

INSPECTION REPORT

GREENACRES PRIMARY SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123592

Joint Headteachers: Mrs. N. Hey and Mrs M. Pipe

Lead inspector: Michael Onyon

Dates of inspection: 17-19 May 2004

Inspection number: 256276

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Foundation
School category:	Primary
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	215
School address:	Rutland, Off York Road Harlescott Grange Shrewsbury Shropshire
Postcode:	SY1 3QG
Telephone number:	01743 464570
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Appropriate authority:	Governors
Name of chair of governors:	Mr Timothy Harding
Date of previous inspection:	29 June-2 July, 1998

CHARACTERISTICS OF THE SCHOOL

Greenacres Primary School is a foundation school of below average size with 215 pupils on roll. Numbers on roll have declined over the last three years as the result of demographic changes in the area. The school caters for pupils from the age of three to eleven years. There are very few pupils for whom English is an additional language and 97 per cent of the pupils are of white British ethnicity. The school serves an area of high social deprivation and children's attainment on entry is well below average, with particular weaknesses in language, literacy and communication. A well-above average percentage of pupils are identified with special educational needs, including statements, many with moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is well above the national average. The number of pupils leaving and joining the school other than at the usual time is broadly average. The school is situated in an area eligible for funding through the Single Regeneration Budget and accesses resources through the 'Sure Start' programme and the 'Children's Fund'. It is currently participating in family literacy and numeracy projects through the work of the learning and basic skills co-ordinator.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Michael Onyon	Lead inspector	Foundation Stage curriculum, Information and Communication Technology, Design and Technology, Physical Education.
9079	Ann Moss	Lay inspector	
16038	Jill Bavin	Team inspector	Special Educational Needs, Mathematics, Science, Music, Religious Education.
31838	Martyn Williams	Team inspector	English as an additional language, English, Citizenship, Geography and History.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing good value for money. Children's attainment on entry is well below average and the school serves an area of high social deprivation. Considerable changes in teaching staff have impacted negatively on pupils' attainment, but staffing is now secure and provides good quality teaching and learning. Pupils achieve well and current standards are better than those indicated by the 2003 national test results. Standards by Year 6 are below average in English, mathematics, science and information and communication technology (ICT). Two colleagues work together well as job-share headteachers, providing good leadership and management, with effective governance.

The school's main strengths and weaknesses are:

- Good leadership by the joint headteachers, who work well, together, and with key staff, is shaping a clear vision, based on planned improvement.
- Good teaching, overall, is leading to good achievement by Year 6 in English, mathematics, science and ICT.
- Pupils' limited language, literacy and communication skills inhibit achievement in other subjects.
- The school provides very well for pupils' health, welfare and safety, promoting very good attitudes to learning and good behaviour.
- A curriculum that is broad and balanced, offers good opportunities for enrichment activities and benefits from good quality accommodation and resources, is meeting the needs of pupils well.
- Pupils' progress is assessed well, successfully informing pupils' targets for future improvement. However, the targets are not used consistently, in lessons.
- Unsatisfactory attendance is holding back the progress of a number of pupils.

There has been satisfactory overall improvement in the school's effectiveness since the last inspection. There have been considerable staff changes in the intervening period. One of the current headteachers was appointed in January 2000, and began a maternity leave in April 2002. A job share arrangement was created, on her return, with the current headteacher colleague being the third person to share the post. Other key staff have also moved on to promoted posts in other schools, but the staffing position is now secure. Issues identified in the previous report have been tackled effectively, particularly provision for ICT. Results in the Year 6 national tests in English and mathematics declined over the last three years, but are on course to be better in 2004.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	C	D	E*	E
Mathematics	E	E	E	D
Science	D	D	E	C

*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.*

Overall standards of attainment represent **good achievement** for the pupils, taking account of their well below average starting point when they enter the school. Children achieve well in the nursery and reception, but are still working towards the goals they are expected to reach by the end of reception in all the required areas of learning. Standards in Year 2, as measured by national tests, were well below average in reading and writing and below average in mathematics in 2003. Current

standards in Year 2 are well below average in English and below average in mathematics. Overall achievement in Years 3 to 6 is good. Comparison with schools where pupils attained similarly at the end of Year 2 indicates well below average progress in English, below average in mathematics and average in science. However, the 2003 Year 6 group contained a much higher than usual number of pupils with special educational needs, and staff changes had a particular impact on the cohort. Current standards in Year 6 are higher, and are below average in English, mathematics, science and ICT. Pupils with special educational needs achieve well.

Pupils' personal qualities are good. Their attitudes to learning are very good and they behave well. The school's caring ethos effectively promotes pupils' **good spiritual, moral and social development**. Attendance is below the national median and inhibits the progress of some pupils.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching is good overall; teaching is good in the Foundation Stage and examples of very good teaching were seen in English, mathematics, history and physical education. Teachers insist on high standards of behaviour and very good relationships encourage pupils to effectively engage in learning. The planning of lessons is good. Teachers use a good range of resources effectively and use a range of effective teaching strategies well. Teachers use homework well to reinforce and extend classroom learning. Overall, teachers use assessment well to match activities to the needs of pupils. The curriculum is broad and balanced with good opportunities provided for enrichment. The school provides very good care and support for the pupils. Partnership with the community is good, with a very good partnership with other schools and colleges. The school works hard to involve and inform parents but, overall, the partnership with parents is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Through their shared responsibilities the headteachers effectively lead thorough and detailed self-evaluation, enabling the school to successfully establish its strengths and weaknesses and implement appropriate strategies for improvement. There is good leadership from other key staff. The governing body provides good governance; they know the school's strengths and weaknesses well and are involved in constructing and implementing the school's strategic plan. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents regard the school highly. They feel that their children are expected to work hard and teaching is good. Teachers and support staff encourage their children to become mature and independent and induction arrangements are good. Parents are comfortable in approaching the school and feel well informed about pupils' progress. Pupils are also very supportive of the school, they feel that teachers are fair and listen to their ideas. Pupils are trusted to do things on their own and know that there is an adult they can go to if they are worried at school.

IMPROVEMENTS NEEDED

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

- Continue the focus upon the improvement of pupils' language, literacy and communication skills.
- Improve attendance.

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 capability into account.

Achievement is good overall for all groups of pupils and is improving. Pupils reach below average standards by the end of Year 6, from well below average standards on entry.

Main strengths and weaknesses

- Children make a good start in the nursery and reception classes, where there is a clear focus upon language and literacy skills.
- Pupils' limited language, literacy and communication skills inhibit standards achieved in other subjects.
- Pupils achieve well throughout the school as a result of strengths in the teaching.
- Standards in English and mathematics, by Year 6, have declined over the last three years, as the result of changes in teaching staff. They are on course to improve this year.

