

# INSPECTION REPORT

## **LADYGROVE PRIMARY SCHOOL**

Telford, Shropshire

LEA area: Telford and Wrekin

Unique reference number: 123438

Headteacher: Mr J P Sanderson

Lead inspector: Mr P Mathias

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> March 2004

Inspection number: 256667

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
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	269
School address:	Old Office Road Dawley Telford Shropshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Craig Jewell
Date of previous inspection:	22 <sup>nd</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Ladygrove is an average sized community primary school situated on the outskirts of Telford, Shropshire. There are 269 pupils on roll of whom 47 children are in the reception classes. The school holds the Basic Skills Quality Mark (2003), Investors in People (2002) and the School's Achievement Award (1999). It caters for boys and girls between the ages of four and eleven. During the last school year 15 pupils joined the school and 11 pupils left at times other than normal.

Children's attainment on entry to the reception is below that of most children of this age. In the school there are two pupils who have statements of special education needs and a further 28 pupils who are considered to have some lesser degree of special educational needs. These pupils have a range of special educational needs. These are below average proportions.

About 19 per cent of pupils are eligible for free school meals, which is a typical proportion. Pupils come from homes where there is a spread of social and economic advantage and disadvantage. A very small proportion of pupils have English as a second language (0.4 per cent). Nearly all pupils come from white, British backgrounds. One teacher left and another teacher was appointed in the last two years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Science Geography History Foundation Stage
13448	Mrs Dawn Lloyd	Lay inspector	
27292	Mr Jeffrey Calvert	Team inspector	Mathematics Information and communication technology Music Physical education
25203	Mr Robert Cooke	Team inspector	English Art and design Design and technology Religious education Special educational needs English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Ladygrove Primary School provides a satisfactory standard of education.** Standards in pupils' work and the progress they make are generally average. The school is well led. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics in Year 6 are too low and do not at least match the average results in English or the above average standards in science
- Insufficient use is made of the information the school collects through its assessment procedures to ensure that pupils are making the short-term progress that they are capable of in mathematics
- Very positive relationships between pupils, and between pupils and adults, promote pupils' very positive attitudes and very good behaviour
- Very strong links with parents include very well established and effective arrangements for homework
- There are very good opportunities for enrichment of the curriculum, particularly in the very good provision for pupils to participate in sport and the arts
- The governing body is knowledgeable and has very well developed procedures in place to challenge and support the senior management team of the school and to establish best value from their spending decisions

The school has improved steadily since the last inspection.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils generally achieve satisfactorily.** Pupils with special educational needs achieve well. The results in 2003 shown above indicate that standards in English were average when compared to similar schools and to schools nationally. In mathematics standards were well below average for schools considered to be broadly similar and for schools nationally. In science results were above average for these similar schools and for schools nationally. Children in the Foundation Stage achieved well and are on course to reach the early learning goals set for them. Nearly all are ready to begin the National Curriculum by the age of six. In Year 1 and Year 2 pupils make satisfactory progress and reach average standards in English and mathematics and above average standards in science. These are not reflected in the results in the tests for seven year olds, which are well below average. From Year 3 to Year 6 pupils achieve well in English and science but make unsatisfactory progress in mathematics. Current standards in information and communication technology and history in Year 6 are above average. Standards in religious education, art and design and physical education are average. It was not possible to inspect other subjects fully.

