

# INSPECTION REPORT

## **CHESWARDINE PRIMARY SCHOOL**

Cheswardine, Market Drayton

LEA area: Shropshire

Unique reference number: 123357

Headteacher: Mr J P Phillips

Lead inspector: Mrs V Ward

Dates of inspection: 26 – 28 April 2004

Inspection number: 255776

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
Number on roll:	84
School address:	Glebe Close Cheswardine Market Drayton Shropshire
Postcode:	TF9 2RU
Telephone number:	01630 661233
Fax number:	01630 661233
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Howse
Date of previous inspection:	07/05/2002

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Cheswardine, five miles south of Market Drayton, in Shropshire. The pupils come from Cheswardine and neighbouring villages and live in both private and council-owned housing. There are currently 84 pupils on roll, with slightly more girls than boys. Almost all of the pupils are white British. A very small percentage are of mixed race background. No pupil is currently learning English as an additional language. Part of the school building is used by a private nursery. Children are admitted to the school in the September, January or April following their fourth birthday. Their attainment on entry is broadly average. The percentage of pupils known to be eligible for free school meals (7.1 percent) is well below average. Thirteen percent of the pupils are identified as having special educational needs, a figure that is also below the national average. No pupil currently has a statement of special educational need. This is fewer than in most schools. A very small percentage of pupils either joined or left the school during the course of the previous school year. The school staffing is stable. The school recently achieved the Arts Quality Mark.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19028	V Ward	Lead inspector	Mathematics, Science, Information and communication technology, Design and technology, Physical education
12682	J Griffin	Lay inspector	
8316	J O'Hare	Team inspector	English, Foundation Stage, Religious education, Art and design, Music, History, Geography, Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective and improving school**. It is no longer underachieving. There has been significant school improvement in the last 18 months because of the very good leadership of the headteacher, supported by a very hardworking staff. The good teaching and the attention paid to individual needs enable all of the pupils to achieve well. The school has a caring ethos and focuses successfully on the pupils' personal development. As a result, the pupils enjoy coming to school and participate fully in all it has to offer. Most parents speak positively about the school. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Achievement is now good because the teaching, learning and curriculum have improved.
- The very good leadership of the headteacher provides a strong sense of direction which is bringing about rapid school improvement.
- In Year 2 and Year 6, standards in all aspects of English are above average.
- In mathematics and science, standards are average and rising because of the good teaching and learning.
- The teaching and learning in the Foundation Stage give the children a very good start to their education.
- The very good relationships among teachers and pupils foster positive attitudes and good behaviour.
- The use of information and communication technology (ICT) to enhance learning in other subjects is not sufficiently well developed.
- The provision in the arts contributes significantly to learning across the curriculum and to the pupils' cultural development.

Overall improvement has been good. Standards in English, mathematics and science have risen significantly since the previous inspection and achievement is now good. Many improvements have taken place in key areas and are making the school more effective overall. These areas include teaching and learning, the pupils' attitudes and their behaviour, the quality of leadership and management, and standards in the core subjects. Good progress has been made with all of the key issues from the previous inspection. The school is aware that it needs to continue implementing its planned programme to raise standards. The leadership roles of the coordinators are developing well and good planning is in place for this to continue.

### STANDARDS ACHIEVED

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

*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.*

*\*There were only 15 pupils in the year group, so care should be taken when interpreting these results.*

Throughout the school, **the pupils' achievement is good** and there is no significant variation in achievement among different groups of pupils. The results in 2003 showed a significant rise from those of 2002, due to the successful elimination of the pupils' underachievement. When compared with scores from similar schools, the results show that the school added considerable value to the

pupils' learning in English and science between Years 3 and 6. The standards currently attained by the Year 6 pupils are slightly lower than the test results from summer 2003 because the number of pupils having special educational needs is currently greater. In English, standards are above average, and in science they are average. Standards in mathematics have risen to become average because of the school's particular focus on teaching and learning in the subject. In Years 1 and 2, standards have improved since last year and are now above average in all aspects of English, and average in mathematics and science. In the Foundation Stage, the children exceed the goals they are expected to reach in most of the areas of learning.

**The pupils' personal development, including their spiritual, moral, social and cultural development, is good.** They show positive attitudes to school and are enthusiastic and motivated to learn. The behaviour of the vast majority of pupils is good. Their attendance is very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The teaching and learning are good overall.** In the Foundation Stage they are very good, and the staff make learning very interesting for the children. Throughout the school, the teachers expect and achieve good standards of behaviour and work from the pupils. The teachers use time very effectively and this sustains the pupils' interest and encourages them to learn. In Years 1 to 6, assessment procedures are good for English, mathematics and investigative science, and the teachers track each pupil's progress and adjust provision as necessary.

The curriculum provided by the school is good and is greatly enriched by a good range of extra-curricular and additional activities. This contributes significantly to the pupils' positive attitudes to learning and to their good achievement. The quantity and quality of the accommodation and resources are satisfactory. The quality of care and guidance is good, and this supports the pupils' learning well. The pupils' personal development is monitored effectively, and they are actively involved in the work of the school and in helping to shape decisions. The school has developed a good partnership with parents and this has a positive effect on learning. Links with other schools and the local community are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher provides very good leadership. In the eighteen months since he was appointed, he has provided a clear sense of purpose to school improvement. He has enabled rapid and significant school improvement to take place. The work of the governing body is satisfactory and they ensure that all statutory requirements are met. The analysis and use of data are good, as is management, including that of the school's finances.

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

The parents are pleased with the quality of teaching and they feel that their children are expected to do their best. Most pupils speak positively about their school and feel that they are well cared for and valued. A minority of parents expressed concern about their children's homework, the range of activities available and the opportunities to express their views. The inspection findings show that the provision of homework is satisfactory and that there is a good range of activities to enrich the pupils' learning. The school seeks the views of parents and has taken action based on the results of its most recent questionnaire.