Commentary

1. The school is able to demonstrate clearly children's attainment on entry to the school, through maintaining systematic records of what they can do when they first start. In the last five terms, seventy per cent of children have recorded scores that are below average when compared to expectations for their age. The majority of children enter the school at least six months behind. Language, literacy and communication skills are at a very low level. The rigorous and systematic teaching of the sounds of letters, and daily practice in the nursery and reception classes, enables most children to achieve well and reach a position where overall standards are below average when moving into Year 1. There is clear evidence that the impact of this focused approach is being felt and that children in the nursery and reception are making better progress, at this stage, than pupils now in Year 1 and 2.

The tables shown in this section give average point 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 points are one point below the national, their pupils are, typically, a term behind.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	12.9 (16.6)	15.7 (15.8)
Writing	12.3 (16.4)	14.6 (14.4)
Mathematics	14.6 (17.2)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2. When compared with similar schools, results in the 2003 national tests at Year 2 were well below average in reading, below average in writing and average in mathematics. Evidence from the inspection indicates that standards are well below average in reading and writing and below average in mathematics and science. There are considerable variations in year groups and focused teaching support is provided for pupils to ensure they achieve as well as they can. Increasingly the school is placing an emphasis upon the continuing development of language, literacy and communication skills.

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

Standards in:	School results	National results
English	23.2 (25.9)	26.8 (27.0)
Mathematics	24.6 (25.5)	26.8 (26.7)
Science	27.5 (27.9)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

3. When comparing the school with others whose pupils achieved similar outcomes at Year 2, results in the 2003 National Curriculum tests at the end of Year 6 were well below average in English, below average in mathematics and average in science. Year 6 pupils in 2003 had disruptive years due to staff absences and staff changes, and their rate of progress slowed during this period. Current standards in Year 6 are below average in English, mathematics and science. The leadership of the school ensures a sharp focus on raising standards and is providing additional teaching support, targeted in English and mathematics.
4. Standards have fluctuated since the previous inspection but, overall, have declined in English and mathematics, by Year 6. Records of pupils' progress and targets agreed with the local education authority indicate that standards will rise this year. Under the leadership of the deputy headteacher, the school has a very clear understanding of strengths and weaknesses in pupils' achievement. Good quality assessment procedures assist towards ensuring that pupils are achieving what is realistic in relation to their starting points. Good quality information is shared with all staff, who have a good knowledge of the pupils, and this ensures an appropriate focus on raising standards. Clear detailed targets for improvement are shared with pupils, so they know what they need to improve.
5. The school has placed much emphasis upon standards in the core subjects of English, mathematics and science, as well as ICT. Pupils are achieving better now, than the indications given by recent national test results. Teachers effectively focus on the needs of all pupils, and those with special educational needs achieve well. Teachers identify their needs quickly and draw up individual education plans, matched closely to individual needs. The school is very much aware of the home situations of all its pupils and teaching responds effectively and sensitively to their needs. The limited language, literacy and communication skills of pupils inhibit standards achieved in other subjects. Whilst the school development plan clearly focuses on this area the good work begun in the nursery and reception needs to be sustained as pupils move through the school. Very good relationships between teachers and pupils contribute well to pupils' very good attitudes to learning, impact positively on raising standards and encourage high aspirations.
6. Because they are well taught and because the curriculum is covered thoroughly, pupils achieve well throughout the school. From entering the school with standards well below average most pupils progress to a position where standards are below average, and improving.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school. Their social and moral development is good and, as a result, behaviour in and around school is also good. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and good behaviour in the classroom help them to achieve well.
- Unsatisfactory attendance and punctuality are holding back the progress of a number of pupils.
- Relationships between pupils and between pupils and staff are very good. This is the result of the very caring ethos of the school and the very good example set by the staff.
- Pupils' spiritual, moral, social and cultural development overall is good, but more could be done to promote pupils' understanding of life in a multi-cultural society.

Commentary

7. Pupils show very good attitudes to learning in lessons. They listen attentively and are keen to answer questions. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well.
8. Standards of behaviour are good, and sometimes excellent, in the classroom, in assembly, the dining hall and the playground where pupils play harmoniously together. Pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by all staff. The very caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. No signs of aggressive behaviour were seen and both parents and pupils confirmed that bullying does not occur. They also confirmed that any instances of inappropriate behaviour are dealt with quickly and efficiently. There has been one permanent exclusion in the past year and the inspectors found that the exclusion process had been used as a necessary strategy for the sake of the whole school community.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	158	1	1
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	2	0	0
Mixed – Any other mixed background	2	0	0
Black or Black British – African	2	0	0
Any other ethnic group	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Pupils are encouraged to become independent and many take on a range of responsibilities appropriate to their age. Responsibilities range from registering their own names in the nursery to acting as monitors and librarians. The oldest pupils receive lessons in first aid and help to tend minor incidents (under strict supervision). They also enjoy being members of the Environmental Club and the French Club. A school council is in the process of being set up and this will help pupils understand more of the responsibilities of living in a community.
10. Pupils play harmoniously together and work very well together in groups. For example, in a Year 5/6 history lesson pupils collaborated together very well when putting forward ideas about what happened in AD 61. They were animated and focussed and they all contributed to a very lively lesson. They listened to each other very politely and attentively and enjoyed their activity. Staff

give a very positive lead in engendering good relationships, for example by giving praise and encouragement at every opportunity as well as acting as good role models. The pupils are very proud when they are awarded stars or certificates for good work or good behaviour.

11. Overall, provision for pupils' spiritual, moral, social and cultural development is good with a strong emphasis on their moral and social development. The very good ethos of the school helps to promote spiritual development and subjects such as personal, social and health education make a good contribution. However, while pupils have good opportunities to understand their own culture and that of people in far off lands, the promotion of their understanding of living in a multi-cultural society is a relative weakness.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.3	School data	0.5
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.

12. Attendance rates are well below the national median. Attendance and punctuality at the start of the day are a challenge for a significant number of families and this has a detrimental effect on the attainment, progress and personal development of some pupils. The school is making strenuous efforts to encourage parents to become aware of the importance of regular school attendance for their children and is working diligently with the Educational Welfare Officer to follow clear and appropriate mechanisms for following up any unexplained absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is good. Provision for pupils' care, support and guidance is very good. The school's partnership with the community is good with very good partnerships with other schools.

Teaching and learning

Teaching and learning are good. There were examples of very good teaching and learning, particularly in mathematics and English. Assessment of pupils' work is good overall and very good in mathematics and English.