Pupils' personal qualities are well developed and encouraged. **Pupils' spiritual, moral, social and cultural development is good overall.** Pupils' attitudes are very positive and their behaviour is very good. Pupils have very good relationships with each other and with adults. Attendance levels are above average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching is good.** In the lessons seen particular strengths in the teaching were: the teachers' high expectations, very good examples set for pupils to copy, careful organisation of resources and teaching assistants, and the very positive relationships between teachers and their pupils which promote very good standards of behaviour from pupils. There are very thorough arrangements to ensure that homework is set and completed regularly. Pupils work hard. They are able to work independently and know what they need to do to improve. However, when teachers assess pupils' work, particularly in mathematics, they do not take enough account of the standards that individual pupils might reasonably be expected to achieve by the end of Year 6, and as a result some pupils are not challenged sufficiently. In some cases teachers do not have high enough expectations of what the higher attainers should achieve. The curriculum is wide and interesting and fully meets the National Curriculum requirements. There is a very wide range of sporting and other outside activities and visits. The school provides very good levels of care, guidance and personal support for pupils. There are very close links with parents, many of whom actively support the school. Links with the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**Overall the leadership and management are good.** The school meets all statutory requirements and is well governed. The governing body has a very clear understanding of the strengths and weaknesses of the school and works closely with the headteacher. There is a very strong commitment from the headteacher and senior management team to raise standards further. Much has been put in place recently to raise standards at the end of Year 6 in English, mathematics and science. This was a key issue at the time of the last inspection. There has been significant success in these approaches in English and science but not in mathematics. The school has very successfully addressed the other key issue which related to the need to put in place an effective homework policy which is understood by pupils and parents.

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

Parents are pleased with the education their children receive. A high proportion of parents attended the parents' meeting with the registered inspector and many positive views of the school were expressed. Parents support the school well and there are very strong links between home and school. Pupils enjoy school, particularly the way they are encouraged and treated by their teachers and adult helpers.

## **IMPROVEMENTS NEEDED**

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

- Raise standards further in mathematics by the end of Year 6.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards and achievement are satisfactory overall; standards in English are average in Year 1 and Year 2. In Year 6 standards in English are above average in speaking and listening and average in reading and writing. Standards in mathematics are average in Years 1 and 2 and below average in Year 6. In science, standards are above average throughout the school. Year 6 pupils build soundly on the satisfactory progress that they made by Year 2 and achieve in line with their abilities in English. They achieve well in science, but underachieve in mathematics.

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

- Pupils do not achieve well enough in mathematics
- Standards in science are above average and have improved significantly since 2001
- Standards in history across the school and in information and communication technology in Year 6 are above expected levels

#### **Commentary**

1. Standards attained in English in the 2003 national tests for eleven year olds were average when compared to schools nationally. In mathematics standards in these national tests were well below average when compared to schools nationally. In science the results in these national tests were above average for schools nationally. When results are compared with schools which are considered to be broadly similar, the school's performance was average in English, well below average in mathematics and above average in science. The group of pupils who took these tests in 2003 achieved in line with what could reasonably be expected of them in English and better than expected in science based on what they had achieved in the national assessments when they were seven. In mathematics these pupils achieved well below what could reasonably be expected of them. The results in English in 2003 were better than the results in 2000 and 2001 and in line with results in 2002. In science results fell from well above average in 2002 to above average in 2003. In 2001 results in science were average. The school met its targets in English in the national tests in 2003 but failed to do so in mathematics. When the performance of boys and girls in these tests is compared, girls did less well in English and outperformed boys in science. In mathematics the performance of boys and girls was about the same.

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

Standards in:	School results	National results
Reading	14.9 (15.2)	15.7 (15.8)
Writing	12.5 (14.0)	14.6 (14.4)
Mathematics	15.2 (16.3)	16.3 (16.5)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	27.3 (27.0)	26.8 (27.0)
Mathematics	25.6 (25.2)	26.8 (26.7)
Science	29.5 (30.0)	28.6 (28.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year.*

