

INSPECTION REPORT

Hadnall Church of England Primary School

Hadnall, Shrewsbury

LEA area: Shropshire

Unique reference number: 123478

Headteacher: Ms Patricia Jeffries

Lead inspector: Mrs Chris Field

Dates of inspection: 6-7th October 2003

Inspection number: 256309

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 5-11
Gender of pupils: Mixed
Number on roll: 70

School address: Astley Lane
Hadnall
Shrewsbury

Postcode: SY4 4BE

Telephone number: 01939 210323

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Christine Wilson

Date of previous inspection: June 1997

CHARACTERISTICS OF THE SCHOOL

The school is located in the village of Hadnall, some four miles north of Shrewsbury. It is much smaller than average and provides for 70 pupils from the age of 5-11; a third of whom come from outside the village. About a quarter of pupils have special educational needs and this is above average; three pupils have a statement. All pupils in school speak English as their main language. The school was accredited with a Department for Education and Employment Achievement Award in 2001 for its improving National Curriculum test results and the Basic Skills Quality Mark in 2002. The school takes part in the national fruit scheme to aid pupils' health awareness.

NB: The deputy headteacher was unexpectedly absent from school during the inspection and the lower junior class was taught by temporary teachers who had only been in school for 2 days previously.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9479	C Field	Lead inspector	Personal, Social, Health Education and Citizenship.
9428	J Butler	Lay inspector	
1189	S Brown	Team inspector	English, Foundation Stage special educational needs. Religious education, humanities.
15414	D Carrington	Team inspector	Mathematics, science, information and communication technology, creative, aesthetic, practical and physical subjects.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hadnall Church of England Primary is an effective school. All pupils are given a warm welcome irrespective of their background or capabilities. Relationships are good and the school is successful in enabling pupils to achieve well in a happy, Christian family atmosphere. Good teaching in the early years enables the children to get off to a flying start. In Years 5 and 6 good teaching accelerates pupils' learning very well. Pupils reach above average standards by the end of school because of this. The headteacher leads from the front and is working at full stretch to make sure the school moves forward. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- The headteacher provides clear educational direction and very good leadership but is hampered in management tasks by her near full-time teaching roll in upper juniors.
- The team of teachers work very well together to drive forward improvement in subjects but monitoring and evaluation systems are not sharp enough to pick up the peaks and troughs in the progress pupils make over their time at school.
- Pupils' achievement is good overall and standards are above average in the core subjects of English, mathematics and science and in art and design, design and technology, history and religious education by the end of Year 6.
- Teaching is good but has shortcomings in lower juniors that result in some pupils not achieving to their full capability.
- Pupils' attitudes, behaviour and personal qualities are a strength and good attention is paid to their care, health, welfare and safety. These features are usefully helping pupils to become responsible future citizens.
- The quality of education provided is good with a significant strength in the way the curriculum is organised to enrich pupils' experiences. Very good links with parents and the community support the curriculum well.
- Governors fulfil most of their responsibilities but need to make sure that their annual report to parents and the prospectus fully meet statutory requirements.

There has been good improvement overall since the previous inspection in 1997. All of the key issues have been tackled well, except for monitoring and evaluation activities, which are curtailed due to the headteacher's heavy teaching load. Information and communication technology (ICT) in particular has become a success story and provision has been improved from unsatisfactory to good. The school is judged to have sound capacity to become still more effective.

Pupils' achievement is good overall.

The standards however, vary from year to year because one more or one less pupil achieving a given level has a dramatic effect on the results. Data shows that the school adds good value to pupils' achievements during their time at school. Work in books shows this is not consistently the case for pupils in the lower juniors.

Results in National Curriculum tests at the end of Year 6.:	All schools			Similar schools
	2000	2001	2002	2002
English	C	E	A	A*
Mathematics	E	E	E	B
Science	D	C	C	A*

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

Similar schools are those whose pupils attained similarly at the end of Year 2 in schools with up to 8% free school meals.

The above results suggest that pupils in Year 6 achieved much better in English than they did in mathematics or science. Results overall were above average and reflect good achievement by boys and girls from their different starting points. Results in national tests at the end of Year 6 in 2003 were much better than in 2002. These results indicate that standards will be above average overall. Inspection findings show that current standards in Year 6 are above average in core subjects of English, mathematics and science and that pupils are well on track to reach the very challenging targets set for them.

Pupils' attitudes, values and other personal qualities are good overall. Relationships are tolerant and caring. Attendance is very good and good punctuality ensures a smart start to the day.

QUALITY OF EDUCATION

The quality of education provided is good.

The quality of teaching is good overall but varies from year to year. Teaching and learning are consistently good in the early years and in upper juniors and enable pupils to progress at a good pace. Teaching is of mixed quality in lower juniors with unsatisfactory features that hamper pupils' achievements. A lack of challenge in the work set is restricting the progress of higher attainers. The teaching observed in lessons was 100% satisfactory with some good features supporting good learning. **The curriculum meets the needs of pupils well** and is good for those with special educational needs. The school has made good improvement in planning topics that enable pupils to learn about different subjects systematically. Display about the school is of good quality and shows the linkage between subjects very well. There is good enrichment from a well-focused programme of visits and visitors and a wide range of out of school activities that extend pupils' experiences. The school is spacious, well maintained, bright and stimulating. **Pupils receive good care and support.** Staff know pupils very well and are very responsive to individual needs. **The school has a very good partnership with parents and has forged strong links with its community.**

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory.

The headteacher provides very good leadership. The staff are a well-motivated team and support the headteacher well in providing quality experiences for the pupils. The school development plan is the key tool to guide improvement and all staff play their part in leading priorities, though they have very limited opportunities for monitoring standards, teaching and learning in the subject or aspect for which they are responsible. **Governance is satisfactory.** Governors support the school effectively and meet most of their legal responsibilities. However, they have not given enough attention to ensuring that the headteacher has sufficient non-teaching time to monitor the school's effectiveness fully or to support the promotion of best practice in teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very happy with the school and highlight the rounded education provided as a strength. **Pupils' views are very positive.** They like school and are happy to attend. They say that learning is fun and they have lots of friends in school.

IMPROVEMENTS NEEDED

The most important things the school should do are to:

- Improve teaching and pupils' achievements in lower juniors;
- Improve the monitoring and evaluation of teaching, learning and standards by the headteacher and key managers;

and, to fully meet statutory requirements, the governing body need to update the prospectus and their annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Boys' and girls' achievement is good overall but varies year from year. Standards are currently above average in the core subjects of English, mathematics and science and in art and design, design and technology, history, information and communication technology (ICT) and religious education by the end of Year 6. These standards reflect a boost to pupils' achievements during the last two years in school because of consistently good teaching. Standards in geography and physical education are broadly average, which is true of the other year groups too.

Main strengths and weaknesses

- The four children in reception have settled quickly to their work and are already adding well to their different starting levels of skill and knowledge in the six areas of learning.
- Achievement is good in Years 1 and 2 and by the end of the infants pupils are attaining broadly average standards in English and mathematics and above average in science, ICT and religious education.
- Achievement is unsatisfactory overall for pupils in Years 3 and 4 largely because not enough is being expected of them and the work set lacks challenge, especially for higher attainers.
- Pupils in Years 5 and 6 show good achievement and reach above average standards in most subjects.
- School managers have yet to make fully effective use of all available data to target good achievement in all years and have yet to make monitoring and evaluation systems rigorous enough to support further improvements.

NB Standards have not been judged in music as no music lessons were observed during the inspection.