Main strengths and weaknesses

- Pupils have a good start to their education as the result of consistently good teaching in the Foundation Stage.
- Throughout the school good relationships and high expectations of behaviour encourage pupils to achieve well.
- Teachers plan well, choosing methods and resources effectively.
- Tracking and evaluation are very well developed in English and mathematics to enable teaching to be more closely matched to each pupil's needs. However, the outcomes of assessment are not used consistently to inform lesson objectives.
- Homework is regular and constructive and reinforces class work well. The quality of marking of both homework and class work is variable so some pupils have a much better idea than others of how well they are doing.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (29%)	19 (50%)	7 (18%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Consistently good teaching in the Foundation Stage ensures that all pupils, including those with special educational needs, achieve well in acquiring their early skills. Classrooms are well organised to promote learning in all areas of the curriculum. Children have access to a well-equipped outdoor play facility to develop this aspect of learning. Teachers present good role models in speaking and listening and in social skills and this has a positive impact on the children's development.
14. The expectation of teachers that pupils work hard and behave with courtesy contributes strongly to good achievement. Pupils often worked independently and collaboratively, remaining on task without need for intervention because the climate for learning had been well established. A very well taught history lesson in Year 5/6, for example, fostered excellent attitudes and behaviour that in turn led to very good achievement. This was because the teacher's very good relationship with the class made pupils keen to participate in group discussions and follow their teacher's lead in listening carefully and showing interest in each other's ideas. Some of the satisfactory lessons did not promote enough opportunities for such independence. In a science lesson for Year 6, pupils were too dependent on the teacher's direction to think and plan investigations more fully for themselves.
15. Teachers generally plan well so that all pupils, including those with special educational needs, are usually offered tasks that are well matched to their capabilities. This means that all are well challenged and learn well. In the better lessons, such as a numeracy lesson for Year 4, specifically targeted tasks were made even more challenging for individuals by supplementary probing questions. This planning integrated work in English and ICT also, with the result that all pupils achieved very well over a wide area. In some of the satisfactory lessons the match was not as close as in the vast majority of lessons. Where teaching was unsatisfactory a good overall plan was not implemented well enough to offer sufficiently engaging specific activities. In consequence pupils grew restless and did not achieve as well as they should have done.
16. Teachers generally use a good range of methods and resources effectively. An ICT lesson for Years 3 and 4 involved the use of a digital camera and graphics packages, giving pupils the opportunity to select appropriate tools to develop and refine their images. This involved all pupils equally and led to outcomes above expectations. Teachers also make good use of the skills of teaching assistants, who are valued members of the team. Several examples were seen where they provided effective support. In another good lesson for Years 3 and 4 two well-briefed assistants joined the teacher to provide focused support in mathematics for groups of pupils of different abilities. Drawing especially on the effective questioning technique used by the class teacher, they included all pupils in the lesson with the result that everyone achieved well. In some of the satisfactory lessons, such as a Year 2 numeracy lesson, the assistant lacked the range of strategies to respond fully to the special needs of some pupils and in consequence the class did not achieve as well as it could have done.
17. Assessment procedures to track progress and match tasks to the needs of the pupils are good overall and particularly good in English and mathematics. The outcomes of statutory and optional tests are analysed in detail, the results helping to show how teaching and learning may be better adapted to meet needs. Teachers record the National Curriculum levels each pupil is expected to reach each year and review these regularly. In English and mathematics pupils

have their own personal targets to work towards to give them an understanding of what they need to do to improve. In ICT these outcomes have been expanded into checklists that give teachers and pupils a clearer ongoing idea of progress. This best practice needs to be shared with all teachers, so that the outcomes of assessment are used more consistently to inform the learning objectives of lessons.

18. Homework is regular. Tasks range from reading through research tasks to written tasks of different lengths. They are relevant to lessons and not simply set as a matter of routine so they support learning well. Day to day marking generally includes constructive comments to recognise success and also identify ways to improve. The quality of this varies: some comments are vague, offering general praise but not identifying strengths well enough so pupils know what to build upon or pointing out precise errors and how they may be avoided. This means that pupils' understanding of their own learning is variable.
19. Good standards in teaching and learning have been sustained since the last inspection. The school management contributes strongly to this by ensuring that lessons and planning are regularly monitored and teachers update their skills through training.

The curriculum

The curriculum is good and supports good achievement for all pupils. There are good opportunities for enrichment through after school clubs and sports activities. Accommodation and resources are good overall.

Main strengths and weaknesses

- The opportunities for pupils to participate in sport are very good.
- Planning for personal, social, health and emotional education is good.
- Provision for pupils with special educational needs is good.
- The good quality accommodation and resources are used well.
- The library is too small for whole class work.

Commentary

20. The head-teachers lead the school with a determination to broaden pupils' experience and horizons as fully as possible. This is the philosophy that governs how the curriculum is planned and developed. Consequently, the school ensures that pupils of all ages and abilities enjoy a wide variety of interesting and stimulating activities. This means that the curriculum makes a positive contribution to the good achievement of all pupils, including those with special educational needs, and to the very positive school ethos. There are very good opportunities for girls and boys to participate in sports clubs and competitive events that include netball, football and athletics championships. The arts curriculum is enriched well with visits from artists, authors, illustrators and poets who work on themes that are relevant to pupils' work in subjects such as geography and history.
21. The Foundation Stage curriculum is very carefully structured, with a purposeful focus on the development of children's communication, language and literacy skills. A supportive environment is successfully created, encouraging children into positive attitudes about learning. It is very well planned and builds upon individual learning needs. Assessment procedures are rigorous and very effectively based on the national Foundation Stage profile, enabling teachers to build a detailed profile of children's strengths and areas for improvement. Focused adult led sessions and children's activities then provide clear opportunities for children to use their skills and to build their knowledge.
22. Provision for pupils with special educational needs is good. This is because of the good quality support that pupils receive in class from their teacher and teaching assistants, who share a strong commitment to providing for these pupils. While individual education plans are

satisfactory not all targets are specific and measurable, so not all are equally helpful. Planning for pupils' personal, social, health and emotional development is good. Staff select from two commercial schemes to ensure that the programme meets pupils' needs and fits with the overarching curriculum philosophy. The impact of this care is clear in the very good relationships between pupils and staff throughout the school and the extent to which pupils value the school.

23. The subjects of the curriculum are well resourced. The school has retained the strengths in resources identified at the time of the previous inspection and improved access to computers and the range of artefacts for religious education. The accommodation is light, airy, spacious and attractive, which makes a pleasant learning environment and plays a part in the positive school ethos. The exception is the library, which is too small for class-work and makes teaching how to use a library more difficult. Library skills for pupils in Year 2 and 4 are underdeveloped, but this is resolved by Year 6. After a period of too much change, the school is benefiting from a dedicated and stable team of teachers and assistants who are sensibly deployed.
24. Teachers cope well with mixed year groups and share a strong commitment with the head-teachers to the equal inclusion of all pupils.

Care, guidance and support

The care, welfare and guidance of pupils are very good and support pupils' learning very well. Health and safety procedures are also very good. Pupils are appropriately involved in the running of the school.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school and work in a healthy and safe environment.
- They achieve well because their progress is closely monitored.
- Pupils have good and trusting relationships with adults in the school.
- Pupils are introduced to school life very well.