## **IMPROVEMENTS NEEDED**

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

- Continue to implement the planned improvements to raise standards, especially in mathematics and science;
- Develop a more systematic approach to using ICT to support learning in other subjects.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Achievement is good throughout the school and shows no significant difference in terms of the pupils' gender, ethnicity, ability or background. Standards on entry to the reception class are average overall. By the end of the reception year, the children exceed the expected goals in many of the areas of learning. At the end of Year 2 and Year 6, standards in English are above average. In mathematics and science, they are average.

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

- The pupils' achievement has improved significantly since the previous inspection and standards are rising because the quality of education has improved.
- The children in the Foundation Stage achieve particularly well because of the very good teaching and learning.
- Skills of investigation in science and problem solving in mathematics are not yet fully developed.
- Throughout the school, the pupils achieve well in speaking, listening, reading and writing.

#### **Commentary**

1. Recent improvements in the quality of teaching, the curriculum and the ethos of the school are having a positive effect on the pupils' achievement. Since the previous inspection, the teachers have worked successfully to raise standards in English, mathematics and science. The most significant impact has been in English, where the school has rightly placed the greatest effort. It is now working hard and successfully to raise standards further in mathematics and science. The tracking of each pupil's progress and analysis of their needs, together with corresponding adjustments by the teachers to their planning, are all helping to bring about improvement.

*The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.*

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

Standards in:	School results	National results
English	29.0 (25.0)	26.8 (27.0)
Mathematics	26.2 (25.0)	26.8 (26.7)
Science	29.4 (26.0)	28.6 (28.3)

*There were 15 pupils in the year group. Figures in brackets are for the previous year. As the numbers in these year groups are small, care is needed in interpreting these figures.*

*Test results for Year 2 are not included because there were only 10 pupils in the year group.*

2. In 2003, the national test results for Year 6 rose significantly in English and science. There was a slight rise in the results for mathematics, which is a current focus for development. The



overall results in 2004 are expected to be slightly lower because of the changed balance of abilities within the class.

3. In 2003, the national test results for Year 2 were below the national average because of the high proportion of pupils who had special educational needs. The current pupils in Year 2 are attaining standards which are above average in speaking, listening, reading and writing, and are average in mathematics. Throughout the school, the pupils achieve well in English, mathematics and science because of the good teaching and the attention paid to individual needs.
4. The initial assessments show that on entry the children are of average attainment. The good provision in the Foundation Stage enables the children to achieve very well. By the end of the reception year, most of the children exceed the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and in their knowledge and understanding of the world. There was insufficient evidence to make a judgement about standards in the children's physical development, but in creative development, they attain average standards. The school is now building on this strong start by raising standards through the school.
5. The results in mathematics at both Years 2 and 6 have regularly been lower than those for English and science. The school has already identified this as a weakness and has introduced strategies which are having a beneficial effect upon standards. A current focus on increasing the pupils' calculation skills, and their understanding of how to apply this knowledge to help them solve mathematical problems, is contributing to raising standards. The analysis of achievement in science has shown weaknesses in the pupils' investigative skills. These skills are currently being developed successfully through a revised curriculum and better teaching.
6. The school's focus on all aspects of English has contributed to the recent improvements. Accurate spelling and clear fluent handwriting are expected and achieved through good teaching. A recent focus on teaching the skills of speaking and listening is having a beneficial effect on standards throughout the school. The skills of reading and writing are given appropriately high priority, with the enthusiasm of the teachers fostering the pupils' interest. These skills are used well in other subjects, such as work in religious education and geography.

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

The pupils show good attitudes towards school and their work in lessons. Their behaviour is now good, underpinned by very good relationships among pupils and with adults. The pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Their attendance is now very good.

### **Main strengths and weaknesses**

- The pupils' attitudes towards school and their work in lessons are good and support their learning.
- The pupils are well behaved and relationships among pupils are very good because of the success of measures introduced by the school.
- By the end of the reception year, the children achieve very well in personal, social and emotional development.
- The level of attendance is very good in comparison with that found nationally.
- The pupils' moral development is very good, whilst their spiritual, social and cultural development is good.

## Commentary

7. Most pupils like their school and enjoy attending. For example, a group of Year 6 pupils justifiably expressed positive views about the way teachers help and encourage them to learn. They also appreciate the friendship of other pupils and value the 'Commendation' system that recognises positive attitudes, good behaviour and high attendance. Pupils enjoy most of their lessons and the positive atmosphere created during playtimes and lunchtime. Their attitudes towards their work are good. In most lessons, pupils listen well and show good levels of interest, concentration and determination to complete tasks. They respond particularly well when expectations are high, lesson tasks are demanding and they are able to engage in a variety of practical activities. The pupils with special educational needs relate well to each other in their groups and in whole class situations. They develop positive self-images as the teachers and assistants strive to help them to achieve success in their work. The close bonds of trust and friendship established with the adults encourage the pupils to develop positive attitudes to work.
8. Behaviour in classrooms, during lunchtime and at playtimes is good and has improved since the previous inspection. The staff set high expectations for pupils' behaviour and most pupils are very keen not to let down their teachers or themselves. The good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning and social development that is now evident. A calm, social atmosphere prevails in the dining hall. Parents and pupils confirm that there is no racism, whilst teasing and bullying have diminished in the last two years. The pupils know that such incidents, once reported, are thoroughly and fairly investigated. The school places a strong emphasis on prevention of all forms of anti-social behaviour, primarily through frequent recognition of good behaviour and attitudes. Very harmonious relationships among pupils, irrespective of background or gender, are a very prominent feature. Teachers value pupils' work and effectively praise effort and good work. This significantly assists pupils' learning. No pupil was excluded in the previous school year.
9. The children in the Foundation Stage achieve very well in their personal, social and emotional development and most will exceed the expected goals by the end of the reception year. They enjoy learning and quickly settle to their activities when they come to school. Outdoors, the children amicably share equipment and play areas with others, including older pupils.
10. Very good attendance levels have been maintained in the current year. The school's measures to monitor absence and promote high attendance are now very good. Close data monitoring, regular recognition of high attendance and sensitive 'first day absent' contact with parents are the keys to the major improvement in attendance. As a result, parents now clearly understand that the school places great emphasis on attendance and nearly all contact the school quickly in the event of absence. As a consequence of this initiative, unauthorised absence is also significantly reduced. Nearly all pupils arrive on time for school.

