bid for technology college status, pupils in Year 6 benefited from lessons in their science laboratories, opportunities to use their sports facilities for inter-school competitions, and good arrangements for pupils' transition into Year 7. Improvements to the transitional curriculum between Years 2 and 3 have also taken place through partnership working within the local 'pyramid' of primary schools.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership. The leadership of other key staff is satisfactory and management is sound. Governance of the school is satisfactory.

### Main strengths and weaknesses

- The headteacher provides good leadership.
- Science and information and communication technology are areas of the curriculum that are managed well.
- The governors have a good understanding of the school's strengths and weaknesses.
- The management of the Foundation Stage and special educational needs is unsatisfactory.

### Commentary

32. The headteacher provides good leadership and has achieved much since he started at the school. He provides much needed stability and a sense of purpose. Relationships with parents have improved significantly and there have been major developments in the school's accommodation and provision for information and communication technology. A challenging staffing issue was dealt with effectively during the last academic year and the headteacher introduced the single-age Year 6 class. The school's positive atmosphere was a feature liked by the parents at the pre-inspection meeting. The headteacher also brought a structure to the school day that was not in place previously. However, he would acknowledge there is still much to do and this is reflected in the school improvement plan, which provides a drive for improvement by focusing on raising standards and improving the quality of education. Adults work well together as a team and there is a commitment by a majority of teachers to develop their practice. Some subjects of the curriculum are well managed, whilst others are unsatisfactory. The good management of the science curriculum has led to high standards at the end of Key Stage 2 for a number of years. Some co-ordinators have not had the opportunity to investigate standards and provision in enough detail to decide how to improve their subjects further. The headteacher has initiated the 'Primary Leadership Programme' at the school, which is a national strategy with the aim of improving teaching and learning in English and mathematics through collaborative leadership. It is, however, too early to judge the impact of the school's participation.
33. The management of special educational needs is unsatisfactory. There is documentation kept on all pupils, but this is not managed well or organised effectively. Although pupils have individual education plans in place, there is no check on their use within the school day. Funds for special educational needs are used appropriately for the release of the co-ordinator. The management of the Foundation Stage is unsatisfactory, which results in unsatisfactory provision.
34. The school uses a large amount of performance data and is aware of the need to track pupils' progress effectively. However, some of the data collected does not have sufficient relevance to the pupils' progress in terms of National Curriculum levels. This is confusing for some staff, who would appreciate more guidance on how to move pupils from one stage of learning to the next and how to set targets for their pupils that are relevant and clearly understood.
35. There is a good commitment in the school to staff development. This also includes the non-teaching staff. A newly qualified teacher has been successfully inducted into the school and feels that her mentor and the local education authority have provided her with good support.
36. The governing body has a good understanding of the school's strengths and weaknesses. They are supportive of the school and ensure successfully that statutory requirements are met. They feel ownership of the school improvement plan although the document was put together by the headteacher and staff. It is regularly reviewed. Parents and pupils are consulted on their views and the governors are aware of the standards in the school in relation to national averages and similar schools. Financial comparisons with other schools have not been made. The governance of the school is satisfactory overall.



**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	321,680
Total expenditure	313,615
Expenditure per pupil	2,508

Balances (£)	
Balance from previous year	4,600
Balance carried forward to the next	8,065

37. Financial management is satisfactory overall. The balance carried forward is below the recommended five per cent, but the school and governors have looked very carefully at staffing and resource levels for the next few years. They are confident, for example, that the single-age Year 6 class can continue during the next academic year. The school was last audited by the local authority in 2001. All of the recommendations of the audit report have been fulfilled. The day-to-day management of finance is conducted efficiently by the school's administrative assistant.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS IN KEY STAGES 1 AND 2**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

**The provision for the Foundation Stage is unsatisfactory.** This was a key issue during the previous inspection. There has been some emphasis on improving the inside environment and resources for learning both inside and outside. In addition the school has plans to relocate the outside play area to a more convenient place. However, overall improvement since the previous inspection has been unsatisfactory. Resources for learning continue to be unsatisfactory.

The planning and organisation of the curriculum for children in the reception class is unsatisfactory. The national guidance is used to plan, but no weekly or daily plan was available during the inspection to ensure that all areas of learning are systematically covered. This results in most lessons being poorly organised with children quickly losing interest in one activity. No adult was observed developing on-going assessment information. No assessment records showing how well the children are doing were seen and, as a result, the quality of teaching is unsatisfactory.