Commentary

25. The school provides a supportive environment that is conducive to learning. Close attention is paid to health and safety issues. Pupils' healthy and safe living is well promoted through the personal, social and health education programme. First aid provision is good as many members of staff receive appropriate training. Child protection procedures are very good and there is very good liaison with other agencies such as social services and the school nurse.
26. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Pupils say that the staff are 'very nice and very kind' and parents describe the school as 'a caring school'. Good assessment procedures ensure that teachers track the progress and personal development of all pupils, including those with special education needs, very well and this contributes to the standards attained. The family support worker works closely and well with the school to support pupils with particular problems.
27. Induction arrangements are very good and ensure that children settle happily into the nursery. These include home visits and several opportunities for parents to visit the school. Similarly, pupils are well prepared for transfer to the secondary school. Pupils who start school at times other than the beginning of the school year are well looked after and made to feel welcome.

28. Pupils have recently completed a questionnaire organised by the school and they say that their views are listened to and acted on if appropriate. They will soon have the opportunity to express their views formally as a school council is currently being set up.

Partnership with parents, other schools and the community

Links with the community are good and links with other schools and colleges are very good. These links make an important contribution to pupils' personal and academic development. The partnership with parents is satisfactory.

Main strengths and weaknesses

- The vast majority of parents are very supportive of the school.
- Parents are very well informed about the school and their children's progress.
- The very good links with the community and other schools help to enrich the curriculum and ensure that pupils transfer happily on to the next stage of their education.
- There are very good procedures in place to deal with any concerns or complaints.

Commentary

29. Almost all parents are very satisfied with the school. They feel very comfortable about approaching it and are happy with the procedures to deal with any concerns or complaints. They feel that their children are encouraged to be mature and responsible and they appreciate the range of activities offered to the pupils. A few parents were worried about bullying at the school, but no incidents of inappropriate behaviour were seen during the inspection period. Parents and pupils spoken to confirmed that any such incidents would be handled quickly and efficiently by the school.
30. The school is putting considerable efforts into developing links with parents by offering, for example, family literacy and numeracy courses and open lunchtimes when parents can eat their lunch with their children. They run regular nursery parent workshops and the family support worker is used very well as a link between the school and parents. She helps pupils and parents with worries or issues and works hard at building better relationships. Views of parents are sought through these links and are acted upon when appropriate. Some parents do come into the school to help, for example, in workshops and to hear pupils read. They are also involved in 'Kerbcraft' (a road safety initiative). The work of the parent governors is particularly appreciated by the school.
31. Parents are very well informed about the school through the prospectus, regular newsletters and frequent other correspondence. They are also well informed about their children's progress through consultation evenings and good annual reports. Parents are also welcome to discuss their children at any time.
32. The good links with the community include the school arranging adult education courses that are open to all parents. The courses are led by members of the community. They also have good links with a local minister, local businesses and the Shropshire Library Service, and they have been involved in community arts projects. The school also makes good use of the community as an educational resource. For example, they visit local garden centres, the Victorian museum and the quarry. There is a strong partnership between the school and 11 other schools in the Schools Development Group and they are involved in the Shropshire Education Business Partnership. The very good links with the secondary school ensure the smooth transition of the oldest pupils to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance of the school and the leadership by the joint headteachers are good. The school is well managed. Considerable changes in staff have been managed effectively to ensure the school provides a good quality of education for its pupils.

Main strengths and weaknesses

- The joint headship of the school is effective, with roles and responsibilities shared well and clearly understood. There is a focus upon continual improvement.
- The governors have a good understanding of the school's strengths and weaknesses and use their own expertise effectively.
- The governing body, headteachers and staff share a common vision and commitment to raising standards in an inclusive school.
- The school has faced the challenges of considerable staff changes well with new staff introduced well to the school and given good support.

Commentary

33. The shared role of headteacher provides effective and caring leadership and commitment to raising standards in all aspects of the school's work. Two colleagues who job share the post contribute equally to the focus upon improvement, sharing responsibility for strategic planning and development. They are well supported by staff, and the strong sense of teamwork, where all adults work together, means that the school has few areas of weakness. The commitment that all staff show to the inclusion of pupils, regardless of background or level of attainment, contributes strongly to the very caring ethos. Subject co-ordinators monitor performance in their subjects well and subscribe to the priorities of the school development plan – currently focused on improvements in English and mathematics. The deputy headteacher fulfils his responsibilities effectively, working in partnership with both headteachers, leading the careful analysis of data related to pupils' achievement and the implementation of strategies to improve standards. For example, the clear provision for pupils in Years 5 and 6 challenges and supports their learning in English and mathematics.
34. The governors are also a part of the team. They play a strong role in the development of the school and are determined to provide opportunities for all pupils to reach their full potential. For example, a governor plays an active part in the analysis of assessment data, enabling good quality information to be provided for teachers and governors, enabling the progress of pupils to be effectively tracked. She is also keen to see improvements in the system to make it more efficient and effective. Others help with maintenance tasks and accountancy skills. The chair of governors has a good understanding of his role and provides a firm steer to the work of the school. A positive feature is the way the chair is determined to provide pupils with life skills that will enable them to develop fully. This teamwork contributes positively to the push for higher standards.
35. The school improvement strategy document is clearly focused on raising standards, based on an analysis of performance and the needs of the school. It is a well-prepared document clearly indicating planned areas for development and acknowledging the need to provide a sustained focus to develop pupils' skills in language, literacy and communication. A good example is the good quality work being undertaken in the nursery and reception classes to implement a structured language programme, working with partners like the local 'Sure Start' group and supported by programmes in family literacy. Difficulties have been experienced with the school's computer hardware and the leadership team have tackled them with rigour, providing alternative hardware in the short term and ensuring that providers resolve issues quickly, to ensure that pupils have access to the ICT curriculum. Provision for pupils with special educational needs is good because of the good quality of support in classrooms from teachers and support staff and the good leadership and management by the head-teachers, who

carefully monitor and evaluate the area. Staff share a strong commitment to including all pupils in every element of school life.