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
National data	5.4	National data	0.4

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

11. Since the previous inspection, the school has made good improvement in developing the pupils' spiritual, moral, social and cultural awareness, helping them to mature and behave responsibly. Spiritual development is an integral part of collective worship; being part of the whole school ethos, it is also carefully planned into the curriculum. As a result, the pupils gain a greater understanding of themselves and awareness of others. The very good relationships also contribute to the pupils' personal development. Class discussions, especially in religious

education lessons, provide good opportunities for pupils to listen to the opinions of others. They have very good knowledge of the principles which enable them to distinguish right from wrong. The pupils develop a good level of cultural awareness, through music, art, history and religious education. This is enhanced by the school's engaging assistance from outside, such as an artist in residence or an author.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. The teaching is good overall and has several very good features. The curriculum is good throughout the school. The school cares well for its pupils. It has good links with the parents, other schools and the community.

### Teaching and learning

In the Foundation Stage, teaching and learning are very good overall. In Years 1 to 6, the teaching is good and has several very good features. Assessment procedures in English, mathematics and investigative science are very thorough and provide teachers with a clear picture of each pupil's progress.

### Main strengths and weaknesses

- The teaching and learning in English, mathematics and science are good and enable the pupils to achieve well.
- The teaching and learning in the Foundation Stage give the children a very good start to their education.
- The teachers use time very effectively and this contributes to the good achievement.
- The teachers expect and achieve good standards of behaviour and work from the pupils.
- Assessment of the pupils' achievement in English, mathematics and investigative science is used effectively to raise standards.
- Assessment procedures for other subjects are not yet well established.
- The pupils' involvement in knowing how well they are doing is not fully developed.

### Commentary

#### *Summary of teaching observed during the inspection in 19 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	9	2	0	0	0

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

12. The quality of teaching has improved considerably since the previous inspection, when a significant proportion was unsatisfactory. During the current inspection, there was a greater proportion of good and very good teaching in all classes. This is to the credit of the staff who have worked very hard to improve their practice.
13. The teachers have good subject knowledge of English, mathematics and science. They understand how pupils of different ages learn and this enables them to plan tasks which engage the pupils' interest and provide appropriate challenge. The work planned for different groups is well considered and enables all pupils, including those with special educational needs and the higher attaining pupils, to achieve well. The teaching of pupils with special educational needs is good, and at times, very good. The staff manage these pupils very well, which results in good learning. The pupils' work and progress against individual targets is carefully monitored by the designated coordinator. At the previous inspection, management of the behaviour of

pupils with special educational needs and the monitoring of their progress were insufficiently developed. The school has addressed these issues well through much improved provision.

14. The teaching assistants are fully briefed about their roles before lessons start. There is effective teamwork between teachers and assistants, which provides a good role model for the pupils. The teaching assistants relate well to the pupils and this fosters in them positive attitudes to learning and encourages them to do their best.
15. The very good teaching of the reception children enables them to achieve very well. The staff plan the learning activities carefully to ensure that the children have access to all six areas of learning, and especially to literacy and numeracy activities. The teaching of basic skills is well planned and organised, thereby enabling the children to make very good progress in learning to read, write and become numerate. The classroom assistant supports individual and group activities very effectively by helping the children to concentrate on the carefully planned and challenging learning tasks. The adults help the children to feel secure, gain confidence and communicate well with others. There are good arrangements to check what the children know, understand and can do, and the resultant information is used well to plan the next steps in the children's learning.
16. Lessons are well organised and the teachers use consistent strategies which help them to manage behaviour very effectively. This provides a secure environment in which all the pupils can achieve well. In a science lesson in Year 2 about growing beans, the teacher gave timely reminders of her expectations of the pupils' behaviour. Her use of encouragement and praise provided a calm atmosphere in which the pupils were able to concentrate on learning. They applied themselves well and worked successfully both independently and collaboratively. This contributed significantly to the very good achievement.
17. The teachers expect the pupils to work purposefully and to complete their tasks. The very good use of time provides a sense of urgency to the learning. In a scientific investigation in Years 5 and 6, the very good balance between exposition, demonstration and practical work sustained the pupils' interest and ensured that they remained on task. They showed good application to the task and worked cooperatively both in carrying out the practical investigation and discussing their results.
18. The tracking of individual progress in English, mathematics and investigative science, is very thorough and is used well to analyse where additional support is needed. The teachers are conscientious in assessing their pupils' progress in other subjects, but no common system is in place for all classes. The staff are currently trialling assessment procedures for other subjects with a view to establishing whole school practice. The introduction of targets for individual and groups of pupils is helping to involve them more in their own learning. However, many of the individual targets are expressed in language which is not easy for pupils to understand. The pupils themselves also feel that they would like more involvement in deciding what their targets should be. The school is aware of these issues and is addressing them.

## **The curriculum**

The curriculum is good throughout the school and prepares the pupils well for the later stages of their education. It is enhanced through inclusive learning, enrichment activities and good provision of extra-curricular clubs. The accommodation, although now satisfactory following recent building alterations, still has some limitations that adversely affect teaching and learning. The quality and quantity of resources are satisfactory.

## **Main strengths and weaknesses**

- The curriculum is inclusive and results in good achievement for all pupils, irrespective of their abilities, gender or background.

- The curriculum for children in the Foundation Stage is good and is imaginatively planned to promote good achievement.
- There is insufficient planning to support the use of ICT in other subjects.
- There is a good match of teachers and support staff to the curriculum, all of whom work as an effective team.
- The accommodation is satisfactory overall, but the classroom for the children in Reception and Years 1 and 2 sometimes limits the children's learning.