Children's attainment is broadly similar to others of their age on entry to school. During the autumn term, children of reception age are mixed with the youngest pupils in Year 1.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **unsatisfactory**.

#### **Main strengths and weaknesses**

- The children come to school happily.
- Teaching is unsatisfactory.
- Adults regularly miss opportunities to reinforce the need for children to be kind to each other.
- Children's personal independence is not satisfactorily promoted.

#### **Commentary**

38. Most children speak confidently to all adults and visitors and are generally happy. They talk freely and answer questions directed at them about their home and their families and generally interact satisfactorily with each other. However, when they do not, adults do not consistently promote the importance of sharing equipment and the need to get on with others. Adults do not develop the children's personal skills effectively. For example, the children are allowed to tip sand on the floor and are not expected to attempt to sweep it up. They are allowed to change from activity to another without clearing up. Tables were seen littered with paper and pencils and jigsaw pieces and bits of 'Lego' were left on the floor as children moved on to something else. The children are not being trained effectively to be responsible for tidying away. Adults are too readily available to do it for them. As a result, teaching in this area is unsatisfactory. Weaknesses in the teaching of this area hinder learning generally. Achievement is unsatisfactory. The children are unlikely to reach the expected levels by the end of their time in the reception class.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Teaching is unsatisfactory although reading skills are satisfactorily taught.
- There are many opportunities for the children to develop speaking skills.
- Children's listening skills are not consistently promoted.
- There are too few opportunities for children to develop writing skills.

- Activities are uninspiring and unimaginatively resourced.

### Commentary

39. The teaching of reading is satisfactory. Reading skills are satisfactorily promoted which enables the children to handle books carefully and begin to tell the story by looking at the pictures. The children develop enjoyment in reading through sharing books at home and school. They are all taught the letter sounds and learn the names of the characters in their reading books. Higher-attaining children know the difference between the words and the letters and begin to recognise familiar words in the simple texts they are given. Writing activities are not excitingly resourced. However, most children respond positively to the approach of 'have a go' writing and this helps children understand the concept of print carrying meaning and its left to right nature, as well as developing their writing skills. There is a designated writing table, but it is poorly promoted, resourced and signposted. No child was seen using it. Previous work shows that children generally have too few planned opportunities to develop writing skills successfully. Although many children recognise and can write their first name, the expectations of adults is low, and there is no evidence of children being taught to write their surnames. Opportunities are regularly missed to reinforce writing skills, in particular with regard to developing correct letter formation. The children have many opportunities to speak and many do with confidence. However, their listening skills are not promoted well. Adults do not effectively teach the children that they should listen carefully and respect the fact that someone is speaking. Children are too often allowed to shout out and interrupt each other or the adult who is speaking. Planning was seen for one lesson, but the teacher did not follow it accurately. As a result of the many major weaknesses, teaching in this area is unsatisfactory. These weaknesses considerably hinder learning within lessons and the children are unlikely to reach the expected levels by the end of their time in the reception class. Achievement is unsatisfactory in this area.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

### Main strengths and weaknesses

- Teaching is unsatisfactory.
- Activities are not well thought out and resources are limited.

### Commentary

40. Children are unlikely to reach the expected levels by the end of their time in the reception class. Past work and observations during the inspection show that the children have too few well planned activities to develop the necessary mathematical skills and vocabulary. During the inspection the children had daily opportunities to use wet and dry sand. Adults constantly missed opportunities to develop vocabulary such as 'empty', 'full' or 'half full'. Children were given a mundane task of writing numbers in the correct sequence. However, the teacher did not effectively promote the need to form numbers correctly. Activities are poorly resourced and do not inspire the children to work with enthusiasm or remain on task. Many children leave activities and wander off. Achievement is unsatisfactory because of the many weaknesses in teaching.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

There was too little evidence to make a judgement on the quality of the provision or teaching in this area.

### Main strengths and weaknesses

- Planning indicates that the outside area is used well to promote learning.
- Past work shows that activities are not always well matched to the needs of these young children.