36. Staff have worked together well to see the school through a period of staffing turbulence. One of the current headteachers was appointed in January 2000 and two senior teachers successfully shared the deputy headteacher post. In April 2002 that headteacher began maternity leave and a deputy headteacher, who was the teacher in charge of the nursery, took over as Acting Head for two terms but then gained a promoted post in another school. On the headteachers' return in January 2003, the governors agreed to a job share arrangement and an experienced headteacher shared the role for two terms. In July 2003 it was agreed that the job-share would continue and a temporary appointment was made for one term. The current headteacher colleagues have shared the role since January 2004, achieving a great deal in a short period of time and retaining throughout this difficult time a focus on raising standards. However, the impact of the staffing changes has contributed to a 'dip' in national test results. Other key staff have moved on to promoted posts in other schools and it is only recently that a stable staffing position has been achieved. The leadership team has also successfully led provision for pupils with special educational needs through a long-term period of absence of the special educational needs co-ordinator.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	592260
Total expenditure	623077
Expenditure per pupil	3010

Balances (£)	
Balance from previous year	52912
Balance carried forward to the next year	22095

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start school in the nursery with well below average attainment overall. In language, literacy and communication, attainment is particularly weak, with some children barely communicating. Most children achieve well in all the areas of learning because of the good teaching. As they enter Year 1 most pupils are still working towards the early learning goals in most areas, and, despite the good teaching, their skills are well below average in language, literacy and communication. The school has introduced a number of well-focused programmes to develop children's literacy skills, in particular a programme teaching letter sounds (phonics) that is beginning to have a significant impact on standards. The provision is led well and the teachers and learning support assistants make a strong team. Recently introduced assessment strategies are particularly rigorous, as detailed observations are made of the children during and after activities. This provides good quality information and benchmarks indicating children's progress, and informs directly future plans. As a result children's work is challenging and carefully modified to their individual learning needs. The strengths identified at the time of the previous inspection have been maintained and developed further.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged from an early age to work together and understand the impact of their behaviour on others.
- There are many opportunities for children to express their feelings and ideas.
- The atmosphere for learning means that everyone is valued and children's self-esteem grows.

Commentary

37. As children arrive each day, opportunities are provided that encourage their interest and they are keen to learn. The very good relationships between children and with adults mean they are able to try new activities and they are not afraid to make mistakes. They join in as part of a group and realise the importance of considering the needs of others as well as their own. Many children are able to listen for a sustained period of time as the teachers ensure that adult led activities are interesting, motivating and well matched to their interest.
38. In an activity for personal, social and emotional development, in the nursery, a story led by the teacher captured the children's imagination and enabled them to talk about how they felt. The teacher's sensitivity ensured that children had the option of sharing with everyone occasions when they are happy or sad. Children were encouraged to bring in their 'cuddly toys' and to talk about how they care for them. Children are encouraged to take the initiative, for example when choosing activities. They select from a number of activities by choosing cards and displaying them against their name.
39. The atmosphere in both classrooms is positive, as teachers and learning support assistants seek to encourage children consistently. Older nursery children are able to join activities in reception and younger reception children join in nursery activities. Praise is used well, linked to specific examples of good work, attitudes or effort.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is systematic emphasis on developing communication skills; children speak with growing confidence and are beginning to use a range of appropriate vocabulary.
- Structured activities are organised efficiently and effectively whereby literacy and language skills are taught daily and developed in everyday situations.

Commentary

40. Children have systematic opportunities throughout the day to speak and to listen to one another. In a very effective lesson in the nursery, for developing the children's literacy skills, the planning was comprehensive, and built coherently from previous learning, for example differentiating between short and long letter sounds. The teacher and nursery nurse were deployed with small groups of children, thus maximising the opportunity for everyone to share ideas, and for adults to note children's progress. The structured use of questions and practical activities challenged the children to recognise and use particular sounds in words.
41. Activities are very well designed and absorb the children's interest. At the beginning of each nursery session they also encourage parents to speak and listen, with their children. Children's motivation is high, for example, in an activity where a group completed a large floor jigsaw, each was asked to suggest where their piece might fit best and also to comment upon the choices made by others in the group. In the classrooms and the well-resourced outdoor area role-play opportunities encourage children to have conversations with one another, helping and talking together. Gradually children's vocabulary is extended and their confidence to use new words builds.
42. As a result of the structured programmes of learning, and the good teaching, children achieve well. Having entered the nursery with very low levels of attainment, standards are well below average as they enter Year 1. The school's comprehensive assessment evidence clearly indicates that children currently in the nursery and reception have made good progress and are moving closer to the early learning goals than children in previous years.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a wide range of resources to assist children in their mathematical understanding.
- Children have many opportunities to use their number skills practically throughout the day.

Commentary

43. The mathematical resources are well organised to maximise children's learning and adults provide well- focused support to groups, based upon their individual needs. As a result children are able to have an appropriate variety of mathematical experiences that help them to understand numbers. In a group activity in the nursery children contributed well in considering what numbers had to be used to 'make' 5. The majority recognised that one and four and two and three would 'make' five. Good teaching, and the encouragement offered, enables children to use mathematical language in ways that have meaning and relevance to them.
44. The nursery and reception classrooms have many areas where children can count and notice numbers written formally. Children use their developing number skills in practical contexts, for example in counting the number of large building blocks needed to 'build' a house in the outdoor area, and recognising how many pieces of fruit are left in the basket when they receive their

daily piece of fruit. There are many references to numbers around the rooms that are helping children use the skills they have.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children learn about the world from first hand experience

Commentary

45. The children learn about the world from first-hand experience. For example, they use the locality of their classroom and surrounding areas to explore their immediate surroundings and are introduced to the different areas within it. The children learn where to take the register, where other parts of the school are and the well-resourced outdoor area provides opportunities for them to explore and investigate. The children have planted a number of seeds and bulbs. They tend them daily and observe their growth. There are daily opportunities for children to use simple programs on computers in both the nursery and reception.
46. The teachers and learning support assistants plan suitable activities to extend children's knowledge and understanding of the world, appreciating their below average starting point. The children use their senses to explore their immediate surroundings, listening to the sounds outside and identifying them, with the help of the adults. During the inspection children in reception effectively used a variety of construction kits to build a bridge over a 'paper' river, recalling their visit to the town's park, known as 'the quarry'. The visit, and others to different locations, effectively widens children's knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There is good use of the outdoor area for physical activity.
- Physical skills are taught well and teachers have a good understanding of individuals' learning needs.
- There is a good range of resources to support physical development.

Commentary

47. From well below average starting points children achieve well in this area of learning due to daily opportunities to use the outdoor play area, which enables them to use wheeled vehicles to push, pull, ride and play together. As a result, they are developing confidence in their use, learning how to use space sensibly and improving their control. In the outdoor activities seen children were able to work co-operatively to put out equipment and improved their movement through a variety of tasks.
48. A range of practical activities, such as sand and water, cutting and sticking, all help to develop children's physical skills. Good access to a wide range of building and construction equipment gives further support to physical development. Because of this children achieve well and have progressed from well below average to below average by the end of their reception year. Good teaching, support and resources contribute to their good achievement.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Role play is well resourced and helps children consolidate learning from other parts of the curriculum.
- Good use of the outcomes of the assessment of individual progress enables structured opportunities to be provided, using a range of creative media.