## **Commentary**

19. The breadth and balance of the curriculum are good. The curriculum has improved since the previous inspection. Appropriate focus is given to the key areas of literacy and numeracy, reflecting the school's aims to improve standards here. The very strong emphasis on the development of speaking skills is an important element in the improving standards across all subjects. The curriculum is enriched by a wide variety of extra-curricular clubs, an interesting range of visitors and activities such as a dance week or arts days. In consequence, the pupils are motivated and effective learners.
20. The curriculum is well planned and is complemented by a supportive environment and the school's inclusive approach to learning. This is evident in the carefully planned strategies to address the underachievement of boys, the results of which are seen in their raised motivation and good achievement. The curriculum for pupils with special educational needs is appropriately adapted to their needs by means of individual education plans. The targets in these plans are detailed, precise and are accompanied by useful outlines of work programmes. The special educational needs co-ordinator has compiled a list of the more able pupils in each class and has developed challenging programmes of work to meet their specific needs. This attention to individual needs enables all of the pupils to achieve well.
21. The curriculum for children in the Foundation Stage is stimulating and carefully planned for their varying needs. It offers the children many good opportunities to explore and to investigate inside and outside the classroom. The staff support the children well and have created a very strong first stage of learning.
22. In ICT, current planning does not give the teachers sufficient guidance to help them enrich the pupils' learning, and to develop their ICT skills in a systematic way across a range of subjects. The school has identified this area as a priority for development and has plans in place to improve provision.
23. There is a good match of teachers and teaching assistants to meet the demands of the curriculum. After considerable turbulence resulting from staff changes, there is now greater stability. The sense of joint purpose that binds all staff is a strong feature in the school's improving standards. There is a satisfactory range of resources for all subjects and this is used well by staff and pupils.
24. Overall, the accommodation is satisfactory. It is conscientiously cleaned and cared for. Whilst recent building work has greatly improved the building, the classroom for Years 1 and 2 also accommodates the Foundation Stage children. Despite careful planning of activities, shortage of space and noise created by the activities of different groups of children sometimes disrupt learning. This is particularly noticeable during literacy lessons. The outdoor area, including the garden, has recently been developed well and is used effectively as a learning resource across all subjects.

## **Care, guidance and support**

The school cares well for its pupils. Pupils receive good support, advice and guidance. There are good measures to involve pupils in the school's work and development, through seeking and acting on their views.

## **Main strengths and weaknesses**

- The school has good procedures for ensuring the pupils' health and safety.
- The pupils have easy access to well-informed support, advice and guidance.
- The school regards the views of pupils as important in its work.

## **Commentary**

25. Levels of minor accidents, mainly in the playground, are low. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection. The arrangements for induction to reception as well as the transfer arrangements to secondary school are well established and successful. Teaching and non-teaching staff, including the administration assistant, know the pupils well and address their needs effectively. They are very approachable and are totally committed to the welfare of the pupils. Pupils with special educational needs are identified early, often prior to their admission to the school, and their progress is tracked closely. The staff provide sensitive support and guidance to pupils, as regards both their work and behaviour. They act quickly if a pupil is unhappy or under pressure, and are careful to make sure new arrivals are helped to settle in. As a result, nearly all pupils have a good and trusting relationship with one or more adults in the school.
26. Good attitudes, effort, schoolwork and achievements beyond school are very effectively recognised at weekly assemblies. Pupils in Year 6 say that teachers expect them to behave in a more grown up way as they move through school, and at this they are successful. Older pupils have individual targets relating to their academic progress and personal development. Staff discuss the outcomes of tests with pupils; this and regular marking provide helpful suggestions on how their work can be improved. This important work is underpinned by good assessment and tracking of pupils' achievements, particularly in English and mathematics. The school rightly plans to increase the involvement of pupils in setting their own targets, in order to improve their understanding of how well they are doing.
27. Pupils in all year groups create a set of class rules at the start of the school year. Planned discussion sessions, where pupils share their feelings and concerns, are now an established feature in all classes. The school rightly plans to give further emphasis to these sessions, as part of its drive to improve pupils' behaviour still further. The very good relationships, between pupils and their teachers, create a very positive atmosphere in which pupils can express their views. The great majority of pupils agree that the staff listen to their ideas. The newly-formed school council is having a positive impact, by making the headteacher aware of some practical matters that concern pupils. As a result, a bicycle rack and netball posts have been provided and greater attention is now paid to hygiene in toilets.

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

There is a good partnership with parents. Links with the local community make a good contribution to pupils' personal development. Links with other schools and colleges are good.

## **Main strengths and weaknesses**

- The parents receive very frequent information about what pupils are doing at school.
- The parents contribute significantly to the successful partnership with the school.
- Village and church links contribute strongly to pupils' personal development.
- There are good links with the local secondary school and local primary schools.

## **Commentary**

28. The pre-inspection questionnaire returns show that the parents are broadly satisfied with what the school provides and achieves. They rightly recognise that the school is steadily improving,

helped considerably by the stability provided by the new headteacher. Very well led by the headteacher, the school positively seeks to work constructively and engage with parents. For example, a parental survey identified that some parents had concerns about a lack of information on what pupils were learning. As a result, at the start of each week, parents receive written information about the curriculum. Parents' views were also sought on the recent modifications to classrooms. Termly information is provided on how pupils are getting on, through parents' evenings and good quality written annual reports. Suggestions, concerns and complaints are taken seriously and sensitively investigated.