## **Commentary**

41. Previous work indicates that the children have looked at how people lived long ago, but the worksheets they were expected to fill in were far too difficult for them. When talking to children about their recent visit to Shugborough Hall, they showed a limited knowledge of past and present. However, their idea of finding their way around the local area was better. Higher-attaining children knew that, if you were lost, a map would help you. They said they had looked at lots of maps, but not at school. Opportunities are missed to develop basic skills on the computer. No child was seen working on a computer, although pictures on display show that they have had the opportunity to use a painting program. Resources for building and constructing are unsatisfactory; they are uninviting, old and worn.

## **PHYSICAL DEVELOPMENT**

There was too little evidence to make a judgement on the quality of the provision or teaching in this area.

### **Main strengths and weaknesses**

- There are satisfactory opportunities to use the school hall for physical development.
- Resources for outside are limited.
- Outside play activities are not integrated into a daily programme.

## **Commentary**

42. No physical development lessons were seen. It is difficult to use the outside area for structured outdoor play because of its location; however, there are plans to rectify this. Resources are sparse and continue to be an issue from the previous inspection. No weekly planning for this area of learning was available during the inspection. Children used the space in the playground satisfactorily, as they carefully rode a small selection of wheeled vehicles, which had been borrowed, from another school. There is too little evidence to make a judgement on teaching, but observations showed some weaknesses in this area. There was no evidence of planned opportunities for children to mould, roll or cut soft materials, such as 'play dough'. Children were seen using scissors, reasonably accurately, during their 'National History Day' activities. Observations clearly show that adults are not effectively teaching children to use and pass scissors to each other safely. The lack of careful planning to develop skills and insufficient resources are major weaknesses in this area.

## **CREATIVE DEVELOPMENT**

There was too little evidence to make a judgement on the quality of the provision or teaching in this area.

### **Main strengths and weaknesses**

- The children's role-play area is uninviting.
- There are too few planned opportunities for children to make three-dimensional constructions and explore colour, texture and shape using a range of different materials and tools.

## **Commentary**

43. There is a designated role-play area, however, it is not set up as a specific area. The limited selections of resources are lined up in no particular order and this area, which is helpful in developing children's imagination, was used by only a few children. Most children enthusiastically selected the painting activity, which was on offer during the inspection but no actual teaching of skills was seen. There were satisfactory opportunities for children to take part in musical activities during the inspection but this was not observed. There is too little evidence to make a judgement on standards in this area. However children use paint and brushes showing expected levels for their ages. No planning was available.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards are above average at the end of Key Stage 2.
- Teaching is good in Year 6.
- Standards are below average at the end of Key Stage 1.
- Not all pupils make the progress of which they are capable.
- There are weaknesses in the teaching of writing in Years 1 to 5.

#### Commentary

44. Standards are above average by the end of Key Stage 2. Achievement has been satisfactory for the pupils in Year 6 in relation to their prior attainment at the end of Year 2. Teaching varies in Key Stage 2. It is satisfactory overall and good in Year 6. During a good lesson in Year 6, pupils were seen looking back at work they had completed at home to see how well they had done. On such occasions, homework is used well to support the subject. The teacher demonstrated very good subject knowledge and the lesson was well planned. Achievement was good, as pupils worked diligently, and responded positively to the timed tasks they were given. They listened with interest and answered the teacher's questions eagerly. In addition, there were good opportunities for pupils to work collaboratively in small groups and work out how to tackle the task. Previous work clearly shows that the quality of marking in this class is good. The teacher consistently gives clear guidance for all abilities to improve.
45. Standards in Year 2 are average in speaking and reading but below average in listening and writing; overall, they are below average. Standards are not as high as they should be, because teachers do not consistently promote basic writing skills during literacy lessons and when marking work. In addition, some teachers allow pupils to talk whilst they are giving out information and instructions. Others allow pupils to shout out instead of putting their hand up to answer questions. On such occasions, listening skills are not well promoted, learning is affected and pupils do not achieve as well as they should do. Pupils have not made sufficient progress in writing but have achieved satisfactorily in reading. Teaching is satisfactory, but a few pupils in Year 1, who work with the children in the reception class, do not consistently receive satisfactory teaching. Their learning is affected and, consequently, their achievement is likely to be less than that of their peers, who are in the other class.
46. Teachers are beginning to collect information on individuals and use this to help plan lessons, develop groups within classes, and set targets for improvement. However, teachers do not consistently use this information to predict future grades and track the progress of the pupils in their classes, to see how they are doing. In the weakest lesson seen, the teacher had pitched the lesson too high for the class, because she had not looked carefully enough at information previously collected on the pupils. In most year groups there is evidence of minor underachievement in reading and writing because of this inconsistent use of assessment.
47. Writing has correctly been identified as an area for development in the school. During most lessons, and in pupils' past work, there is too little emphasis on the promotion of basic writing skills and the literacy targets that have been identified. This includes those targets on the individual education plans for the pupils with special educational needs. Displays in classrooms do not effectively address this important area. In lessons, pupils continually write without using capital letters properly, or forget to use speech marks, when writing, because teachers allow it. Attempts at writing are often untidily presented, in particular in Years 3, 4 and 5 and teachers' marking does not effectively address these issues. Weaknesses in the promotion of listening and writing skills are affecting the achievement of many pupils in both key stages. There is little evidence of information and communication technology being used to support the subject. No pupils were seen using the computers during lessons. However, pupils in Year 6 spoke