- In 2003 the performance of pupils in the end of Year 2 assessments was well below average in reading, writing and mathematics when compared to schools nationally and schools considered to be broadly similar. Results in reading and in mathematics have been consistently low since 2000. In writing results were average in 2000 and 2001 but fell to below average in 2002 and to well below average in 2003. Recently the school has put in place a range of initiatives to improve the quality of teaching and learning which is helping to raise standards in English.
- Standards in classes in English and mathematics are generally higher than the recent national tests and assessments would suggest. In English by Year 2 and Year 6, pupils speak and listen well because of the good opportunities provided for them in lessons to practise these skills. Standards in reading in Year 2 and Year 6 are average. In writing standards are average and pupils present their work neatly.
- In mathematics standards seen in classes are average in Year 2 and below average in Year 6. Many pupils underachieve in mathematics by the age of eleven. The school has identified the need to address this underachievement as a priority and has already put in place a range of well thought out strategies to help to raise standards. However, there has been insufficient time for these initiatives to have their full impact on standards in the present Year 6.
- In science standards seen in classes are above average in Year 1 and Year 6. This is a reflection of the able way the subject is organised and taught. Pupils achieve well in science.
- In the reception class, children under six make good progress from a below average starting point in all the areas of learning considered appropriate for children of this age. They benefit considerably from the well-organised, carefully planned curriculum and from effective and sensitive teaching. Nearly all children are ready to begin the National Curriculum by the beginning of Year 1. In information and communication technology in Year 6, pupils achieve well and attain above expected standards because of the careful way the subject is organised and led. No judgement is made about standards in information and communication technology in Year 2.
- In history, standards of attainment are above expected levels by Year 2 and Year 6 reflecting a well-organised curriculum, which is well taught. It was not possible because of a lack of evidence during the inspection to make firm judgements about provision in design and technology, geography and music. However, the evidence available suggests that standards in geography are above expected levels, whilst they are in line with expectations in the other subjects. By Year 6, standards are typical of the age group in art and design, religious education and physical education.
- Pupils with special educational needs all attain lower standards than their peers, but make good progress in relation to their previous performance. Pupils with special educational needs achieve well as a result of receiving appropriate support.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good**. Their behaviour in lessons and around the school is **very good**. Pupils' spiritual, moral, social and cultural development is good overall. Attendance and punctuality are **good** for the majority of pupils.

### Main strengths and weaknesses

- Pupils have very good attitudes to learning
- Behaviour is consistently very good, in response to teachers' high expectations
- Relationships between pupils, and between pupils and adults, are very good
- Pupils' moral and social development is very good, but spiritual development and aspects of cultural development are not promoted as effectively.

### Commentary

9. Pupils enjoy school. They are very enthusiastic about their work and are keen to do well. They all take great pride in their achievements, from the youngest children in the reception class, who are eager to explain their tasks and to show their work to visitors, to the increasingly mature pupils in Year 6, who are at pains to describe the importance of coming to school regularly in order to gain the most benefit from their education and to provide a firm foundation for their future lives. Their enthusiasm extends to the wide range of extra-curricular activities, which attracts good numbers of pupils every day.
10. In lessons, pupils listen attentively, participate willingly, answer and ask questions with confidence and settle quickly and sensibly to practical or written work. Because teachers are consistent in their demand for high standards of behaviour, both in and outside the classroom, pupils understand what is expected of them and respond well. Pupils appreciate the rewards that can be gained for trying hard and behaving well, but are also influenced by their understanding of the moral principles on which school rules and the home-school agreement are based. Because they see these as fair and reasonable, pupils are happy to observe them. Behaviour is consistently very good, and there have been no exclusions in recent years. Around the school, pupils' behaviour is controlled and sensible. Older pupils enjoy being trusted to act responsibly by, for example, visiting the library bus unsupervised. When they are taken on trips, the school receives many favourable comments from their hosts and members of the public about the high standards of their conduct.
11. Pupils with special educational needs behave very well. There are very good relationships between pupils and the adults who support them. Pupils with special educational needs form good relationships with their peers and enjoy school. Almost all pupils show enthusiasm for their work and respond very well in class.
12. Pupils get on very well together and enjoy being with their friends in school. They show genuine care for one another; for example older children look after the younger ones and play with them at lunchtimes. In an assembly, where awards were being presented, pupils took real delight in the achievements of others, especially those of their classmates. Pupils are always ready to support one another, either through working collaboratively in lessons or through volunteering to act as 'buddies' to help other pupils with any personal problems they may have. Parents and pupils agree that bullying is rare. In their approach to adults, pupils are unfailingly courteous, friendly and helpful. They are confident with one another, and with their teachers, to the extent that they are able to discuss sensitive issues without embarrassment. For example, in a Year 4 discussion time, pupils talked in a mature, thoughtful way about how they might react in difficult circumstances, trusting one another to show respect and consideration for the views they were expressing.