Commentary

1. Although the inspection took place very early in reception children's time in school, it is evident that they have settled well and are on course to make good progress overall. The overall profile of the group is average but spans a very wide range. The good start that they have made to the year is because of the thorough, and good quality, planning and focused teaching and learning in the class. Good provision is being made for them in all but one of the six areas they experience and this is physical development. Suitable outdoor play space has only very recently been provided and prior to this it has been difficult to provide the range of experiences the children should have. The staff make good use of the hall for physical development but it is not an ideal resource due to its configuration and the need to be used to store equipment. This results in learning having to take place at a safe but pedestrian pace.
2. The 2002 results below show that in Year 2 pupils' attained standards that were well below average overall and much below those in 2001. Results in 2003 show as broadly average overall. This roller coaster picture is because each year the attainment range of the pupils who take the tests differs.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	14.1 (16.0)	15.8 (15.7)
Writing	13.7 (15.8)	14.4 (14.3)
Mathematics	15.9 (20.0)	16.5 (16.2)

There were 11 pupils in the year group. Figures in brackets are for the previous year

3. This year, Year 1 and 2 pupils are already showing that they are on course to reach broadly average standards in English and mathematics, geography and physical education. Standards are likely to be above average in science, ICT, art and design, design and technology, history and religious education. These pupils have achieved better in the basic skills of numeracy and ICT than literacy. Pupils' speaking and listening skills are good and reading is broadly average. However, writing though satisfactory is a relative weakness. Work in books shows some untidy presentation with inaccurate spellings and poor use of punctuation in otherwise good quality work. Writing shows creativity but its quality is hampered by the lack of *secretarial skills* that could easily be given attention and help raise the overall quality and standard.
4. Year 3 and 4 pupils in the lower junior class were observed to be making satisfactory progress in lessons. Those with special educational needs are receiving some good support and achieving particularly well because of it. Work in Year 4 pupils' books from last year shows some unsatisfactory achievement and standards that are too low, especially for higher attainers who are not being sufficiently challenged in the work set for them. An over use of work-sheets in mathematics, for example is capping problem-solving skills development and the expectations for good quality independent work are not as apparent here as in other years. The use of targets to support pupils' achievements in English is a positive feature in most years, but there is less use made of them in the lower juniors. School managers have to find ways to ensure that what inspectors saw in lesson is commonplace and reflected in lower junior pupils' work across the curriculum.
5. Current standards in English and mathematics in Year 5 are below average and do not reflect the much more positive test results when they were in Year 2, which are shown in brackets in the above table. The work these pupils completed last year, shows a lack of pride and some fairly low-level tasks being set. There is a same-ness in the work set for pupils of different capabilities that clearly limited the achievement of higher attaining pupils. In contrast, lower attaining pupils, including those with special educational needs made good progress in this year group in English because of additional support.
6. The 2002 results below show that Year 6 pupils' attained standards that were well above average in English, well below average in mathematics and average in science. When compared to similar schools the standards were above average in English, low in mathematics and below average in science. Results in 2003 show as above average overall. Current standards in Year 6 are above average overall. The standards however, vary from year to year because one more or one less pupil achieving a given level has a dramatic effect on them. From a typically average or just below average starting point, most pupils reach standards that are generally compare favourably with those found in similar schools.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.0 (25.4)	27.0 (27.0)
Mathematics	25.0 (24.6)	26.7 (26.6)
Science	29.0 (28.2)	28.3 (28.3)

There were 6 pupils in the year group. Figures in brackets are for the previous year

7. A whole-school focus on mathematics and science has paid dividends and both of these subjects are showing good improvement. A strong emphasis on enabling pupils to plan and undertake their own lines of enquiry in problem solving activities is supporting higher-level achievement. A good drive to improving ICT provision has resulted in standards being shifted from below average to above average since the last inspection. Standards are above average in art and design, design and technology history and religious education. Standards in geography are average by the end of school but could be better if the work being covered was as exciting and challenging as that seen in history. Standards in physical education are average, though swimming skills stands out as a strength with a hundred per cent of pupils able to swim the required length by the time they leave school.
8. The school's achievement award and basic skills quality mark presented by government are testament to the drive to raise standards in the core subjects of English, mathematics and science by the end of school. Very challenging academic targets are set for Year 6 pupils and there is clear acceleration in the progress they make in this year that has enabled the targets to be met. The school's next step is to make assessment, monitoring and evaluation processes rigorous enough to target raised achievement and higher standards in all years.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are good overall. Boys and girls work and play together across the age groups, creating a truly family atmosphere. Pupils say they have lots of friends at school and are happy to come here. Attendance is very good and punctuality is good. There is no unauthorised absence.

Main strengths and weaknesses

- Children in the reception class settle in quickly and benefit from the good role models set by older pupils.
- Pupils have good attitudes to learning; they enjoy the many and varied experiences provided for them and they try hard.
- Behaviour is good both in class and at play. Pupils are careful and self-controlled.
- Occasionally low-level chatter and fidgeting in the middle years of school can detract from the atmosphere of learning.
- Pupils help newcomers to develop in confidence and settle quickly.
- There are good relationships between all members of the school community.
- Pupils develop strong moral and social values, and are particularly concerned for their environment.
- Though satisfactory, there is room for improvement in pupils' spiritual awareness and their understanding of the ethnic diversity that is the fabric of modern Britain.

Commentary

9. Attendance is very good and well above the national average. Punctuality is good and this allows a smart start to the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data :	0.0
National data:	5.9	National data:	0.5

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

10. Pupils' attitudes, behaviour and personal qualities are one of the school's many strengths and are a reflection of the importance placed developing this aspect of pupils' education. The school has a very warm ethos and is very successful in meeting its aim that children will think it *a place where they have friends, people care and learning is an exciting and interesting experience.*
11. Pupils try hard in lessons, enjoy discovering new things, and as they grow older they use their initiative well. For example, in a lesson about Anne Frank, pupils in Years 5 and 6 used a variety of approaches in their research and creativity, including a very effective use of percussion to provide atmosphere for a poem. Even the very youngest children in reception show good concentration and a determination to succeed. When painting the faces of a cube, they made sure each *face* had eyes and a mouth!
12. Behaviour is good. A feature of the school is the way in which pupils work and play together across a range of age groups, showing consideration and co-operation. There can occasionally be some low-level chatter and fidgeting by some lower junior boys which detracts from the atmosphere of learning and is rather immature and disrespectful. However, on other occasions, pupils all show remarkable tolerance and understanding for the few pupils with special educational and behavioural difficulties who have moved to the school from elsewhere. This has contributed to the feeling of welcome and involvement, which has helped these pupils regain their confidence and settle in. The Code of Behaviour is based on kindness, honesty and trust and these are much in evidence. The school takes a zero-tolerance stance on bullying and on the rare occasions when this happens it is sorted out positively. Pupils told inspectors that they feel safe and well looked after at school. The school council is currently involved with the headteacher in reviewing the anti-bullying policy.

Ethnic background of pupils

There were no 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	70	0	0

13. Behaviour at play is friendly and harmonious. Pupils make good use of the wide variety of play equipment, showing that they are trustworthy and need minimal supervision. In the dining hall the atmosphere is civilised and relaxed, with pupils acting responsibly.

- 14 There are good relationships between all members of the school community, young and old, and adults provide good role models. Pupils develop strong moral and social values, and are particularly concerned for their environment. They say they are active supporters of charity appeals, and remember bun sales with enthusiasm. The school uses circle times, lessons and assemblies to introduce and develop themes of social justice and to give pupils an understanding of what life is like in different parts of the world.
- 15 Pupils' overall personal development is good, with particular strengths in the way they become confident young people with high self-esteem. A video of last year's sketches based on a study of *the Romans*, showed the junior children to be comfortable and competent when performing to an audience, as well as able to empathise with others. In their poetry, they are able to demonstrate imagination and sensitivity. However there is room for improvement in their spiritual awareness as the school misses opportunities to promote the mystery and wonder of creation.
- 16 Although sessions like the recent harvest theme, linked to a project in Zambia, give pupils a flavour of different cultures, their understanding of the ethnic diversity that is the fabric of modern Britain is not well developed. In discussions with inspectors, pupils showed themselves to be aware of the existence of major religions, and a secure awareness of racism, but were less sure about the rich multi-cultural diversity of their own country.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good with significant strengths in the way the curriculum is organised to enrich pupils' experiences.

Teaching and learning

Teaching and learning are both good overall and better than they were when the school was previously inspected.