enthusiastically and confidently about using the Internet to find out information about William Shakespeare.

## Language and literacy across the curriculum

48. Language and literacy skills are not promoted well across the curriculum. There are a few opportunities to write in other subjects and the use of worksheets in some subjects, such as science, restricts these opportunities further.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards are above average in Year 6 but below average at Year 2.
- Assessment could be used more effectively to monitor pupils' progress and raise standards.
- There are inconsistencies in teaching.

### Commentary

49. Standards in mathematics are above average for the pupils in Year 6. These pupils have achieved satisfactorily in relation to their prior attainment in Year 2. Data provided by the school indicates that a number of pupils in last year's Year 6 made good progress. Current standards in Year 2 are below average. This is a result of a significant minority of pupils who will not achieve the expected Level 2 in the national tests. The effect of one pupil on the percentage measure in small year groups is significant but, despite this, some pupils should be achieving better than they are. Although the pupils in Year 2 are currently making satisfactory progress, some pupils in Year 1, are achieving unsatisfactorily.
50. The quality of teaching is satisfactory overall. Despite seeing some good teaching during the inspection, a review of pupils' books indicates that there are some inconsistencies in teaching, particularly in the marking of pupils' work, teachers' expectations and the suitability of work for some pupils. Some teachers mark well, setting targets for improvement and providing sufficient information for pupils to move onto the next stage of learning. This good practice is not seen in every class. As a result, variable demands are made on pupils in different parts of the school. In Year 6, expectations are high and the pupils respond to this positively. Their presentation is good, they cover a good amount of work and they are productive. Where marking is less proficient, and expectations are not so high, work is unfinished, poorly presented and less work is covered. Teachers use the National Numeracy Strategy satisfactorily and attempt to provide suitable work for all ability groups and pupils with special educational needs. This works with varying success. In lessons where teachers have planned extension activities, and set time targets for learning, the pupils concentrate well and good use is made of time. Where teachers' demands and expectations are less clear, some pupils do not remain on task long enough and lose concentration.
51. The majority of lessons start off well with good, productive mental mathematics sessions and good introductions to the main activities. At this point, lessons have pace and questioning is used well by teachers to involve and challenge all pupils. Unfortunately, in a minority of classes, this is not maintained and lessons become less productive and effective. Standards are unlikely to rise significantly in mathematics until there is consistency. Although only a few pupils with special educational needs have numeracy targets, teachers need to ensure that the demands of these targets are met regularly.
52. The subject is soundly managed by the co-ordinator. She has checked pupils' books, identified areas for development for other staff and evaluated test results to identify weaknesses in curriculum coverage. Unfortunately, she has not had the opportunity to observe lessons in order to gain a whole-school view of strengths and areas for development in the classroom. Although assessment procedures are satisfactory, the relevance of some testing is not convincing in

relation to the demands of the National Curriculum. More effective procedures could be introduced to track pupils' progress.

### **Mathematics across the curriculum**

53. Numeracy skills are promoted satisfactorily in other lessons. Samples of past work offered examples of pupils developing their skills in measuring and data-handling in subjects such as science and geography.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- As a result of good teaching with high expectations, standards in Year 6 are well above average.
- The school has two science specialists.
- The subject is led and managed well by the subject co-ordinator.
- Literacy skills could be better promoted through the subject.
- The pupils from Year 1, who are in the reception class, receive a different science curriculum to those pupils from Year 1 who work with pupils in Year 2.