13. Pupils are given opportunities in class and around the school to show they can work with and care for each other. As a result, pupils are respectful for the feelings of others. They work very well in pairs and small groups in a variety of situations, such as information and communication technology and physical education. Within the last year, the school council gives pupils, who represent their respective classes, opportunities to exercise responsibilities, particularly in relation to decisions that affect the school community. Pupils' social development is enhanced by the extensive range of extra-curricular activities provided by the school. They are encouraged to be responsible for their own actions and consider the impact of their actions on others. They clearly show they know the difference between right and wrong. Pupils leave the school at the end of Year 6 as happy, caring and well-motivated individuals.
14. Supporting charities also gives pupils an appreciation of the importance of making a contribution to society. Similarly, it raises their awareness and understanding of how other people live in various parts of the world. The visits pupils undertake, as part of their planned studies, serve to promote a good understanding of their own culture. Opportunities to promote an understanding of other non-European cultures are less well developed across the school. Where pupils study major religions other than their own, they are given the opportunity to extend their awareness and understanding of some other cultures, and in the music curriculum there are a few planned opportunities for pupils to listen to and learn about music from other countries and cultures. However, insufficient emphasis is given to the celebration of the rich diversity of modern society.
15. The spiritual dimension is under-emphasised when compared to social and moral development. The school does not consistently plan to make best use of whole-school gatherings to support pupils' spiritual development. Opportunities for pupils to experience awe and wonder are limited across the school and particularly in assemblies, where opportunities are missed to encourage pupils to look for deeper meanings in their lives.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.4	National data	0.4

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

## Exclusions

There were no exclusions in the last school year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Particular strengths are the enrichment of the curriculum through a very good range of out-of-school activities, the very effective and very positive links with parents, and the quality of personal care and support given to pupils. The quality of teaching is good and pupils generally learn well. Assessment is satisfactory overall, but not used effectively in mathematics, where standards are not high enough.

## Teaching and learning

The quality of teaching is **good**. Pupils generally make good progress and learn well. Assessment is satisfactory, except in mathematics, where it has weaknesses.

### Main strengths and weaknesses

- Teachers give insufficient attention to analysing systematically the information they collect from their assessments, particularly in mathematics, to identify and support at an early stage pupils who are falling short of the standards which can reasonably be expected of them
- Teachers have a very good subject knowledge, demonstrate very well and organise resources carefully
- In the best lessons teachers hold high expectations of their pupils and have very positive relationships with their pupils who invariably wish to please their teachers
- In some lessons pupils do not receive sufficient individual support because the class is very large in number and, as a result, teachers are unable to identify quickly when an individual pupil has difficulties in learning

### Commentary

#### *Summary of teaching observed during the inspection in 38 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (11%)	22 (58%)	12 (32%)	0	0	0

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

16. Across the school the quality of teaching is good; the quality of teaching in the reception classes is good and fosters the early learning goals for children of this age well. Teaching in Year 1 and Year 2 and from Year 3 to Year 6 is good.
17. From Year 1 to Year 6 the teaching of English is good and teachers have a good understanding of how to teach literacy. They have benefited from recent initiatives to improve their teaching of writing in Year 1 and Year 2, which the school identified as a priority.
18. The teaching of science is good. Pupils are successfully encouraged to build well on the good progress they make in their knowledge and understanding of the world in the reception classes so that by Year 6 they have a good understanding of how to carry out and record investigations.
19. The teaching of mathematics is satisfactory. Teachers thoughtfully plan what they will teach and follow the National Numeracy Strategy carefully. However, the school lacks systems to enable teachers to identify quickly when pupils are not making the expected progress in mathematics and then to make the necessary changes to their curriculum planning and teaching.
20. Teaching is satisfactory in religious education and good in all the other subjects where it was possible to make a secure judgement about its quality. In the best lessons, for example in history, teachers show that they have very good subject knowledge, when discussing the achievements of the Ancient Greeks or when teaching pupils how to carry out an archaeological dig. They demonstrate well what they wish their pupils to achieve and as a result pupils have a clear picture of what is expected of them. Pupils try hard to reach the high standards set because they wish to please their teachers. They enjoy using the resources, which have been carefully assembled to support their learning.