Main strengths and weaknesses

- Good teaching in the early years enables the children to get off to a flying start across the areas they experience.
- In Years 5 and 6 consistently good teaching accelerates pupils' learning very well.
- Teaching in Years 3 and 4 has not been good enough to ensure that all pupils learn successfully and for higher attainers in particular, to make the progress of which they are capable.
- Teachers use questioning techniques very successfully to engage pupils in putting forward well thought out views.
- Marking and target setting, although better than they were, still require advancement, particularly to help pupils understand what they need to do next to improve their work.
- Teaching assistants make a highly effective contribution to the purposeful learning of pupils with special educational needs in all classes.
- Good attention is paid to securing parents' support for regular homework.

Commentary

17. Teaching and learning are consistently good in the early years and in upper juniors and enable pupils to progress at a brisk pace. Generally, good teaching is enabling pupils to hone their basic skills and this is supporting the good standards reached in English, mathematics and ICT by the end of school. The focused attention paid to planning work that enables pupils to experience a depth and quality of study in art and design, design and technology and history work is supporting positively good achievement in these subjects. Pupils with special educational needs receive some effective one-to-one support from teaching assistants who

are well deployed and effective in role. At other times, teachers set suitable learning challenges in response to pupils' diverse learning needs, as work provided is closely related to targets identified in pupils' individual learning plans. These features support positively the good progress being made by this group of pupils in all years.

18. Because the inspection took place over just two days early in the school year it was not possible to see the whole range of lessons experienced by the pupils. For this reason, the scrutiny of work completed last year by just over a quarter of the pupils was drawn on heavily for evidence of the quality of teaching and learning. Twenty-three lessons were observed and as the following table shows, well over half of these were of good teaching quality. Put together, teaching is judged to be good overall but with shortcomings in lower juniors that leads to a dip in achievement.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	15	8	0	0	0

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

19. The staff in the mixed reception and Year 1/2 class have good command of all areas of learning and are working in successful partnership to enable the youngest children in school to learn well. Teaching and learning in all lessons observed by inspectors in this class were of consistently good quality. Teachers have good expectations of the older pupils in the class too, they provide challenge in the work and they encourage and involve all pupils well in the lessons. Parent volunteers also play a useful role in supporting the effective learning, taking place.
20. Teaching in the Year 3/4 class is rather more mixed. Work in books shows up very clearly that expectations for the quality and standards of recorded work are not as high as in other years. Too many work sheets are capping higher quality work, for example in geography. Additionally, the amount of independent work produced is very much short of that completed by pupils in other classes. Marking is weaker here than elsewhere, although it is not a strong point overall. Too little use is being made of marking to help pupils see where improvement lies and to target better achievement. The totality of shortcomings in the work from last year points to unsatisfactory teaching in Year 3/4. However, teaching and learning that was never less than satisfactory took place in the lessons that inspectors observed during the inspection. Two supply teachers taught the class in place of the permanent teacher who very unexpectedly went sick before the inspection. They did a good job over their time in school, as they got to know the pupils and their confidence grew. Some good teaching and learning was observed in ICT that showed the potential for better achievement and higher standards for the small but significant group of higher attainers in the class.
21. The headteacher leads by example with very effective teaching in the Year 5/6 class that sets the standard for others to follow. This has been the case since the previous inspection when the strengths seen today were recognised then too. The work in pupils' books is of good quality and reflects well the very exciting curriculum on offer and the challenges provided for pupils to work independently and at a pace that means they accomplish much. Lessons were observed to be of consistently good quality and successful in enabling boys and girls to work to the full of their capabilities across the subjects they study. Good additional support ensured that pupils with special educational needs, including statements, made good progress in the specific work they were given. The job share arrangements in this class for one half-day a week works very well and the transition is seamless. The two teachers' skills and approaches are complementary; their shared methods ensure that pupils learn well. Good questioning techniques are a key feature in helping pupils put forward answers that are thoughtful and

reflective. Homework is being used really effectively to support pupils' learning and to engage in a meaningful school and home partnership that benefits the pupils' education.

The curriculum

The curriculum meets the needs of pupils well and is good for those with special educational needs. A significant strength is the way the curriculum is organised to enrich pupils' experiences.

Main strengths and weaknesses

- The curriculum is much improved since the time of the previous inspection with schemes of work now in place for all subjects; the provision for ICT moved from an unsatisfactory to a good level and sound extra curricular experiences developed into a rich and exciting programme.
- School managers have been innovative in the development of well-conceived topics that inter-link subjects to enable pupils to take part in deep and long-lasting experiences.
- Learning resources are good for all subject areas and have been significantly improved by the addition of interactive white boards which teachers use well to make lessons interesting and engage pupils' involvement in learning early in the lesson.
- The accommodation is well presented and supports positively the good quality of education.

Commentary

22. The school is very successful in promoting its curricular aims. Values figure large with emphasis given to pupils' self-esteem and to enabling all to achieve to the full in a happy, Christian family atmosphere. The curriculum meets the needs of pupils well and is good for those with special educational needs. The curriculum in ICT is strength. There is very good attention paid to planning a curriculum that enables pupils to learn about a range of subjects through well-chosen topics. For example, the topic of pond dipping has resulted in some beautiful art work on display in the hall, good science investigations about mini-beasts, factual writing about the environment including research using ICT as well as creative and exciting poetry. There is good enrichment from a well-focused programme of visits and visitors and a wide range of out of school activities that extend pupils' experiences. For example, Year 5/6 pupils went to Belmont Arts Centre to see *Abomination*, a thriller by Robert Swindells to help them with ideas for their own story writing in the suspense genre. The school takes good part in local initiatives and events and with success, such as when pupils were involved in designing and making musical instruments as part of the *Funky Junk* orchestra project. The winners of the competition met the Duke of Edinburgh when their prizes were presented. The football 5 aside team were runners up as were the cricketers in the inter-schools tournaments last season.
23. The accommodation is good and attractively presented; it is very well maintained by the hardworking caretaker. The outdoor areas provide a high quality environment pupils can explore the curriculum, as well as very pleasant areas for play. Although small, the hall is used well for assemblies and lunchtime dining, however it is a very tight space for physical education. The new library and computer suite combine into a very good research area. Learning resources are good for all subjects and have been significantly improved by the recent addition of interactive white boards which teachers use well to make lessons interesting and engage pupils' involvement in learning early in the lesson.

Care, guidance and support

Provision for care, guidance and support is good overall. Teachers and support staff are kind and conscientious, and know the pupils very well. They place a high priority on the safety, welfare and development of the pupils, enabling them to achieve well in a happy family atmosphere.

Main strengths and weaknesses

- Procedures for health, safety and welfare are good.
 - Child protection arrangements are in good order.
 - Induction procedures are effective, whether joining reception or another class.
 - Staff are very responsive to pupil's individual needs.
 - Personal development and achievements are monitored and supported well.
 - Pupils' views are sought and they are encouraged to take a role in improving school life.
24. Pupils who are new to the school benefit from a welcoming induction package which ensures their smooth and secure settling-in. They soon develop a good, trusting relationship with at least one member of staff, and know there is always someone to turn to. Health and safety matters are supervised with care, and the child protection usefully procedures follow local guidance. Pupils who are in care are supported very well, and make good progress.
25. The school is willing to take pupils from different and difficult backgrounds, and is justifiably proud of its success in helping them to develop their confidence and self-esteem. Pupils are happy with their school and say that some of the best things about it are all their friends, and the kind, helpful teachers. The support provided for pupils with special educational needs is good. They are included well in lessons, and able to make good progress in their learning.
26. Pupils' progress is monitored carefully through a variety of tests in English and mathematics, as well as assessment in other subjects. The record of achievements provides a clear summary of the progress each child is making, and their level of support is adjusted accordingly. Higher attaining pupils are encouraged to take on extra challenges to develop their skills. Pupils are involved in setting their own learning targets in English and mathematics, although some need to be reminded to do this. Overall the monitoring and support of personal achievements is good.
27. Pupils' views are sought and they are encouraged to take a role in improving school life. The school council meets regularly and feels it has made a difference to the outdoor environment, by reducing litter. However, its role in keeping other class members informed and represented is not yet fully developed.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and has forged strong links with its community.