### **Commentary**

54. Standards in Year 6 are well above average. This is a result of good subject knowledge by the classteacher, high expectations and good levels of interest from the pupils. Standards in science have been high in Year 6 since the previous inspection. Standards in Year 2 are average, despite the efforts of the classteacher as a subject specialist. This is a result of some pupils in Year 1 not covering the same science curriculum as their peers. For example, there is considerable variation amongst the pupils currently in Year 2, with regard to scientific enquiry. Some of the pupils act maturely in finding things out for themselves, whilst others have difficulty working with others or sharing ideas because they have not been previously taught to do so.
55. Teaching is sound throughout the school, and consistently good in Year 6, where expectations are very high. This was evident as the pupils in Year 6 independently produced food chains that inter-linked to form complex food webs. The pupils showed obvious enjoyment as they confidently explained what they were doing, using words such as 'producer' 'consumer' and 'predator'. Social skills were developed, as the pupils were expected to work together efficiently and because the classteacher placed a time limit on their group work, time was used efficiently. The pupils listened intently to each other as the groups reported back on the outcomes of their work and towards the end of the lesson the pupils were expected to assess their own understanding and whether they were ready to move on to the next stage of learning. Speaking and listening skills were well promoted in this lesson, as they were when pupils in Year 2 considered the best site for a class bird table. However, a review of pupils' work, indicates that an over reliance on worksheets sometimes limits the promotion of the pupils' writing skills. In many lessons, pupils of all abilities and those with special educational needs are often given the same work. This limits the challenge that can be provided for higher-attaining pupils, and raises questions about whether lower-attaining pupils fully understand what they are doing.
56. The subject is led and managed well. The co-ordinator provides an effective role model for other staff. She has a secure understanding of the subject and enjoys teaching science. This is reflected in the school's results and the confident attitudes and enjoyment of the subject shown by pupils in Year 6. The school has a good scheme of work written by the co-ordinator, which apart from Year 1, ensures that pupils in mixed-age classes receive full coverage of the curriculum and do not repeat work. The co-ordinator has monitored pupils' work and analysed test results to identify weaknesses in teaching and learning. She has not checked on teaching in classrooms. Assessment is a weakness. Although teachers undertake assessments at the end of units of work, insufficient use is made of this information when pupils move to different classes or for the planning of lessons.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

### Main strengths and weaknesses

- The information and communication technology suite is used well to support other subjects.
- The pupils are enthusiastic about the subject.
- The subject is led well.

### Commentary

57. Information and communication technology skills are average by the end of both key stages. Discussions with pupils in Years 2 and 6 clearly demonstrated average standards. Pupils in Year 6 spoke enthusiastically and confidently about sending e-mails, and using the Internet, and had a good idea of these processes. They spoke vaguely about using digital cameras and said that they had only started to develop information and communication technology skills in the last two years. In Year 2, pupils spoke clearly about the art programs they have used. They name keys such as the 'arrow key' and confidently used vocabulary specific to the subject such as 'clicked' and 'dragged'. In addition, without even sitting by a computer, most had a satisfactory idea of the process needed to 'save' and 'print' out work. Achievement is satisfactory and this is clearly shown by the attractive information and communication technology displays in the information and communication technology suite and in some classrooms.
58. Two lessons were seen in Key Stage 2 but there is too little evidence to make a secure overall judgement on teaching. In the better lesson, in Years 3 and 4, teaching was good. The teacher gave a good demonstration in the classroom of how to use different sized fonts and insert pictures using clip art. She had high expectations regarding listening and the need to concentrate on what pupils were doing. As a result, in the information and communication technology suite the pupils worked diligently and confidently, asking for help politely if they needed it. The good opportunities to work together developed pupils' social skills well. A classroom assistant satisfactorily supported the teacher. She worked with a group of pupils who were attempting to do a similar task orally using a tape-recorder and dictaphone. This task promoted speaking and listening skills well.
59. The subject is led well by a knowledgeable and enthusiastic co-ordinator. She has a good idea of standards in the subject, because she monitors the work that is produced within the school. She has recently introduced satisfactory assessment procedures, which will show how well pupils are doing as they move through each level of the National Curriculum. There has been good improvement since the previous inspection.