29. The parents contribute significantly to the successful partnership by, for example, sending their children to school regularly, so that the school achieves well above average attendance levels. The parents of nearly all pupils attend the termly parents' meetings. There is a close partnership with parents of pupils with special educational needs. They are fully involved in the procedures and are well informed of their children's progress. Through the Friends' group, parents organise successful fundraising events. The involvement of staff, parents and pupils in these events also contributes to the pupils' personal development and the good sense of community that prevails.
30. There are close links with two local churches. The pupils attend termly church services, and the vicars lead collective worship at the school. The pupils' learning benefits from a good range of visits and visitors. For example, pupils from the school sing at a church and a home for senior citizens. Pupils also make Christmas cards for senior citizens and residents in houses adjacent to the school. The whole school takes part in the Cheswardine in Bloom festival, which forms part of a national competition. Public services, such as the police and school nurse, enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a range of collections and sponsored events for charity.
31. Good links are being developed with the new nursery class on the school site. Links with local primary schools make a good contribution to the learning of both staff and pupils. For example, joint professional development days are held with one of these schools and good practice is shared among the staff. There is also some useful sharing of workload, when policies are created or reviewed. The school benefits from close links with the local secondary school to which the majority of pupils transfer. The pupils' learning is enriched by lessons in French and German, provided by the local secondary school's staff as part of its specialist language college status. The secondary school organises a useful survey of Year 6 pupils' attitudes to school and to themselves. The school provides placements for secondary school pupils either for work experience or for study in Health and Social Care. Student teachers, from Manchester Metropolitan University, undertake part of their teaching practice at the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The headteacher has a very clear vision and sense of purpose in moving the school forward. The governance of the school and the leadership of the subject coordinators are satisfactory.

### **Main strengths and weaknesses**

- The skilful leadership of the headteacher has been pivotal in bringing about significant improvements.
- The commitment of all of the staff to their own professional development in order to bring about improvement is impressive.
- The evaluation of the school's strengths and weaknesses is used very effectively to plan for improvement and to meet the needs of individual pupils.
- The headteacher's expert leadership in English has had a direct impact on raising standards.
- The roles of the subject coordinators are developing well, but they need to increase their influence further.

## Commentary

32. The school has been through a difficult period, but the momentum for change under the very effective leadership of the headteacher has brought about rapid improvements. This has been based upon a precise and accurate analysis of the school's strengths and weaknesses, followed by detailed planning and rigorous monitoring and evaluation of progress with school initiatives. Much support has been provided from external sources to help improve the quality of education and to raise standards. The willingness shown by all of the staff to embrace the necessary changes and to work to improve their expertise is commendable. There is both a determination and a conviction among all of the teaching and non-teaching staff that they can and will achieve excellence for the pupils. The teachers and classroom assistants provide a good model of teamwork. Performance management is well established, linking staff development closely to the school's priorities for improvement.
33. The detailed analysis of each pupil's progress is used effectively to influence the teachers' planning. Particular attention is paid to meeting the needs of pupils with special educational needs and the higher attaining pupils. Where boys have often underperformed, particular strategies to increase their motivation have been introduced with considerable success. There is a shared commitment to inclusion among the staff. They ensure that the curriculum is accessible to all of the pupils and that participation in all aspects of school life is high. All the pupils feel valued and most respond positively to the school's code of behaviour. This results in a positive atmosphere for learning and enables the pupils to achieve well.
34. The governance of the school is satisfactory and statutory requirements are met. The governors are keen to support the school and consequently their meetings are well attended. Governors occasionally gather further knowledge of the school through visits to classes and by talking with the teachers. This is an area which the governors have rightly identified for development. They are kept well informed about the school's priorities through information supplied by the headteacher. However, the committee meetings are sometimes run informally and without agendas and minutes. As a result, communications between these committees and the full governing body are neither as efficient nor as effective as they should be.
35. The headteacher's role as coordinator for English, and the improvements in standards which he has engendered, provide a very good example of best practice. The leadership of special educational needs is good. The coordinator has developed consistency of approach throughout the school, which is contributing to good overall provision. The role of the subject coordinators was a key issue for development in the previous inspection report. Their monitoring roles are now developing well and they are beginning to influence teaching and learning in their subjects. For example, the coordinator for mathematics has analysed pupils' work from across the school and has observed teaching in other classes. The school is aware that it needs to replicate this progress in other subjects.
36. Financial procedures are efficient and effective. Governors work with the headteacher to ensure that the principles of best value are applied to spending decisions.

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

Income and expenditure (£)	
Total income	202009
Total expenditure	195693
Expenditure per pupil	2223

Balances (£)	
Balance from previous year	3558
Balance carried forward to the next	9874



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

37. Children are admitted to the reception class in September, January and April, soon after their fourth birthday. At the time of the inspection, there were ten children in the reception class, three having been in school for one week. The children are taught in the same classroom as the pupils in Years 1 and 2. A part-time teacher and two teaching assistants work alongside the permanent teacher for a significant number of lessons.
38. The overall provision for the children in the Foundation Stage is very good, constituting good improvement since the last inspection. The children enter school with attainment that is broadly average. Through the consistently very good teaching, the children achieve very well and start Year 1 with attainment that exceeds the early learning goals in personal, social and emotional development, in language, communication and literacy, in mathematical development and in knowledge and understanding of the world. In creative development, the children reach the expected level for their age. As found at the previous inspection, their creativity is hampered by the restrictions imposed by the size of the classroom. The outdoor area, including the attractively developed garden, is very well used for all aspects of the children's learning. There was insufficient evidence to make judgements about the children's physical development.
39. The good management and very good leadership contribute to the very good provision for the children. The co-ordinator for this stage has built a very effective team. The very good relationships that exist here and the lively, imaginatively planned activities help create an effective first stage of learning, and a strong foundation for the children's future education.

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

The provision for the children's personal, social and emotional development is **very good**.

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

- Teaching is very good and plays a major role in the children's very good learning and achievement.
- There is a good balance between teacher input and child-initiated activities.

#### **Commentary**

40. The children achieve very well, as a result of the very good teaching and the warm relationships that exist. This enables them to learn very well and exceed the expected goals by the end of the reception year. They form positive self-images and explore new learning with enjoyment. They are confident and eager to try out new experiences. Through the variety of activities provided for them for independent play, the children know how to organise themselves. They understand the rules for working and playing together, as seen in the amicable way they shared the apparatus outdoors. Through the good balance between teacher input and child-initiated activities, the children become independent and enthusiastic learners.

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

The provision for communication, language and literacy is **very good**.

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

- The children achieve very well through the very good teaching.
- The very strong focus on speaking and listening benefits the children's learning across all areas.