Main strengths and weaknesses

- Very good links with parents and the community support the curriculum well.
- Parents are very pleased with the rounded quality of education provided and feel able to approach the school with any concerns they have. The active PTA is a positive feature in school life.
- The school prospectus and governors' annual report to parents are rather boring in presentation

Commentary

28. Parents are very pleased with the rounded quality of education provided and feel able to approach the school with any concerns they have. Communication with parents is varied and effective. Notice boards in the conservatory where parents bring and collect children from school are useful in highlighting school and village news. The headteacher sends home a monthly newsletter and *drop-ins* work successfully and are well supported when specific information has to be shared, for example about the Year 6 residential visit to Polesgate that the PTA funds. Reading journals are the most regular means for enabling a dialogue between

the home and school and are very effectively used for this purpose. The annual pupil reports are of good quality with clear targets for helping pupils do better. Homework is viewed positively all round and the system works well. There are two publications that stand out from the otherwise good quality information provided by the school; the prospectus and governors' annual report. Both of which are detailed with helpful information for parents but tending towards educational jargon and missing key pieces of statutory information. Both are rather dry in style and miss the opportunity to celebrate the life and work of the school, or to reach out to parents. They could both do with review and revitalisation.

29. The school has forged strong links with the community to the benefit of pupil's education. A detailed study of Hadnall village involved the whole school in historical research and widened their understanding about the local community and heightened their sense of place. First rate work in art and design and history emerged as pupils found out about local landmarks such as Hardwicke Grange, no longer standing, and painted high quality water colours of the Saracen's Head public house. A design and technology project resulted in them designing a new piece of equipment for the village play park. Pupils have undertaken research based around the question: *Has the church in Hadnall a part to play in village life?* They carried out surveys and analysis to help in their deliberations and to come to a positive view. Visits to the church, for example at harvest time enable pupils to celebrate with other local residents. Visitors who have shared their interests and experience with pupils include such diverse groups as the local history group, wildlife trust, secondary school staff, bowling club and mobile library van. The school is not much used for community lettings as the village hall is the key focal point for these things. However, whilst it is being refurbished the school is making itself available as a resource for local groups.
- 30 Links with other schools have enabled pupils to work collaboratively on projects, for example the Buggy competition and *Enginuity* at Telford. The school is a regular participant in sporting competitions with other primary schools, for example cricket, netball and football. A range of experiences usefully support Year 6 pupils transfer to secondary school, including a science day.

LEADERSHIP AND MANAGEMENT

The headteacher gives very good leadership to the school.

Management systems work satisfactorily and the school is governed soundly.

Main strengths and weaknesses

- The headteacher leads the school very effectively.
- Management systems are satisfactory but some are limited in impact because of the very heavy workload of the headteacher who teaches a class virtually full-time.
- The team of teachers work very well together to drive forward improvement in subjects but monitoring and evaluation systems are not sharp enough to pick up the peaks and troughs in the progress pupils make over the time at school.
- The school is governed satisfactorily and though governors are supportive, they do not ask enough challenging questions to hold the school and its performance fully to account.

Commentary

- 31 The school is very well led by the dedicated, hard working and very effective headteacher. She has established a very clear educational direction for the school and inspires other staff to teach well and help their pupils build knowledge, skills and understanding at a good rate. Communication systems are good within school and are largely based on informal contact between the small number of adults working there.

32. The headteacher is keenly aware of the pressures that working in a small school brings for all staff. Her own workload is great. She has very limited time for management tasks and maintaining a rigorous evaluation of school performance is made difficult by being based in one class for 80 per cent of the week. Thus, when significant changes occur that impact on the school's effectiveness it is not always possible to pin these down or remedy them soon enough. Management systems are satisfactory but are clearly not good enough for the headteacher. Other staff are in good heart and they take on the mantle of management soundly, but again, time constraints are great, not least because different staff are present for different sessions or days each week.
33. Monitoring and evaluation systems are a case in point. There is every willingness to check and evaluate the achievement of different classes and age, gender or attainment groups and to judge the quality of teaching and learning through the school. The headteacher does what is practicable in the available time. However, there is no release time available for other staff to participate in this work and so shared knowledge and understanding of the strengths and weaknesses of provision are overly dependent on the evaluation of intention, as shown in planning for example, rather than impact. Thus, the dip in achievement in Years 3 and 4 has been acknowledged but not evaluated rigorously enough to identify exactly what is wrong and identify the means to overcome the weakness.
34. Governors are supportive of the school and maintain good contact with it. They mostly find out about school performance once removed from the event. They rely much on the headteacher's evaluations provided in her regular reports to governors. This sometimes means that governors are not alert enough to underlying messages, such as the headteacher's very heavy workload. Governors do not ask enough probing questions to test whether things are working to best impact in school or to tease out whether things could be done differently. Governors are anxious to ensure that the school meets all the requirements and obligations placed upon it but need to make sure that that the prospectus and annual reports to parents are up-to-date. A committed Chair, who is new to the role and is wise to the need to be more pro-active in checking school performance, leads the governors. Overall, governance is satisfactory,
35. The school has an adequate budget but it is very tight. The carry forward below offers little cushioning. A disproportionate slice of the budget is allocated to staffing in comparison with many schools of a similar size. For example, it is very costly for a school of this size, to fund a headteacher and deputy headteacher. This gives little flexibility in budgetary matters. Finances are managed soundly and control is adequate, though some issues still remain to be addressed in the most recent audit report. The process of school improvement planning is used effectively as the main guide to essential development and changes in school and links closely to budget planning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)

Balances (£)

Total income

187,690

Balance from previous year

15,870

Total expenditure

189,950

Balance carried forward to the next

14,290

Expenditure per pupil

2,900

36. When the above average expenditure per pupil is set against the outcomes in terms of the overall quality of education, achievement and standards, the school clearly gives good value for money.

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

Areas of Learning in the Foundation Stage

Provision in the Foundation Stage is good.

Children are taught in a mixed age class with Year 1 and 2 pupils. Only four children were in the reception year, known as the *Foundation Stage* at the time of the inspection. The attainment of the children when they start school is average overall but spans a very wide range. The good start that each has made to the year is because of the thorough, and good quality, planning and focused teaching and learning in the class. Good leadership and management ensure that the children have equality of opportunity to succeed through good the quality learning experiences provided.

Main Strengths and weaknesses

- The good provision overall enables children of different capabilities to achieve well.
- Teaching is good and results in good learning taking place.
- The curriculum is well planned for all the areas of learning.
- The use of visits and visitors enhances the curriculum well.
- Access to large outdoor equipment to promote physical development is restricted. The small hall restricts good physical development. The school has set targets for improving provision in the current school improvement plan.
- Marking and assessment of work requires improvement.
- Leadership and management are good.

Commentary

Personal, social and emotional development

Provision in personal, social and emotional development is good.

37. Children achieve well in their personal, social and emotional development because the adults place great emphasis on this area of learning. They encourage children to be independent and help raise their self-esteem. Older children in the class provide good role models and support younger children well. Children settle well into school and quickly adjust to the well-established routines. There are clear expectations for good behaviour. Good relationships between the adults and children promote confidence and the children are happy to come to school. The well-balanced curriculum provides good opportunities for children to select activities for themselves, as well as those initiated by the adults. They listen carefully and follow instructions to *line up* or *sit in a circle*. The children enjoy the activities provided, engaging readily with the others in the class. They take turns and share, for example, when making jam sandwiches, where they waited patiently for their favourite jam and passed jam pots and butter politely to each other. Standards are in line to be above average at the end of the reception year.

Communication, language and literacy

Provision in communication, language and literacy is good.