21. Across the school personal relationships between teachers, adult helpers and pupils are a strength of the school. The teachers invariably set a purposeful and friendly tone to their lessons. For example, when discussing environmental issues, pupils' views are respected and positively encouraged. Everyone involved is made to feel important. In the best lessons in Year 3 to Year 6, teachers use teaching assistants and other teachers well to help to overcome problems related to the large classes. Pupils in these lessons receive work which is well matched to their different abilities. They know that help is at hand when they need it. However, in some lessons this is not the case. In these lessons, because help is not available, teachers do not have sufficient opportunities in the lessons to ensure that all pupils are working effectively and making the expected progress. Sometimes the tasks set in these circumstances are not well matched to the range of abilities present.
22. Teaching assistants are appropriately trained. Pupils with special educational needs are well supported in lessons, both by teaching assistants and by class teachers. Teaching assistants have clear plans for the delivery of appropriate tasks. These are provided by class teachers who liaise well with teaching assistants. The work set is based on individual education plans with appropriate targets. Pupils are involved in selecting their own targets. Careful records are kept by teaching assistants of the progress made by pupils so that new tasks can be set to move them on.
23. Overall pupils learn well and make good progress. However, there is still room for significant improvement in these areas in mathematics, which the school has identified and is making strides to address. In the lessons seen there was no difference in the way boys and girls learnt. Teachers are always aware of the need to ensure that boys and girls are given equal opportunities to play a full part in their lessons. In the best lessons issues of gender are thoroughly and sensitively addressed, for example in history in dispelling the idea that archaeologists are always men.

## **The curriculum**

The curriculum is **good** and is very successfully enriched by a very good range of out-of-school activities. Accommodation and resources are satisfactory, overall.

## **Main strengths and weaknesses**

- There is a very good range of extra-curricular activities
- There are good homework opportunities, well supported by parents
- There are good links with other schools
- Work on multicultural aspects of the curriculum could be given a higher profile
- There are limited opportunities for spiritual development
- Lack of a suitable library area inhibits pupils' learning of library skills
- There is limited space in some parts of the school

## **Commentary**

24. The curriculum ensures that pupils receive a broad and balanced curriculum and that time is used effectively. The plan involves careful linking of different aspects of the curriculum. The plan was introduced this year and is to be regularly reviewed and modified if necessary. The school has been awarded a Basic Skills Quality Mark and works closely with advisers from the local education authority to develop the curriculum further.
25. The school provides a very good range of in and out-of-school opportunities for enrichment. There is a wide range of sporting and musical activities as well as chess, library and craft. These activities are very well attended. Pupils with special educational needs and pupils identified as being gifted or talented have many opportunities in which they can succeed in developing specific skills. Examples for all pupils are art workshops, a national chess challenge

and a national mathematics challenge. Some programmes such as 'Playing for Success' and the University of Wolverhampton Summer Club are examples of good opportunities for selected pupils to develop their talents further.