## Commentary

41. The children exceed the expected goals by the end of the reception year. The very good teaching enables the children to learn and achieve very well. The impact of the teaching is seen in the confident way that the children speak and express themselves, and in their love of stories. The teacher uses a variety of strategies to encourage spoken language. This was seen in a very good lesson when the teacher was in the hot seat, with children interviewing her, in her role as the fox. The very strong focus on speaking and listening is successfully enabling the children to communicate their observations. Work on recognising letters and sounds built successfully on the children's developing reading skills. This was followed by the children writing about the fox. In the work samples seen, the children wrote short sentences about the story. Their letters were well formed, with good spaces between words. This very good achievement was observed in children of all abilities, including those with special educational needs.

## MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **very good**.

### Main strengths and weaknesses

- The teaching of mathematical language and skills is very good.
- The children learn very well through practical and play activities.

## Commentary

42. The very good teaching enables the children to learn and achieve very well and to exceed the expected goals by the end of the reception year. The staff place strong emphasis on mathematical language and the importance of correct vocabulary. The children understand and use words such as *estimate*, when calculating the number of plant pots, for example. The staff provide the children with good opportunities to explain their calculations and this helps the children to consolidate their learning well. The children regularly play with construction kits, which enable them to see different shapes, how they fit together and how to make patterns. Scrutiny of work indicates that the children are confident in number. The competent teaching assistant very effectively helps all of the children to make very good progress.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for the children's knowledge and understanding of the world is **very good**.

### Main strengths and weaknesses

- The very good range of opportunities available helps the children to achieve very well and to exceed the expected goals.

## Commentary

43. The children achieve very well because of the very good teaching. This enables them to learn very successfully and exceed the expected goals by the end of the reception year. The staff plan a good range of activities to stimulate the children's curiosity about the world. They understand the different jobs people do, such as the local vicars and the diocesan bishop. Through visitors and visitors to the school, the children learn, for example, about traffic problems and about the local churches. The immediate surrounding area is used well to explore changes in the seasons and to observe growth. The children learn about their local history through visits to places such as the Railway Age Museum, and eagerly follow Barnaby

Bear's journeys to places such as India. They confidently use the computer to support their learning. The co-ordinator for this stage ensures that learning is purposeful, active and fun.

## **PHYSICAL DEVELOPMENT**

44. There was insufficient evidence to make overall judgements. However, during drama activities in the hall, the children showed good awareness of space and of each other. Their skill in controlling paint brushes as they painted sections of fruit was average.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Children achieve well as a result of the good, imaginative teaching they receive.
- The limited space in the classroom restricts creativity.

### **Commentary**

45. The good teaching and learning enable the children to achieve well and reach the expected goals by the end of the reception year. The children are provided with a good range of stimulating activities, which encourages them to develop their imaginations. In the hall, they imitated the actions of the hen and the fox from their story in the literacy session. The limited space in the classroom restricts spontaneous creativity or imaginative play, and inhibits their attempts to explore, discover and express their creativity. Nevertheless, the outdoor area is used very well for this purpose, both under the veranda and in the garden.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

The provision for English is **good**.

### **Main strengths and weaknesses**

- Standards are above average in Years 2 and 6 and pupils of all abilities achieve well.
- Teaching is good with some very good features.
- ICT is not used as effectively as it should be in all classes.
- Leadership of the subject is very good and is making a strong impact upon standards.
- Literacy skills are applied well across other subjects.

### **Commentary**

46. The school has successfully eliminated the underachievement which was identified at the previous inspection. Throughout the school, the achievement of all pupils, including higher attaining pupils and those with special educational needs, is now good. Standards of work seen during the inspection indicate that pupils in Years 2 and 6 attain standards that are above average in speaking, listening, reading and writing. This is a significant improvement, especially in Year 2, where tests results in 2003 were well below average in reading and writing, when compared with similar schools. The current standards are the direct result of the strategies the school has put into effect since the previous inspection. The above average standards achieved in the Foundation Stage are a relatively recent development and the school is now building well on these standards through the school.
47. Teaching is good, and often very good, throughout the school. The teaching assistants make a significant contribution to the overall quality of teaching. Being well briefed by the teachers, they

are able to work effectively with pupils of all abilities, providing a good level of support that is well matched to individual need. The pupils are challenged well and respond very positively to the high expectations, both in work and behaviour. As yet, not all year groups use ICT to support learning in the subject as frequently or as effectively as they should. However, in the mixed Year 5 and 6 class, the pupils used computers well to consolidate their writing skills successfully and many examples were seen of well-researched projects involving the use of ICT.

48. Throughout the school, there is a strong focus on speaking and listening, by means of, for example, challenging discussions in pairs and in groups. The teaching of these skills is effective because the school has made this a priority for improvement. The impact is now seen in the rapidly rising standards in English and across other subjects, because the pupils' speaking skills are developing well and these form the foundation for reading and writing.
49. In reading, standards are above average in Years 2 and 6. The pupils enjoy books through the infectious enthusiasm of their teachers and support assistants. In Year 6, the pupils talked about their favourite books and indicated the wide range of literature that they enjoyed, borrowing books from the public library on a regular basis. The close liaison now found with parents, who are regularly informed about their children's studies, is also a significant factor in this improvement.
50. Standards in writing are above average in Years 2 and 6, a marked improvement since the previous inspection, when this was the weakest element of English. The pupils are introduced to a wide range of writing opportunities and are encouraged to use their imaginations. In consequence, their writing is often lively and imaginative. The regular practice of handwriting enables the pupils to produce writing which is neat, legible and in joined script. As they go through the school, the pupils correctly use an increasing range of punctuation marks.
51. The headteacher's leadership of the subject is very good and is making a positive impact upon standards throughout the school. As a result of careful monitoring of teaching and learning, he has been able to identify specific areas for development, such as ensuring that learning is clearly linked to pupils' previous attainment and that sufficiently high expectations are placed on all pupils.