38. Children learn well and achievement is good. Teaching and learning are good. Teachers work hard to match work to the differing age groups and the range of abilities in the class. At times, the youngest children struggle to understand literary tasks pinned up around the room for them to select, such as, 'writing instructions', but they enjoy play in the café, writing out food orders and setting the table. They enjoy making their own jam sandwich and this helps them to understand the sequence of events more clearly as they write about the process. Speaking skills are good because there are many opportunities for children to engage in conversations with an adult or each other. The good teaching ensures a variety of speaking, reading and writing activities in taught sessions and play contexts. The children enjoy sharing books. They enjoy a wide range of stories, which are read well with good interaction. They are beginning to write their names and recognise initial letters and sounds. In a circle time session when asked *What fruit or vegetable from Harvest do you like best?*, all made an independent suggestion from *pumpkins* to *corn* and *pineapples*. The children are on track to reach average standards in reading and writing and above average in speaking by the end of the reception year.

Mathematical development

Provision in mathematical development is good.

39. Children achieve well because there are good opportunities to develop numeracy skills in all the areas of learning. Teaching and learning are good. In the café play, for example, they sort, count and match as they set the table. They pay for meals, add up numbers, and make lists. They explore shapes in the home in literacy work and in geography look at signs and markings in their study of roads. Good use is made of number rhymes and songs to consolidate numbers to 5. Higher attainers recognise and count numbers to 10. They create a repeating pattern and order objects according to size and length. They recognise 'o'clock times', know colours and sort accurately. They recognise coins to 10p and add together two coins. They have a good understanding of mathematical vocabulary such as *full/empty*, *taller/shorter*. They recognise and name common, two-dimensional shapes. Lower attainers find repeating patterns more difficult and do not recognise shapes with out adult prompting. Good use is made of the interactive whiteboard for counting and this engages pupils well. Standards are on course to be average at the end of the reception year.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

40. Achievement is good because teachers extend children's knowledge and understanding successfully through well-planned opportunities in a variety of areas. Good use of questioning builds effectively on what children already know. For example, in discussion about Harvest

children talk about their experiences. Well-prepared resources in the form of an exciting Harvest basket extends their knowledge of more unusual fruits and vegetables. Good use of the interactive whiteboard actively engages children in labelling food and where it comes from. One of the lessons observed by inspectors made a particularly good contribution to the children's speaking and listening skills. '*The pineapple feels prickly*' said one boy, looking at the marrow, whilst one girl said '*It's a courgette*'. In history they learn about the Fire of London with good links made to art and dance. In geography, Barnaby Bear's diary records visits and holidays to different places. The children learn about road signs in their road traffic project and explore simple maps and plans of the village. In science, they investigate different materials and look at pattern. As part of religious education, they visit the church and listen to Bible stories such as '*The Creation*'. In science, they are able to predict what might happen to raw foods when cooked, as a result of good questioning by the support assistant. They talk about uncooked chocolate as *hard, cool, smelling nice*, and predict it becomes *runny* when it goes in hot water. Visits, such as to Hawkestone Park, the local shops and church, enrich the learning experiences well. Standards are on track to be above the expected level at the end of the reception year.

Physical development

Provision in physical development is satisfactory

41. Children have regular access to the hall and outside playground areas. However, the small hall restricts opportunities for climbing and other such activities. At present, there is limited provision for climbing activities in the playground and limited opportunities for using large wheeled toys outside. The children use small apparatus such as bats and balls with confidence and dexterity. They use pencils; brushes and mould play dough into Harvest fruits with the appropriate level of skill. They show satisfactory control of tools and materials, for example, when using knives to spread butter and jam on sandwiches. The majority are likely to reach the goals set for them in most aspects of physical development and will achieve average standards.

Creative development

Provision is good.

42. Children achieve well in creative aspects because they are well motivated by a wide range of interesting tasks. They experience a wide range of media in their artwork, such as paint, collage, crayons, glue and malleable materials such as clay and dough. There are opportunities for children to select activities such as construction materials and puzzles. Good links are made with other areas of learning. Practical opportunities enable them to experiment with colour mixing. They paint and colour pictures of the Fire of London. In mathematics, they print repeating patterns. Linked to the story of *'The Lighthouse-Keeper's Lunch'* they draw and paint pictures. They mould a Harvest plate of fruits, using dough. They enjoy role-play in the Hadnall Café and confidently act out situations. This contributes well to speaking and listening skills. The children join in songs and rhymes with enjoyment and enthusiasm, participating well in the 'switch' game and making a good attempt at the rhythm to *'We will rock you'*. They recognise and name some instruments and are able to copy simple rhythms as they pass the tambour round. They listen attentively to *'The flight of the bumblebee'* and have a go at deciding what picture it conjures up in their minds. Most know how to keep a steady beat to *'The grand old Duke of York'*. They show good control and confidence and learn well as a result of good teaching. Standards are on track to be above the expected level at the end of the reception year.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good

Main strengths and weaknesses

- Standards in English are average at the end of Year 2 but above average by the end of Year 6.
- Most pupils achieve well by the end of school, though achievement dips in Years 3 and 4.
- Pupils with special educational needs achieve well in all years because they are well supported in their learning.
- Well planned opportunities for writing in different subjects enable pupils to improve their literacy skills, this impacts positively on achievement.
- Reading journals are very well maintained and contribute effectively to pupils' reading and writing standards and support well the home-school partnership.
- Handwriting and presentation skills are not good enough in some classes.
- Marking is inconsistent and does not always help pupils to improve their work.

Commentary

43. Standards in the 2002 national tests in Year 2 were well below average in reading and below average in writing but were well above average in English overall at the end of Year 6. The results in 2003 national tests were much better than 2002, reflecting the school's effective improvement strategies.
44. This year, standards in English are on course to be average at the end of Year 2 and above average at the end of Year 6. Standards are improving at the end of Year 2 and Year 6, presenting a very positive picture. A wide range of monitoring and evaluation, together with effective self review systems and target setting in English are effectively influencing standards. In the lessons seen boys and girls showed equal interest and enthusiasm and were learning at a similarly good rate and were achieving well. Achievement is good. Pupils in most classes achieve well because teachers challenge pupils well and have high expectations.
45. Teaching in the lower juniors is not demanding enough particularly for higher-attaining pupils. However, strong teaching in the upper juniors leads to accelerated learning for older pupils, helping standards to recover. Good use is made of assessment information in setting purposeful targets which move learning on well. The achievement of pupils with special educational needs is good because of well targeted support in literacy lessons as well as effective additional strategies that reinforce basic skills, enabling pupils to increase their understanding. Support staff make a good contribution to their learning.
46. Pupils' speaking skills are above average in all years, although the same is not always true of listening skills, particularly in the lower junior class. Well chosen questions engage pupils effectively. They are keen to respond, many articulately. Pupils are encouraged to think deeply and answer at length with clarity and confidence. This strategy is widely used in many subjects and is having a positive impact on pupils' personal and social development. For example, in a religious education lesson lower-attaining pupils were asked to consider how Jesus was thinking and feeling at the last supper. They suggested he might have felt scared and angry and asked why he had to die. They were able to share thoughts and feelings openly as a result of very probing questioning.
47. Standards in reading are average at the end of Year 2 and above average at the end of Year 6. Higher attainers in Year 2 read accurately with fluency and good expression. They discuss their favourite authors and give opinions about their books. Lower attainers use phonic clues and picture clues well to help them read unknown words. Their reading lacks fluency and expression at present.
48. In the lower juniors, standards of reading are average but not enough emphasis is placed on developing fluency or using punctuation effectively. Older pupils read extensively and use inference and deduction with increasing skill. They enjoy reading and many read widely, as was seen from the very well maintained reading journals where pupils write at length in many cases about their reading. Dictionary and library skills are good. All pupils are well supported with reading at home.
49. Standards in writing are average at the end of Year 2 and above average at the end of Year 6. From the work scrutiny, however, it is apparent that standards dip in the lower junior class and pupils do not cover as much work as other classes. Accelerated learning in the upper juniors enables pupils to recover lost ground and exceed the expected standards in many cases. In Year 2 pupils write for a wide range of purpose, making use of writing skills in many subjects. For example, they pose questions and write accounts of *'The Great Fire of London'* make an instruction booklet for a Roman soldier. Handwriting and presentation skills are not as good as expected and there are weaknesses for a number of pupils in spelling skills. ICT is used well to promote literacy skills. Marking is not effective as it could be in helping pupils to improve their work.