Commentary

49. Role play areas are a focus for learning. During the inspection children had a variety of opportunities to engage in role play, 'building' houses and 'transporting' the materials from one part of the outdoor area to another. To enhance the quality of play teachers had provided appropriate materials and opportunities for the children to use them. Teachers maintained involvement by asking questions about how the building was progressing and what other materials might be needed. Both girls and boys were engaged in the activities.
50. Art and creative work is well resourced and children enjoy painting, printing and collage. Work is carefully planned to enhance other curriculum areas. Children's work is purposeful and they are encouraged to make choices in their selection of media and use of colours, with effective links to their use of vocabulary and appropriate language. During the inspection the creative development needs of a particular child were established through her identification as a 'special helper'. A focus was placed on her painting, encouraging the use of colour and the addition of particular parts of the body when painting a picture of her teacher. This exemplifies how the outcomes of assessment are used well, by adults, to provide appropriate learning opportunities for individual children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well over their time in school thanks to good teaching which is well matched to their needs.
- Assessments and analyses are thorough and help teachers set tasks to challenge pupils more effectively.
- The subject is well managed. Action planning is well thought out.
- The development of literacy is emphasised well throughout the curriculum, helping to improve pupils' access to other subjects, there is a continued focus upon developing pupils' language, literacy and communication skills.

Commentary

51. Pupils' attainment on entry to the school is well below average overall but is in particular very low in communication, language and literacy. Although pupils' standards in listening, speaking, reading, and writing are well below average by the end of Year 2, this still represents good achievement relative to their starting point. Pupils continue to make good gains in learning in Years 3-6. By the end of Year 6 standards are below but not well below average. This presents a better picture than the results of the 2003 National Curriculum assessments, which were very low. This is because that particular Year 6 group contained a higher than usual number of

pupils with special educational needs, and staff changes had had an adverse impact on their progress.

52. A key strength of teaching lies in the very good relationships between teachers and pupils. This helps to raise pupils' self-esteem and build their confidence in expressing themselves. By Year 2 pupils do not confidently speak at length, and those who do tend to focus on their own contributions only, often ignoring others' needs so what they say is not wholly appropriate. By Year 6, however, even lower attaining pupils make largely relevant comments although they tend not to initiate conversation or speak at length. Average and higher attaining pupils listen carefully and are starting to show confidence in justifying their own views, to the extent of politely disagreeing with others, although ideas are not regularly and thoughtfully developed.
53. Teachers and their well-briefed support assistants generally encourage and engage their pupils very well by making sure that they have tasks to suit their abilities. Pupils soon discover that work is not easy but is certainly not impossible. Lessons are productive because pupils know that they are getting somewhere. Thanks to probing questions, opportunities for discussion and tactful but focused correction and attention to grammar, pupils steadily build up their vocabulary and understanding of language. In lessons and work examined there was no significant difference in the performance of boys and girls.
54. Adult volunteers make a useful contribution to guided reading sessions. This provision supplements the individual support regularly given by class teachers. Pupils are encouraged to read regularly for a variety of purposes. By Year 2 pupils do not regularly read accurately, nor do they offer well-considered opinions about the things they read. They generally search for books at random. By Year 6 lower attainers locate books in the library effectively. Most pupils read satisfactorily but despite grasping the main points they offer few opinions. Only the highest attainers make tentative use of inference or deduction.
55. The school's current priority is to raise standards in writing. Strategies include specific handwriting lessons. The books of Year 2 pupils show that letter formation, spelling and punctuation have improved over their time in school but are still inconsistent and often hard to follow. There are opportunities throughout the curriculum to write notes and write at length. The written work of Year 6 is below average overall largely because of inaccurate spellings and limited complexity in either sentence structure or development of ideas. Examples of extended writing about Ancient Egypt on display show that greater accuracy and fluency is now emerging.
56. Assessments are regular and thorough. Careful analyses and tracking of the work of groups and individuals help match work more precisely to pupils' ability. There are also targets for both groups and individuals. At the end of each lesson teachers and pupils generally evaluate what they have done and how well they have moved forward. In a small number of lessons this is not done as well as in most. Although work is later marked this does not stimulate the younger pupils especially as much as more immediate feedback. Written comments in exercise and homework books help pupils to see what needs to be done next but again some comments are much more focused so some pupils have a better idea of how well they are doing than do others.
57. Curriculum leadership is good because lessons and pupils' work are regularly monitored to make sure that pupils and teachers have their needs met. The school has accurately identified areas for more focused development. Its action plan for English is well thought out and is showing benefits as it is implemented. Teachers develop their skills through training and share their expertise by planning together. The National Literacy Strategy is adapted to suit the school and various additional support programmes contribute well to the development of pupils' skills. Since the last inspection resources have been improved and the good quality of teaching has been well sustained. The school has a good stock of books but the library itself is too small to be used by whole or even half classes to help develop their research skills.

Language and literacy across the curriculum

58. Since pupils arrive at the school with very limited communication skills they do not always find it easy to make progress in other areas. To help remedy this, literacy is emphasised well in all subjects. In most lessons targeted vocabulary is identified. This means that correct scientific, mathematical and historical vocabulary, for example, may be properly used. Marking in the different subjects usually takes account of spelling and grammar, although this is not entirely consistent so some pupils do not get as good support as others. Word-processing supports drafting in several subjects as well as in English itself. The use of ICT for research helps pupils learn a variety of styles and there are opportunities to write for various purposes throughout the curriculum. Nonetheless, the limitations in pupils' communication skills take time to be addressed. In Year 2 the quality of pupils' writing inhibited the use, for example, of the geographical skills they were developing. By Year 6, however, their improved fluency helped demonstrate a sound understanding of history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 6 pupils, including those with special educational needs, have achieved well.
- Higher attaining pupils in Year 6 are taught very well.
- The subject is planned well.
- Assessment is very good, so teachers set helpful, individual targets for pupils.
- The subject is led well and the co-ordinator sets a very good example for teaching the subject.
- Not all marking of pupils' work is equally helpful.

Commentary

59. A number of factors have contributed to well below average standards in mathematics in recent years. Pupils' well below average standards when they join the school and extensive staff changes have played a part. Because most pupils start their education with very limited communication skills this is an ongoing area of difficulty for them and many have considerable trouble expressing mathematical ideas. However, there is now a stable and committed staff. This year, standards in mathematics are below average by the end of Year 2 and Year 6. This represents good achievement for these pupils, many of whom have special educational needs. It is also an improvement on the results of the last three years.