### **Language and literacy across the curriculum**

52. The teachers provide good opportunities for the application of literacy skills across the curriculum. They use subject specific vocabulary and emphasise meaning carefully. This results in pupils using appropriate language and specific terminology to express themselves more precisely. There are also good opportunities for reading and for writing at length. For example, in Years 5 and 6, the pupils recorded information about their visits to Carding Mill Valley, and to the Buddhist temple in Wolverhampton. They used well organised writing incorporating linked paragraphs.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are rising because the teaching is good.
- The detailed analysis of test results is being used very well to improve weaknesses.
- The tasks set are challenging and well matched to the needs of the pupils.
- ICT is not used well enough to support learning in mathematics.
- The use of mathematics in other subjects is developing well.

#### **Commentary**

53. Standards and achievement have improved since the previous inspection, when an overall downward trend was identified. There has been a significant improvement since the 2003 tests, when results at both Year 2 and Year 6 were well below average. Children in the Foundation Stage have recently begun to achieve above average standards in their mathematical development. The school is building on this effectively through the school. The pupils now achieve well and, by Years 2 and 6, standards are average and rising. This is because the teaching is good, and at times very good. In a very good lesson in Year 4, the pupils achieved very well as they worked out how many animals passed by a window, based on the information they were given about how many legs were counted going past and the number of legs on each of the two species of animal involved. They learned how to use a grid to help work out this mathematical problem which had many possible answers.
54. A detailed analysis of test results has enabled the school to identify where there are weaknesses in the pupils' mathematical knowledge and skills. Plans are currently in place and action is being taken to address these weaknesses. For example, the school has changed its policy and practice for teaching pupils to calculate. This has led to consistent teaching throughout the school and regular practice for the pupils which, in turn, is raising standards. At the start of each lesson, the pupils are taught the skills they need to solve mathematical problems. This regular practice helps consolidate their learning and enables them to apply these skills with greater confidence and accuracy.
55. The teachers plan the tasks for the pupils with careful consideration of their previous learning. This means that the pupils are challenged appropriately and achieve well. This applies to pupils with special educational needs, to higher attaining pupils and to boys, who frequently perform less well than the girls. Themes which are likely to appeal to boys, such as rockets and space, are used as a focus for teaching and learning in mathematics and this is proving successful in increasing their interest and in raising their achievement. Appropriate support is given to the pupils who find mathematics difficult. A group of pupils in Year 3 worked well with a teaching assistant to practise counting on and to work out patterns, during a game of snakes and ladders. In a very good lesson in Year 6, the higher attaining pupils needed to apply their knowledge of the times tables accurately when multiplying using decimals. The teacher's clear explanation and demonstration using numberlines and grids helped the pupils understand the place value of the decimal numbers as they were multiplied and divided by 10s and 100s.
56. Some good instances of ICT being used in mathematics were seen - for example, in producing graphs or using programs to reinforce understanding of numbers. However, this is not sufficiently well planned so that pupils routinely practise their ICT skills whilst also enriching their learning in mathematics.
57. The coordinator's role has developed considerably since the previous inspection and she has become much more involved in monitoring teaching and learning, so that curriculum leadership is now satisfactory. She has a satisfactory knowledge of strengths and weaknesses in the subject and is aware of the need to continue to develop her role.

### **Mathematics across the curriculum**

58. The school has recently begun increasing its use of mathematics in other subjects. For example, graphs were produced in connection with work on healthy eating in science, and measuring was an important part of work on studying river depth in geography. The school is aware that it needs to continue this development.

### **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- The pupils' achievement is good and standards are rising.
- The teaching is good and arouses the pupils' interest.
- The analysis of the pupils' progress is used very well to focus teaching and learning on aspects of science where it is most needed.
- ICT is not used systematically to support learning in science.

## Commentary

59. All of the pupils are achieving well; this is an improvement since the previous inspection. By Years 2 and 6, standards are average and are rising because the teaching and learning are good and the pupils' progress is carefully monitored.
60. At the start of lessons, the teachers remind the pupils of previous learning and share with them what they are expected to learn next. This helps the pupils to place the new learning in context and whets their appetites. Links between science and other subjects help to foster in the pupils positive attitudes to learning. Pupils in Year 4 were very excited to know that they were going to use their knowledge of electrical circuits to make lights for a model of the Iron Man in design and technology. The teachers have good subject knowledge and make sure that the pupils learn and use correct terminology. The display of scientific vocabulary in classrooms helps the pupils to increase their knowledge. In a lesson about electrical circuits, pupils in Year 4 accurately used the words *circuit* and *cell* to describe their work. During this lesson, the teacher invited the pupils to decide whether they were sufficiently confident to work independently or would prefer additional help. This encouraged the pupils to evaluate their own knowledge and skill and resulted in their achieving well during the lesson. The teachers provide a good balance between exposition, explanation and investigation and this helps to sustain the pupils' interest. The teacher's intervention, to move the learning on during an investigation into dissolving sugar cubes, was very appropriate and enabled the pupils to achieve well and to develop their skills of investigation.
61. The assessment of pupils' work has revealed weaknesses in investigative work and in the achievement of boys compared with girls. The school is currently successfully addressing both of these issues. To stimulate boys' interest in habitats, for example, snakes were studied and the learning enriched by items such as snake skins being brought into school. This was successful in motivating the boys to study. During lessons, the teachers ensure that both boys and girls are encouraged to participate in discussion. The teachers are successfully teaching the skills of scientific investigation. In a very good lesson in Year 2, the teacher used skilful questioning to help the pupils to think about why there were differences between the sizes of beans they were growing. Their eagerness to question was extended further by the teacher setting up a special board on which pupils could write their suggestions for investigative work on a future occasion. The adoption of a common planning process for recording investigations means that the pupils are becoming familiar with the questions they need to ask and the information they need to record. A good example was seen in Year 6, where pupils who were trying to dissolve sugar cubes decided what factors to change, what to keep the same and what they thought the results might be.
62. The school has purchased some useful computer programs to support learning in science. Good use was made of a computer microscope with the older pupils and some data handling is on display. However, the general use of ICT in science is not part of the longer term planning for the subject, nor is it identified on teachers' lesson planning.
63. The coordinator is the headteacher and he has a very good understanding of the strengths and weaknesses in the subject. He has monitored teaching and analysed test results and pupils' work. He has been instrumental in bringing about the improvements which are currently taking place in the provision, so that curriculum leadership in this subject is now very good.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