50. In the lower juniors writing skills are below average from the work seen and for some higher attainers the quality of writing deteriorates. In lessons observed, however, sound teaching by the new temporary teachers is helping pupils to make steady progress. Upper junior pupils are being well challenged in all aspects of English this year. However, the current standards in English in Year 5 are below average and do not reflect their earlier achievements in the infants. The work these pupils completed last year, shows a lack of pride and some fairly low-level tasks being set. There was a same-ness in the work set for pupils of different capabilities that clearly limited the achievement of higher attaining pupils.
51. Year 5, working with Year 6 in their new class, are now being provided with good opportunities to write purposefully across subjects and this is resulting in a great improvement in the quality of work seen. It is evident that there is good attention now being given to spelling and punctuation and great efforts are being made to improve presentation. Pupils are encouraged to write at length, using powerful language and imaginative ideas. Writing tasks include the *Hadnall Times* newspaper, extended stories, poetry, prayers, formal and informal letters, journalistic and persuasive writing. Research and enquiry skills are good. Much of the writing is topic based. Work is set out well, using paragraphs and a wide range of punctuation. Homework is used effectively to support learning. Alliterative poetry includes lines such as *mosaic masterpiece, magnificent mauve* and *I slither slowly through the dense foliage*.
- Writing in the first person as a spider, one pupil wrote:
*My spindly legs work as fast as they can –
 Wham!
 The agonising pain smacks,
 As the beak hits my soft back...*
52. The range of writing is well extended and words are chosen carefully for effect. Although marking remains inconsistent in the juniors. The best marking is very effective in helping pupils to improve their work. However, it is not linked enough to pupils' targets in writing.
53. The quality of teaching is good overall. Most teachers have high expectations, ensuring pupils with learning difficulties are well supported and high attainers are well challenged. Good relationships are reflected in pupils' positive attitudes to learning and very good self-esteem.
54. Assessment information is used effectively to set appropriate targets that are set out in pupils' books. However, there is room to develop pupils' involvement in self-evaluation further as well as their understanding of how they can improve. The school has been successful in its strategies to improve standards in English and has good capacity to improve further.

Language and literacy across the curriculum

55. The promotion of language and literacy across the curriculum is good. Pupils' spoken English is articulate and confident. Well-chosen questions engage pupils well in discussions and probe further their thinking skills. Many are confident about holding extended conversations, not just responding, but initiating their own questions too. Subjects such as French contribute well to pupils' confidence in oral skills. Many well planned opportunities for writing in different subjects enables pupils to practise and improve their skills, particularly through history,

MATHEMATICS

Provision in mathematics is good

Main strengths and weaknesses

- Achievement in mathematics is generally good but it dips in Years 3 and 4.
- Standards are average in Year 2 and above average in Year 6.
- The quality of teaching and learning is good in most years.

- Monitoring and evaluation are not sharp enough.
- There is a good curriculum for mathematics with some useful development of numeracy skills and knowledge in other subjects.

Commentary

56. There is reliable evidence to show that pupils in most year groups achieve well in mathematics. The scrutiny of past work, for example, shows that staff have good expectations and pupils respond well to these. The amount of work produced is good and there is ample challenge for higher attaining pupils and those with talent in the subject. Skills and knowledge are built successfully from the year start to the year-end in most years. The exception is in the mixed age Year 3/4 class, where pupils in each year group and attainment bands complete very similar work, there is an over-use of worksheets and expectations are not high enough. This weakness is known to the headteacher, though monitoring and evaluation was slow to identify the scale of the issue. Now that the picture is understood, staff are working successfully to eliminate the weaknesses, but it will clearly take some time for these pupils to catch up on the missed opportunities of the past. The current Year 5 who have just moved into the upper junior class, have not made good enough progress in mathematics so far. The work they were observed to complete in lessons, though demanding, was also stimulating and the same pupils were learning well and making up lost ground quickly.
57. The standards being attained in mathematics this year are average overall in Year 2 and above average in Year 6. There is clearly much variation in standards from year to year in school. This is sometimes because of a higher proportion of higher attaining pupils, such as the current Year 6, or, conversely, a higher proportion of pupils with learning difficulties, as in the current Year 4. Thus, standards swing up and down from year to year and no general trend can be reliably identified. The small size of each year groups adds to the difficulties of evaluating the school's results for trends over time. What is evident, as shown above, is that all pupils achieve in total regardless of their starting point.
58. The quality of teaching of mathematics is generally good, with the exception of Years 3 and 4 as outlined above. Teachers have good working knowledge of the subject, they plan effective opportunities for pupils to build knowledge, skills and understanding and they make the learning interesting. In talking to inspectors, pupils said they find learning fun. They particularly like the new interactive white boards being used to support work in mathematics and the hands-on approach they are encouraged to use. Expectations are good on the whole, though they could be higher of pupils' presentation and neatness. The scrutiny of past work showed that the quality of teaching is similar throughout the year, not just during the inspection period. In Years 3 and 4 there are times when teaching is unsatisfactory, as it does not move learning on fast enough. However, no unsatisfactory lessons were observed during the inspection.
59. The pupils respond well to their lessons. They work productively, if not always neatly enough, and they master new knowledge and skills quite rapidly. They are not always as well informed about their own learning as is desirable. Few pupils who spoke to inspectors could identify their own targets for mathematics learning and marking is not as informative in mathematics as it is in English, so pupils are not always guided enough about what they have to do to improve. In other respects, assessment is good, with regular check-ups and tests to identify whether they are achieving as well as is expected.
60. Monitoring and evaluation is largely restricted to informal means. In the past there was some direct observation of lessons, though the evaluation following this process was not always rigorous enough. At present there is no direct monitoring, though the headteacher knows this is essential. The very heavy workload she carries makes time for monitoring a very scarce resource.
61. The curriculum for mathematics is good. There are good opportunities for pupils to apply basic arithmetic and number skills to problem solving and investigational work. Plans are well

focused on the development of knowledge, skills and understanding. To date, improvement in mathematics since the previous inspection has been satisfactory. For the future, the school is clear about where improvement lies so that inconsistencies in pupils' achievement can be ironed out.

Mathematics across the curriculum

62. The promotion of mathematics skills across the curriculum is good. Pupils have ample opportunities in science, for example, to make personal choices of data representation. Thus, they use bar charts, line graphs, frequency charts and Venn diagrams to represent information. In history they use their arithmetic and time telling skills to calculate the passage of years and in design and technology they use linear and angle measure and knowledge of shapes to produce designs and specifications for their products. ICT is also the source of much mathematical work, especially in the handling of numerical data and work on angle measure when controlling robot like vehicles. The school's numeracy strategy successfully permeates the wider curriculum.

SCIENCE

Provision in science is good

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- Pupils achieve well in most year groups.
- Teaching and learning are good.
- Monitoring and evaluation are ripe for improvement.
- The curriculum is practical and there are good opportunities for pupils to investigate and solve problems in science.

Commentary

63. The standards attained by pupils show good improvement on those at the time of the previous inspection. The work scrutiny and lessons observed during the current inspection both point to above average attainment at the ages of seven and eleven. Pupils are confident to carry out science investigations. They plan them carefully, and predict the likely outcome. By Year 6 they are able to set up a fair test and to evaluate its outcome, using good recording skills to illustrate the outcome. Literacy and numeracy skills are used well in such work. The current Year 6 pupils are able to identify ways to improve their tests in order to make them more reliable. Over half of the year group are working close to, or at the higher level 5 already. Younger pupils build good basic skills and knowledge in science and there is a good platform established for science in junior classes.
64. Achievement is good generally. It dips somewhat in Years 3 and 4 but the effective work elsewhere in school ensures that pupils meet the expectations held of them. For example, during the inspection Year 1 and 2 pupils were observed to test the melting of chocolate in different conditions. The pupils predicted which situation would result in the fastest melt time and they carefully prepared and conducted their investigation to check their suggestions. The pupils were able to discuss the work sensibly, they organised themselves into different roles, such as *timer* and *recorder*, and watched patiently for signs of the chocolate softening. Skilful intervention by the teacher ensured that all the pupils knew the fastest melt conditions and also those that resulted in little change.
65. Teaching science is something the staff enjoy. They plan and prepare their lessons carefully, chose and use resources well – the new interactive whiteboards were used particularly well in science during the inspection – and the activities are well motivating. The pace of work is well

judged and teachers extend pupils' thinking well. The pupils work hard in science lessons, they complete the work in the set period and show good development of knowledge, skills and understanding. These strengths are shown as much in the scrutiny of pupils' past work as they are in lessons.