26. Good use is made of the school grounds and local area for sketching, environmental activities and local studies. Visits to and visitors to the school support and enrich the curriculum. Some outstanding work has been produced by pupils working with artists in residence are well used. Local museums and places of interest such as the Ironbridge Museum and a local sculpture park. Good residential opportunities are offered to older pupils.
27. Resources to support the curriculum are good. The school has a very good computer suite and some useful work areas adjacent to a number of classrooms. However, space in classrooms is limited where pupil numbers are large. Because of limited space it is not always possible to display items that could support pupils' learning. The school library is inadequate for the teaching of library skills and is unsuitable for quiet study. The school hall is small for physical education lessons for older pupils and to accommodate the whole school for assembly.

### Care, guidance and support

Arrangements to ensure the care, welfare, health and safety of everyone in school are **very good**. Support and guidance for pupils, based on monitoring of their academic performance, are **satisfactory**. The school council and committee provide **good** opportunities for pupils to make their views known and to become actively involved in school developments

### Main strengths and weaknesses

- There is a strong commitment to the promotion of a healthy lifestyle. Environmental awareness contributes significantly to pupils' social and moral development
- The very caring approach taken by staff ensures that the personal welfare of pupils is of a high quality
- There are very good arrangements for day-to-day health and safety

### Commentary

28. The school's strong emphasis on environmental issues helps pupils understand their responsibilities to the wider community, as well as encouraging them to adopt a healthy way of life. Healthy eating is a well-established regime in the school and is complemented by the way pupils are encouraged to enjoy fresh air and exercise, for example by taking part in skipping competitions and cross-country running. Pupils are developing a clear awareness of the impact of their actions on themselves and the world around them, as shown by their suggested introduction of a compost system for fruit waste and by their commitment to saving energy wherever possible.
29. Because staff know pupils and their families very well, they can provide very good personal support whenever it is needed. Any problems are quickly identified and suitable help arranged, whether it be through a quiet word with an individual child, contact and discussion with parents, or liaison with appropriate outside agencies. The provision of breakfast and after-school clubs is appreciated by parents and enjoyed by the pupils who attend. They benefit from the warm, caring atmosphere in which the activities take place. Pupils are supervised well at all times and staff take great care to see that they are safely accompanied when leaving school. Appropriate arrangements for child protection are in place. All staff show genuine concern for the well-being of pupils, which results in strong relationships of trust and confidence throughout the school.
30. The school has very good arrangements to make sure that children and adults work in a healthy, safe environment. There is a comprehensive health and safety policy, with checks undertaken routinely and risk assessments regularly updated. Staff take great care to ensure

that safe practices are followed in lessons, especially in areas such as physical education and design and technology. Eight staff are trained in first aid procedures and there are good arrangements for day-to-day medical care. Minor incidents are properly recorded and parents notified appropriately.

31. Pupils with special educational needs receive appropriate support and participate fully in all aspects of the curriculum. In some lessons pupils are withdrawn for short periods on an individual basis. When they return to class, they are carefully informed of what has taken place while they have been out of the room so they can continue with the lesson. On occasions a group is withdrawn to work on specific tasks. In all lessons seen pupils with special educational needs were very well cared for and received good guidance and support.

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

The school has **very good** links with parents, who strongly support its efforts and achievements. Links with the local community are **good**, as they are with other schools and colleges in the area, with some particular strengths in links with primary schools.

### **Main strengths and weaknesses**

- Parents are very satisfied with the education the school provides
- Parents are strongly encouraged to take an active part in children's learning, and are shown how to help
- There are good links with other primary schools, both curricular and sporting