60. Good teaching overall and very good relationships between pupils and staff help all pupils to achieve well in all elements of the subject. Pupils with special educational needs are supported well by teaching assistants in small groups. When there is no assistant present, teachers ensure that they are included well. Higher attaining pupils in Year 6 are taught very well and this is a major factor in a pleasing proportion, about a third of the year group, achieving the higher level 5. Very good lessons are characterised by teachers generating considerable enthusiasm while setting high but achievable challenges. For example, younger pupils are asked, 'How do you know?' which successfully extends their thinking, and strives to extend their speaking, when they have answered that $5 + 3 = 8$. Similarly, older pupils are spurred on by comments such as, 'Give me something more awkward' when comparing fractions, decimals and percentages. When teaching is satisfactory, while pupils make reasonable progress, questions and activities are not clearly adjusted to challenge different groups of pupils throughout the lesson. A scrutiny of pupils' work in books indicates that the usefulness of marking varies, because it does not always make clear what pupils have achieved and what needs to be done next. Nevertheless, pupils are benefiting from the system of having individual mathematical targets and being involved in checking their progress.

61. Assessment procedures are very good. This is why teachers are in a strong position to share helpful targets with pupils. This contributes significantly to the good teaching in the subject overall. The detailed and comprehensive tracking of pupils' progress by the subject co-ordinator is used well to help colleagues adjust their planning in order to meet the needs of different groups of pupils and address any areas of shared difficulty. The subject is led with drive and enthusiasm and a good knowledge of its strengths and areas for development. Importantly, the co-ordinator teaches the subject very well and is, therefore, able to lead with strength and credibility. The previous inspection, in 1998, judged standards to be close to national averages by the end of Year 6 in mathematics. However, this time was followed by a period of instability in the school and results fell. Present standards demonstrate that the school has recently made good improvements, and so improvement is satisfactory overall.

Mathematics across the curriculum

62. Pupils are given satisfactory opportunities for using their mathematical skills in other subjects. For example, they measure, weigh and record information in diagrams when they conduct science investigations. Computers are used very effectively for pupils to compare the relative merits of different styles of charts and diagrams.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By the end of Year 6 pupils have achieved well.
- There is a good emphasis on practical work that pupils enjoy.
- Teaching and assessment are good.
- The subject is led and managed well.

Commentary

63. Recent results in science indicate that pupils usually reach standards that are average by the end of Year 6, although in 2003 standards were well below average. This was attributable to the disruption those pupils had experienced to their teaching and learning over a period of time from Year 2 to Year 5, as well as the high proportion of pupils with special educational needs. This year standards are below average by the end of Year 2 and 6, which means that there has been an improvement in standards as staffing issues have been resolved. These standards represent good achievement for these pupils because of the high proportion of pupils with special educational needs. The difficulties that most pupils have in expressing themselves have a similar effect on their skills in explaining scientific principles and articulating their scientific ideas as they do in other subjects.
64. The quality of teaching is good overall because lessons are well planned. Strong features of teaching include the very good relationships between pupils and adults and the emphasis that is placed upon pupils learning through practical, investigative work. In the most effective lessons a brisk pace helps to maintain a high level of enthusiasm and promotes a good rate of learning. For example, younger pupils reap enormous benefit from close observation of the growth of runner and broad bean plants they are nurturing. This is followed by activities that take account of their differing literacy skills and so ensure that difficulties in writing do not restrict learning in science. When teaching is satisfactory rather than good, pupils make reasonable progress but the pace is a little slower and occasionally this is because the group would benefit from a teaching assistant to support pupils with significant special educational needs.
65. The co-ordinator is leading the subject and managing its development well. She is successfully and rightly steering the school through an increased emphasis upon practical work that

requires colleagues to modify how they plan and deliver lessons. However, it is too soon for the full impact of these improvements to be felt. She has ensured that very good systems for assessing pupils are thorough, detailed and useful. Teachers use these procedures well, so they are a significant feature in pupils achieving well. The apparent fall in standards since the previous inspection masks the considerable improvements made over the last couple of years. Improvement overall since the last inspection is, therefore, satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The subject is well led by an enthusiastic co-ordinator who has achieved a great deal in a short time.
- Pupils are enthusiastic about their work in ICT and this greatly assists their learning.
- The school has experienced considerable technical difficulties with its hardware. As a result many pupils have had limited experience of elements of ICT.
- Teachers have undertaken professional development in the subject since the previous inspection and are developing their confidence in using ICT.

Commentary

66. The co-ordinator took up his responsibilities in January 2004 and has moved the subject on well. Good planning means there is a clear structure for the way that pupils will gain skills and knowledge and good guidance is provided for teachers to support the effective assessment of pupils' progress. The key issues identified at the time of the previous inspection have been addressed well; all aspects of the National Curriculum are now taught, pupils have opportunities to use the ICT facilities and their skills are developed well. Whilst standards by Year 2 and Year 6 are below average all pupils, regardless of background or special educational need, achieve well, as their attainment on entry was well below average and there have been technical problems that the school has worked hard to overcome. The co-ordinator provides enthusiastic leadership for the subject, his enthusiasm is infectious and he motivates colleagues and pupils well.
67. Pupils' enthusiasm for ICT helps them work hard to use thinking skills developed in other contexts to gain and retain skills and knowledge in the subject. Their attitudes to learning are very positive, they work well together, sometimes with partners, sometimes in groups, and also independently, advising and supporting each other well. Standards were previously judged to be below average and, whilst they remain below average, there has been good progress, particularly over the last few months and the school is well placed to move forward and to raise standards.
68. Considerable difficulties have been experienced with the hardware and with the server for the computer suite. The leadership team have tackled the problems in a determined way, to ensure that resources have been available to pupils throughout. For example, in Year 4, pupils were provided with portable computers, using them well to develop their skills in writing. During the technical problems pupils were unable to use some of the computers in the computer suite, so teachers quickly learned how to use a mobile interactive whiteboard, to make sure that appropriate skills were taught. Intermittent access to resources has inevitably meant that pupils have had limited experience of some elements of ICT. Teachers are aware of gaps and are planning to effectively ensure curriculum coverage for all, related to their needs and stage of development. The school has used available funds well in providing accommodation and resources of good quality.
69. Provision of ICT is impacting positively on work in the subject and offering opportunities to develop the use of ICT in supporting teaching and learning in other subjects of the curriculum.

Teachers are building their skills in the subject and have undertaken appropriate professional development. There is a clear vision for the subject that includes the building of the staff's knowledge and confidence.

Information and communication technology across the curriculum

70. All teachers use ICT to promote learning in other subjects, although such use is inconsistent, with some teachers more confident than others. This is an improvement since the previous inspection. There are examples of good practice in the school that could be used to help some teachers extend their expertise. For example, during the inspection the video camera was used well, in a physical education lesson for pupils in Years 5 and 6, to record and replay movement sequences to enable pupils to comment upon their own and each other's work. The co-ordinator effectively monitors and evaluates the use of ICT in other subjects, encouraging teachers to consider how it might be used to best effect.

HUMANITIES

Work was sampled in geography, history and religious education. It was only possible to see three lessons in history, one in religious education and it was not possible to observe teaching in geography. It is not, therefore, possible to form an overall judgement about provision in these subjects.