66. Assessment in science is thorough. It gives ample information for teachers to evaluate the rate of progress made by different pupils and to ensure that individual targets are met. The monitoring and evaluation process is, however, rather informal. Whilst this does produce helpful insights into the planning process, it does serve as well in the identification of best and improving practice or the speedy elimination of weakness. This is because there is currently little direct observation of teaching and learning in science across the school. The headteacher is committed to improving this situation but appropriate developments are restricted by the lack of time, for the headteacher and staff alike, for management duties such as monitoring and evaluation. However, there is good spirit in school and the prospects for future improvement are good. This, good improvement, has been the tradition in science since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good and is a considerable improvement on the situation at the previous inspection.

Main strengths and weaknesses

- Standards are above average by the age of eleven and pupils achieve well.
- ICT is taught well and the quality of learning is good.
- There is a good curriculum for ICT, which includes good links to other subjects.
- The subject is led well and managed soundly.

Commentary

67. Although little use of the ICT suite was observed during the inspection, there is ample evidence to show that standards in ICT are above average by the age of eleven. This is a significant improvement on the situation reported at the previous inspection and is due to the dedication and diligence of the headteacher in improving resources, staff training and development, the curriculum and the quality of education. Pupils receive a regular diet of ICT work, whether in the suite or in their classrooms and the extension of computer use into other subjects does much to consolidate and extend skills and knowledge in the subject.
68. The quality of teaching is good. This was the case in the Year 3/4 and 5/6 lessons observed and as shown in the scrutiny of pupils' work. The focus on skills and knowledge is good in all the taught strands of ICT and there is ample opportunity for pupils to practice and perfect their skills. Teachers have good subject knowledge; they use effective methods and move the learning on briskly. Pupils respond positively. They work hard, complete a good amount of work and are keen to improve their results.
69. The curriculum is a strength. It includes all the required strands. School records show that by Year 6, pupils are gaining good skills in work such as word processing, data handling, communication through the Internet and email, research activities and, more unusually, the processing of musical compositions by computer control of the note length or pitch.
70. ICT is led well and its management is satisfactory. The monitoring and evaluation of subject strengths and weaknesses is focused on the checking of planning rather than the gauging of the impact of lessons. Assessment procedures are sound. The headteacher has started to trial a comprehensive system of evaluation of experience and skills by the pupils themselves. This has taken place in Year 6, but the school is concerned that the process is too unwieldy for

younger pupils and is working to produce a simplified structure for this process. There is clearly good potential for maintained improvement in ICT at a good rate.

Information and communication technology across the curriculum

71. The scrutiny of pupils' past work, particularly in Years 5 and 6 shows that strong links have been forged between ICT and other subjects. Pupils produce a *Roman Newspaper* in history, design the sides of a buggy in design and technology, produce circuit diagrams in science and write evocative poetry about the school pond and the creatures it *owns*. Such work clearly benefits the pupils two-fold. Skills and knowledge in ICT are developed well and pupils' achievement in the other subjects is enhanced effectively.
72. The very recently introduced interactive white boards are being used well to improve pupils' learning. These were observed to make a good contribution to the lesson in Year 5/6 science, Year 3/4 mathematics and in Year 1/2 work on the harvest festival and to set up the *plan-do-review* session in the same class prior to the scientific investigation of melting chocolate.

HUMANITIES

Religious education

Provision for religious education is good.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6.
- Pupils achieve well including those with special educational needs as a result of good teaching.
- Religious education contributes effectively to pupils' literacy skills with good opportunities for purposeful writing, role play and discussion.
- Religious education is well led by the subject leader.
- Use of visits and visitors enhances the curriculum.
- Monitoring and evaluation is not fully developed.

Commentary

73. Standards in religious education are above average by the end of Year 2 and Year 6. Most pupils achieve well as a result of good teaching. Expectations are high. Lessons are imaginatively planned, well supported by first hand experience of visits and visitors and, in consequence, are interesting and meaningful to the pupils who learn well. Pupils with special educational needs achieve as well as others in the class as a result of the good support in lessons.
74. As they move through school pupils build well on their knowledge of Christianity and other major world faiths. Year 2, 3 and 4 pupils have a secure knowledge of stories from the Bible and other holy books and understand some of the symbolism used by worshippers such as the *Christian star* in the *Christmas story*. They know that *the rainbow* and the *olive branch* are symbols of peace in the bible story of *Noah's Ark*, for example. Older pupils build successfully on this knowledge. They visit the local church and make comparisons with a mosque. Work involves floor plan sketches and labelled drawing of the similarities and differences and pupils have had a go at writing their names in Arabic script and designing a prayer mat for a Muslim to use. They have a good understanding of the meaning of a *special place*. For example, one pupil wrote: *'I've a special place, its old and peaceful...it smells of beeswax...'*
75. By the time they reach Year 6 pupils have a good knowledge and understanding of the main festivals and celebrations in the Christian and other world faiths. They know that people pray

for different reasons. They write personal prayers of thanks and for forgiveness, showing a significant depth of thought and feeling.

76. The good teaching provides many opportunities for pupils to learn from visits and visitors, such as the visit to Hadnall Church and visitors to assembly from *Harvest Help Charity*. Well-planned discussions extend successfully their understanding, and promotes speaking skills well. The use of role-play brings learning alive. For example, Year 5/6 pupils re-enacted *The Last Supper*, sharing *bread and wine*, led by the subject leader. Good explanations helped pupils to understand the purpose of the meal and the symbolism of bread and wine. Effective questioning led to deeper understanding of how Jesus and his disciples were thinking and feeling. The good focus on religious vocabulary such as *consecrated bread* extended pupils' language skills well. Events were related well to pupils' day-to-day lives *How do you think you would feel if one of your friends let you down?* helped them reflect on the key message. Pupils show sensitivity and respect in these lessons.
77. Assessment opportunities on a termly basis consolidate pupils' learning soundly. The subject is well led and there is an inclusive approach to religious education. Standards have improved well since the last inspection. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development. The school is well placed to build on the good standards and improve further.

History and geography

Provision in history is good and is satisfactory in geography.

Main strengths and weaknesses

- Pupils' achievement, including those with special educational needs, is good in history and in geography is satisfactory.
- History work is of a better standard than geography work; more is covered and recorded in pupils' books and there is liveliness about pupils' writing in history not evident in geography.
- Work provided in geography is not always matched to pupils' different capabilities and too many worksheets are used in some years that limit pupils' following their own lines of enquiry.

Commentary

78. Standards in history are average by the end of Year 2 and above average by the end of Year 6. In history, infant pupils have studied Victorian times. Their work shows a sound understanding about some of the changes that have taken place in people's lives since then. For example, there is some effective writing about the hard work involved in the Victorian *wash-day* compared to the *high-tech* washing machines we have in our homes today that make keeping clothes clean so much easier. Older pupils study a range of civilisations with the focus on the Greeks and Romans and have covered a good range of topics right up to their current work which is focusing on World War 2. There are strong cross-curricular links that support in-depth study. For example, some good quality original work on the Romans has been produced. This included a play in full costume that pupils wrote and inspectors watched on video with very good attention to detail shown in the performance. A Roman rap song also written by the pupils summed up life in those times very well. Art-work involved pupils in Years 3 and 4 making a large sculpture of a Roman soldier in paper and card.
79. A whole school focus on learning about the village of Hadnall from its origins to current times was very well conceived and enabled pupils to fully appreciate how history is important in helping us understand about why some things are as they are today. Aerial photographs supported some good factual research and interpretation and analysis by older pupils whilst younger ones looked at the different homes in the locality. The work in group-topic books is detailed and well presented. Marking is supportive and developmental.