### Information and communication technology across the curriculum

60. Information and communication technology is beginning to be used well across the curriculum. In Year 6, pupils have used computers to support their Egyptian topic in history. In addition they have used the Internet to look for information and pictures of mountains in geography. In science they have developed multi-media presentations about micro-organisms. Pupils in Years 1 and 2 have linked information and communication technology with geography, as they have identified where they live on a map and written their address using the computers.

## HUMANITIES

61. Humanities was not a focus for the inspection and, therefore, no judgement can be made about provision, but evidence would indicate that standards, in **geography** and **history**, are higher than one would normally expect in Year 6. Standards in geography in Year 2 are similar to those found in most schools. The pupils in Year 2 had not undertaken any history so there was insufficient evidence to make an overall judgement. No lessons were observed in geography or history but discussions were undertaken with Year 2 and 6 pupils and their work was analysed.



62. The pupils in Year 2 have covered a satisfactory range of work in geography. Discussions with pupils of all ability indicated that the pupils had a sound knowledge of simple maps and plans and were able to identify where they lived. They were able to name different features of towns and villages and aspects particular to Great Haywood, such as the canal and railway. Most pupils present their work tidily. However, not enough attention is paid to the different ability groups within the Year 2 with most pupils doing the same work. The use of worksheets limits the promotion of pupils' writing skills.
63. Pupils in Year 6 talked confidently about their geography and history work. They discussed the major mountain ranges of the world and accurately identified the continents on which they were found. The pupils were able to explain the change in climatic conditions, when moving up a mountain, and also described the different features and climates found in other areas, such as deserts and forests. They had a good knowledge of ancient Egypt. Episodes and events were described well, particularly the role of the pharaohs and the gory details of mummification. Their workbooks showed that they had covered a good range of work and good links had also been made with other subjects, such as design and technology and information and communication technology. However, as with Year 2, an over reliance on worksheets limits the development of pupils' writing skills.
64. **Religious education** was not a part of this inspection and will be inspected separately by a team from the diocese.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

65. This curriculum area was not a focus for the inspection and, therefore, no judgement can be made about provision.
66. No lessons were observed in **design and technology**, **music** or **physical education**. However, in Year 6, pupils have linked their design and technology with history as they made Egyptian sandals. Processes of planning, making and evaluating in **design and technology** show satisfactory standards. Pupils in all year groups have satisfactory opportunities to sing during assemblies and to take part in **music** lessons taken by an external specialist. Pupils sang tunefully in an assembly about Remembrance Sunday.
67. Only one art and design lesson, which was taken by the art co-ordinator, was seen in Year 6. Standards in **art and design** were judged to be above average. Clay tools were used effectively to create detailed African Masks, which were 'full of expression'. Many pupils said that they have not used clay before. The teacher interacted very well with the pupils and had planned the lesson very well. Books were used well to give the pupils ideas. During the lesson, pupils were seen using them maturely to look for ideas and ways to improve their work. Attitudes towards each other and to the subject were excellent. One girl was seen very sensitively helping a boy who was having difficulties, to smooth out a section of his mask. The teaching and relationships were very good in this class. At the end of the lesson there were very good opportunities for pupils to look at and comment on their own work and the work of others. In addition, the teacher reinforced the learning objectives, enabling pupils to be aware of the very good learning that had taken place. Cultural development had a high profile during the lesson, as pupils became more aware of African art.
68. Art is well promoted throughout the school. information and communication technology is beginning to be used to support the subject well. Pupils in Year 2 have used art programs to develop pictures and patterns. In Year 6, pupils have used a program well to create geometric shapes, after looking at the famous picture of 'The Snail' by Henri Matisse.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

69. The school makes satisfactory provision for personal, social and health education through timetabled lessons that give pupils an opportunity to express views, show respect for others and listen to advice. One lesson was observed in the Year 3 and 4 class. During this good session, the pupils considered the responsibilities of being a friend, recognising that friends might be unpleasant if they are upset. This was part of a 'circle time' session. Some pupils made mature observations such as friends needing 'to be left alone' or 'feeling guilty' after behaving inappropriately. The lesson made a good contribution to the pupils' personal development with views and opinions being shared with a developing sense of empathy. The Year 3 and 4 teacher conducted the 'circle time' well, despite not having any training in this area of the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*