*ICT was sampled.*

64. It was not possible to see sufficient ICT lessons to reach judgements on teaching and learning in the subject. From other evidence, such as discussion with teachers, analysis of work on display and in books, it is evident that there is sufficient coverage of the ICT curriculum to meet statutory requirements. Pupils in Year 6 talk competently about a range of work they have carried out, including using email, designing a screen saver, combining text and graphics and using a screen turtle. In the small amount of pupils' work seen, standards were average.
65. ICT has been identified by the school as a development priority during the current year. The coordinator has very good knowledge and expertise in the subject and has worked hard to improve the school's hardware and software. However, she has not yet had sufficient time to audit staff skills and monitor what is happening in classrooms. The school is about to introduce a record sheet which will help staff monitor the development of pupils' ICT skills more systematically in all classes. The coordinator's leadership is satisfactory. She understands what needs to be done and plans are in hand to continue improving the provision and to increase her influence over teaching and learning in the subject.

### **Information and communication technology across the curriculum**

66. The school uses a good range of computer software to support learning in other subjects. Pupils in Year 6 used a computer program to help them sequence both negative and positive numbers. Pupils in Year 2 wrote sentences directly on to the computer and, in Year 4, pupils created graphs from data they had collected. However, there is no written guidance to support teachers in planning ICT into other subjects in a systematic way, so as to enrich the pupils' learning in those subjects whilst simultaneously developing their ICT skills.

## **HUMANITIES**

*Religious education was inspected individually and is reported below. Geography and history were not inspected.*

### **Religious education**

The provision for religious education is **good**.

### **Main strengths and weaknesses**

- The pupils achieve well over their time in school.
- The quality of teaching and learning is good.
- The pupils have a good understanding of the effects of religion on people's lives.

### **Commentary**

67. Throughout the school, the pupils learn and achieve well. The school has maintained the average standards in Years 2 and 6 since the previous inspection. However, standards are rising because the teaching and leadership of the subject have improved.
68. Through the good quality of teaching, the pupils learn about Christianity in considerable detail. In Year 2, they know the names of the apostles and they understand stories from the Bible. Through thoughtful questioning, discussions and drama, the pupils are enabled to make effective links between the special friends of Jesus and their own responsibilities in their daily lives. They confidently offered ideas and suggestions about what qualities are required to be a good friend. The pupils decided that trust was the most important quality.

69. The pupils in Years 3 and 4 show good understanding of which books are special and which are holy and sacred. They proposed reasons as to the Bible being special to Christians and posed a range of questions about it to the teacher and the visiting vicar. They showed a well-developing understanding of values and commitments, when asking, for example, 'Would reading the Bible help a person who is sick or upset?' The carefully planned educational visits, and visitors to school, enrich the pupils' learning and enable them to gain a deeper understanding of religions. In a discussion, pupils in Year 6 confidently talked about the different elements of Judaism, Buddhism and Hinduism, and how religion guides people's actions. The pupils talked about the links between the Ten Commandments, and the messages which these conveyed, making particular reference to influences in their own lives. When asked whether the Ten Commandments still applied to modern life, one pupil stated that 'these are actually in the law'.
70. The leadership of the subject by the headteacher is good. The strong emphasis on discussions in lessons and in assemblies enables the pupils to deepen their understanding about beliefs, to ask questions and to compare their own and other peoples' ideas and answers. Moreover, they are able to make good links with their personal experiences and their own values and commitments.

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

*One lesson was observed in art and one in music. These subjects were sampled. Design and technology and physical education were not inspected.*

71. The school is justifiably proud of achieving the Artsmark for art and music. Throughout the school, the pupils use a range of skills and media in their **art and design** work. The school seizes many opportunities to encourage aesthetic awareness and teaches the pupils how to observe with accuracy, helping them to acquire specific artistic skills and techniques. The pupils' work is valued and is displayed attractively around the school. The examples on display show effective paintings, textile work, collages, 3D work and pottery. The pupils successfully capture the styles of artists from different cultures, interpreting these creatively and individually. There are examples on display of Aboriginal art, pottery in the style of Henry Moore, ICT illustrations based on modern painters, and natural representations inspired by Andy Galsworthy. The school enriches the pupils' learning through 'art-rich' days, when particular focus is given to art and design. In the lesson observed, in which pupils drew sections of fruits, their standards were average. The good demonstration by the teacher enabled the pupils to combine close observation with drawing, resulting in good progress during the lesson. The school's provision for art effectively contributes to pupils' spiritual, moral, social and, in particular, their cultural development.
72. The specialist **music** teacher provides good learning opportunities in the subject. In the lesson observed, the pupils' standards were average and the teaching was good. The teacher used her very good subject knowledge and understanding of how pupils learn best, to provide work which challenged and interested them. The variety of activities she provided sustained the pupils' interest. During the lesson and in collective worship, the pupils sang tunefully and with good attention to phrasing. The curriculum is enriched through extra-curricular clubs, as well as the input from visitors, such as an Afro-Caribbean dancer and musician who enthused the pupils in their dance and stimulated cross-curricular links with art and dance.

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

*This area of the curriculum was sampled.*

73. Presently, the school is developing its provision and much progress has already been made in this area. Relevant issues are discussed in lessons such as science and religious education, as well as in some lessons set aside for specific discussion. In the one lesson observed, pupils



explored factors from everyday life which pressurise and persuade them. This was part of work connected with drugs awareness.

74. There is an effective policy to guide teachers. There is a strong emphasis on discussion and on developing the spiritual self. The outcomes of the school's approach are seen clearly in the good attitudes, behaviour, personal development and the very good relationships that exist throughout the school. In discussions, the pupils speak appreciatively about being able to explore their ideas and values. Pupils are provided with appropriate sex and relationships education and are made aware of the dangers of drugs and alcohol abuse. The newly established school council is helping the pupils to participate in decision-making which affects their school. The pupils value this involvement in the council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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