80. Geography planning shows reasonable coverage of the full geography curriculum. The junior planning runs over a four years cycle to avoid the mixed year groups duplicating areas of study. The scrutiny of a sample of work from last year indicates that standards are broadly average throughout the school. Achievement is satisfactory but is limited by an over-use of worksheets that enable a sound knowledge base to be built but cap opportunities for pupils to follow their lines of enquiry in some years. Overall, there is not the same liveliness about the work completed in geography as there is in history. The exceptions are the class topics that focus around environmental issues for example the development of the wildlife area led to some good skills development as pupils researched how to plan and design the area including the setting out of a nature trail with visitor information. Pupils told inspectors that they are very proud of the wildlife area and identify it as one of their favourite things in school. Inspectors share their view and admired the area very much, especially the large copper flower sculptures that pupils created in the style of Georgia O'Keefe.
81. Topics in the infants have involved pupils using mapping skills as they plot their journey to school, and sought to increase their knowledge about different countries as they find out about *Barnaby Bear's* travels. Year 3 and 4 pupils have learnt about rivers and focused their attention on the local River Severn during a visit to the Long Mynd. Written work is of higher standard in the Year 5/6 sample, for example that completed about British weather. However, these one-off projects though worthwhile, do not enable the developmental of geographical skills or knowledge, to be systematic or incremental. The status of geography in the school's improvement plan is not strong enough for achievement to be raised to the level seen in history. There is very limited assessment taking place to assess pupils' progress with accuracy.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

Provision in art and design and design and technology is good.

Strengths and weaknesses

- Standards are above average at the end of Years 2 and 6 and reflect good achievement from pupils of all capabilities.
- The topics chosen in these subjects are innovative and enthuse pupils' good responses.
- The school makes very good use of expert skills, for example through the highly original and creative work undertaken in making copper flower sculptures supported by an artist in residence.
- Sketchbooks in use in all years show good skills progression in drawing plus the use of line, tone, shading and colour.
- Pupils use a wide range of tools and materials in their art and design work.
- The involvement of the school in national design competitions has raised the quality of pupils' planning and design work significantly.

Commentary

82. Standards are above average in art and design and design and technology and achievement is good. Pupils are provided with innovative and well-planned opportunities to stimulate their creativity in both subjects. There are strong links between the two that enable pupils of all years to have very worthwhile experiences.
83. Infant pupils demonstrate good skills in designing a tee shirt to be worn in a hot country and display a good grasp of the subject in detailed evaluations of their work that identify what they found easy and what they found hard. Pupils show good reflection in identifying what they

would do differently next time. The pupils also draw well on literacy and numeracy skills too, for example in measuring where the patterns will fit and in writing a list of instructions to make the tee shirt. A project on puppet making led to highly original and creative work. Pupils' good quality drawings with clear labelling supported the making stage very clearly and the finished puppets on display were rightly identified as *Beautiful puppets to cherish!*

84. Older junior pupils link their work in art and design and technology well to other subjects, such as the topic on the Romans when they made Roman style bread and a bread-box to keep it in. Work on the wildlife area encompassed the design and making of mini-beasts such as a fabric spider, corrugated paper butterfly tissue-paper ladybirds and a woolly stitched caterpillar. Year 6 pupils have followed through the plan, design, make and evaluation stages in projects that have resulted in wind-chimes, each one different, and animal masks with movable parts. The school makes very good use of expert skills, for example through the highly original and creative work undertaken in making flower sculptures supported by an artist in residence. The school's involvement in design competitions, for example that involving the design of a buggy, enable team work and raise the quality of work completed.
85. Sketchbooks in use in all years show good skills progression in drawing plus the use of line, tone, shading and colour. Display around the school captures the good quality work done in art very successfully. For example, the chalk drawings in Year 3 and 4 in the style of Munch's *Scream* and the Year 5 and 6 water colour paintings in the hall that show pond dipping and pond life scenes. Art and design and design and technology make a very good contribution to pupils' aesthetic and cultural development.

Music

Provision in music is satisfactory but is highlighted for improvement in the school improvement plan.

86. It was not possible to observe any music lessons during the inspection as none were timetabled. Two pupils were observed working with the peripatetic violin teacher as they practiced bowing technique whilst playing simple tunes together. Planning shows reasonable coverage of all the required elements of the music curriculum. Pupils do not keep notation books and the two assemblies that took place did not include singing. Assemblies do however, offer an opportunity for pupils to listen to and appraise the music playing as they enter and leave the hall. This is a useful strategy for setting the tone and atmosphere in assemblies whilst offering a valuable opportunity for pupils to listen carefully and form their own views about musical preferences. Inspectors observed a video of a play that pupils had written and performed based on the Romans and singing in this was sweet and tuneful. Within an English lesson, two boys from Year 6 composed and performed an accompaniment to a poem they wrote based on the life of Anne Frank, which was very empathic and well done. The school has highlighted the development of music as one of its priorities in the current school improvement plan.

Physical education

Provision in physical education is satisfactory.

Main strengths and weaknesses

- Standards are average overall, though they are above average in swimming.
- Pupils achieve appropriately because of sound teaching.
- The hall's tight space slows the pace of learning in physical education lessons because pupils have to be careful when moving by the central pillar. The tight space also means that there is no scope for climbing equipment.

Commentary

87. Pupils achieve soundly in physical education to reach average standards. They develop skills and knowledge at an appropriate rate in dance and games. In a dance lesson, pupils in Year 1 and 2 moved with confidence, they demonstrated sound spatial awareness and followed instructions well as they balanced and stretched whilst pretending to pick apples from a tree. Older pupils in the mixed age Year 3 and 4 class were developing sound ball-management skills in their games lesson during the inspection. Their throwing and catching improved during the session as they grew in confidence and accuracy. The school's records show good achievement takes place in swimming. All pupils go to the baths in the summer term, the whole school together. By the end of each year, all the Year 6 pupils can swim the desirable 25-metre length and some pupils, across the school achieve bronze, silver or gold awards for their prowess in swimming.
88. The teaching of physical education is satisfactory. Lessons have an appropriate range of activities that centre on the improvement of skills. Pupils learn these skills soundly. The curriculum includes all the necessary aspects, including dance and gymnastics. There is an appropriate range of sporting events in school, including sports day, and the programme of sports coaching, such as football and netball is satisfactory. There are no shortages of resources for physical education, though the accommodation in the hall has shortcomings. The central pillar in the hall obstructs free movement around the space and although the school has taken sensible precautions to avoid accidents, it is an intrusion that affects the quality of the work and slows the pace of learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal social, health education and citizenship is good.

Main strengths and weaknesses

- Many worthwhile experiences enable pupils to develop personal and social skills well.
- Good attention is paid to health education; especially nutrition.
- Records of achievement have been developed to a good standard and are a positive feature in provision.
- Provision is usefully helping pupils to become responsible future citizens.

Commentary

89. The youngest children in school are enabled to develop personal and social skills right from the start, for example as *Great helpers* when they do jobs in class. Older pupils have many worthwhile experiences in their personal, social and health education through involvement with the school council and via a good programme of study which involves visiting speakers, such as the school nurse and the police, as well as discussions led by class teachers about moral dilemmas. The cross-curricular design of many lessons, and the rich programme of visits also contribute to pupils' good all-round development. The school is part of the healthy schools initiative and fresh fruit daily enables the pupils to think carefully about having a good diet and keeping healthy.
90. Records of achievement have been developed to a good standard since being flagged as a weakness by the previous inspection. They usefully include teacher assessments, pupils' best work and take account of personal interests, goals and successes both in and out of school. The school is working towards building pupils' problem solving skills currently as part of its bid for the second level of the Quality Mark accreditation. These features are all usefully helping pupils to become responsible future citizens.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
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	2
Accommodation and resources	3
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7). When judging standards- 1 is very high, 2 - well above average; 3 – above average; 4 – average; 5 – below average; 6 – well below average; 7-very low