71. Only one **religious education** lesson could be observed during the inspection but evidence is also available from discussion with staff and an analysis of pupils' written work. This evidence indicates that the requirements of the locally agreed syllabus are met. The current syllabus is under review and about to change. The subject co-ordinator is in touch with these developments and keeping her colleagues suitably informed. She has led the school soundly through a period of improvement since the previous inspection. Consequently, the school has successfully increased the contribution the subject makes to pupils learning about cultures other than their own and now has a good range of artefacts that help pupils to understand the major world religions. Pupils' moral development benefits from the subject's strong links with the personal, social, health and emotional development programme. For example, they look at the issue of 'temptation' by considering why people gamble. There are other helpful links between religious education and subjects such as history and geography. For example, older pupils use the Internet to research places of worship in different eras. Similarly, work on 'our' responsibility to look after the planet that is God's Creation supports the geography curriculum. In the only lesson seen, teaching was good because the use of drama meant pupils learned through their imaginations. This was very effective in increasing younger pupils' knowledge of the story of 'The Good Samaritan' and their understanding of its moral message.
72. In **history** pupils' work suggests that standards are below average by Year 2 but by Year 6 broadly meet expectations in those strands sampled. Thanks to effective lesson planning and clear objectives, supported by very good relationships, pupils in Years 5 and 6 build up, for example, a satisfactory understanding of events in Britain in AD 61. From an evaluation of different sources they learn that facets of the past such as Boudicca's revolt may be presented and interpreted in different ways. They are starting to offer explanations and to suggest consequences of major events, although the limited English skills of lower attaining pupils especially mean that they do not always express their understanding clearly. Work seen in **geography** paints a similar picture. Pupils in Year 2 are starting to compare and contrast their home area with others. They describe but are less successful in distinguishing features and tend not to use the information and observations to form views or put forward questions. They do not retain specific geographical vocabulary well. By Year 6 pupils make satisfactory use of specific vocabulary and acquire a basic understanding of geographic patterns. They describe and are now starting to offer tentative explanations for various changes, for example in economic activity. In both history and geography subject planning is based on the national guidance for units of work. There is a good range of resources available and there are signs that ICT is used regularly for research. Observations of completed pupils' work, links with other

subjects and scrutiny of planning documents suggest that history and geography are led and managed well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was not enough evidence to report on any of these subjects individually, because not enough teaching was seen or there was not enough evidence to judge achievement. However, work was sampled in art and design, design and technology, music and physical education.

73. In the one lesson observed in **art and design**, teaching and learning were good. Pupils in Years 3 and 4 achieved well and broadly met the expectations for their age. They made a collage from various types of paper, including some they had enjoyed producing themselves during a visit from an artist and print-maker. They explored the visual and tactile qualities of the material, matching their use to their intentions. The teacher's examples and good questions encouraged their creativity. They worked and talked well in groups but did not always evaluate how well their approaches were working or how they might work better. Displays show that pupils in Year 2 are not afraid to use all available space to express themselves but have a reasonable sense of proportion, for example in their charcoal sketches. By Year 6 their sketchbooks show that pupils also gain a reasonable sense of perspective, particularly when representing moving figures in emulation of the styles of Ringold or Lindner. Planning documents and links with other subjects suggest that the subject is led and managed well, although apart from some paper models there is little evidence of three-dimensional work.
74. In **design and technology** one lesson, in Year 2, was observed and teaching was good. The lesson was one of a series planned for the week, effectively developing the pupils' skills by enabling them to design and make a toy related to a 'nursery rhyme' theme, based on the interests of children in the nursery. Pupils worked together well and considered how plans for their toys might be improved. Whilst samples of pupils' work are displayed in a classroom used specifically for the subject, there is insufficient evidence to judge standards. A national scheme guides teachers' planning. The work on display illustrated an appropriate range of topics and opportunities for pupils, for example, models of fairground rides, designed and built by pupils in Years 5 and 6. Written and drawn work indicates that pupils were aware of the need to design but lacked confidence when discussing the sequence of designing for a purpose, making, reviewing and improving, as the result of limited language skills. They are enthusiastic and keen to complete tasks. In the lesson observed resources were well prepared and the teacher was very proactive in supporting and guiding the pupils.
75. As **music** was not a focus for the inspection it was not possible to observe any lessons in the subject. It is not possible, therefore, to make judgements about standards. However, when pupils sang in assemblies they did so tunefully, with a good sense of timing and sensitivity. Information about music is displayed throughout the school. This indicates the care that staff take to ensure that pupils hear and appreciate a good variety of music throughout the school day. For example, during the inspection younger pupils listened to 'River Dance' as they walked in to and as they left assemblies, but their 'music for the day' in class was 'Musique de la Grece Antique'. Consequently, the available evidence indicates that the subject makes a good contribution to the school's chosen aim to broaden pupils' experience and their cultural development.
76. The scheme of work in **physical education** covers all aspects, including provision for swimming for older pupils. The subject is well supported by a wide variety of physical extra curricular activities including football, netball, dance and cross country running. The school also takes part in an annual inter-school athletics event, with all other primary schools in Shrewsbury. During the last year the school successfully organised and hosted the event. The accommodation supports the subject well. There is a modern well equipped hall, good sized playground areas, including good quality outdoor play for foundation stage children, and adjacent playing fields for outdoor activities. The co-ordinator has established an orienteering course, effectively encouraging pupils to take part. Resources for the subject are of good

quality and quantity, augmented by resources from the school's participation in the 'TOP's' scheme. This ensures that new activities and skills can be effectively taught and practised. The co-ordinator leads the subject well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

77. There was not enough evidence to report on this area in full, but three lessons were observed in Years 2, 3 and 5. Teaching was good in two of them and very good in the third. Pupils were encouraged to explore their own ideas, with effective guidelines for their contributions. In Year 2 the work effectively linked behaviour and responsibilities at home with those within the school community. This helped pupils to see how the principles of fair play and concern for others which govern the rules for behaviour in school can apply equally outside. This encouraged them to consider their responsibilities to family, friends and the community at large. Thoughts surrounding jealousy formed the theme for a Year 3 and 4 lesson. Probing questions and pertinent examples again made pupils think hard about the reasons for the expression of certain emotions and their positive or negative impact on others. Very good management and high expectations of a mature response characterised a Year 5 lesson on the theme of staying safe. This allowed pupils to explore the difficult area of relations with strangers without being hampered by fear but with a profound awareness of risks. Outcomes revealed especially pupils' deep concern for their younger schoolmates and a constructive and shared determination to care for them, beyond what is more usual in pupils of this age. The school's ethos encourages such care and concern and pupils respond very well. The school's reward systems recognise pupils' development in this area. Assemblies, too, offer opportunities to recognise and celebrate pupils' achievements.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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