### **Commentary**

32. The increasing popularity of the school is a good indication of how parents feel about what it offers to their children. An unusually high response to the pre-inspection questionnaire and very good attendance at the parents' meeting show that the majority of parents are very supportive of all aspects of the school. They particularly like its approachability, the ease with which new pupils settle in and start to enjoy school, and the way pupils are expected to work hard. Their strong support for the school is seen in their practical involvement. For example, parent governors are very active in finding out what other parents think, so that they can convey these views to the governing body and respond to them, for example, in providing more information about the work that children do in school. The extensive support given by the School Association in organising fund-raising events benefits the pupils by providing additional resources for them to use, as well as contributing to the community spirit that so clearly exists within the school.
33. Staff employ a range of strategies to encourage parents to give positive support to their children's learning. These include the very successful 'Share' scheme, which, with the benefit of funding from the Education Action Zone, helps parents to understand how pupils learn and what they can do to help. Not only have these courses been much appreciated by parents, they have had the added bonus of encouraging parents to become involved in school in other ways, for example as governors and active members of the School Association. The school provides much good quality information for parents, including details of the topics that pupils are covering and helpful reports on pupils' progress. Parental consultation meetings take place early enough in the academic year for parents to help pupils work on their identified targets, while workshops for parents tackle specific topics such as information and communication technology, numeracy, literacy and national tests. Family learning sessions, organised by the local education authority, allow parents to work alongside their children to share in creative activities.
34. The local school development group, to which Ladygrove belongs, gives opportunities for staff to meet and share ideas and good practice. This has resulted in the 'Star' scheme, which, with joint funding from the Education Action Zone, plus pooled resources from the schools involved,



enables additional support to be given to specially targeted children. Ladygrove has also been instrumental in introducing the 'Share Plus' project into all local schools, to assist with the development of parenting skills. Sporting links with other primary schools are particularly strong, encompassing a football tournament, athletics championships and the very successful cross-country league, which regularly involves a thousand pupils.

35. Parents are well informed about the progress of pupils with special educational needs and about work set for them. Parents receive copies of all individual education plans and are welcome to arrange to discuss their children's progress at any time. There are very good arrangements for the induction and transfer of pupils with special educational needs, and good liaison with special needs departments in secondary schools.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership is **good**. The school is **well managed** and **well governed**.

### **Main strengths and weaknesses**

- Governors have a good understanding of the long-term needs of the school and how to achieve best value from their spending decisions. They are actively involved and carry out their function as a critical friend effectively
- The leadership does not give sufficient attention to analysing the short-term progress of pupils towards the longer-term targets set for them, particularly in mathematics.
- There are strong and purposeful working relationships between the senior management team and co-ordinators
- Staff morale is high and there is a positive commitment from all staff to work together successfully

### **Commentary**

36. The quality of leadership shown by the headteacher and senior management team is good. The school is well managed. At the time of the last inspection two key issues were identified. These related to raising standards in English, mathematics and science and to putting in place a clearly understood and applied policy for homework. The latter key issue has been thoroughly addressed and regular homework in a rich variety of forms is now an integral part of teaching and learning.
37. However, there has been mixed success in raising standards in English, mathematics and science. During the inspection it was clear that the impact of initiatives in English and science has been successful. However, standards in Year 6 in mathematics remain below average. The senior management team and other teachers have looked very carefully at why results in this subject do not at least match results in English and science where they are significantly higher. They have recently analysed assessment information rigorously and put in place a range of well thought out initiatives to raise standards. However, these have yet to have any significant impact on standards in mathematics in Year 6. Currently insufficient attention is given by the senior management team to looking carefully at the performance of individual pupils in the shorter term to ensure that they are making the expected progress towards the longer-term individual targets set for them. This information is not available to inform decisions about the need to change, for example, the curriculum or the way pupils are taught.
38. The governing body is well led and particularly well informed about the school. Many governors are regular visitors to the school and are actively involved in judging its long-term needs. They play their full part making major strategic decisions in agreeing the school development plan and in judging the success of their initiatives. They hold the headteacher properly to account in a constructive and purposeful way. For example, they are very mindful to monitor the impact of the large class sizes in Year 3 to Year 6 and to ensure that pupils are well taught and supported in these circumstances. They have assessed the long-term strategic needs of the school very

carefully. For example, they have anticipated a likely fall in pupil numbers in the medium term as a result of demographic changes in the area and the building of a new school nearby. They have sensibly reserved funds to help offset the impact of these changes.

39. There is a strong sense of purpose and commitment from all of the teachers to work and plan together closely and to create a happy and supportive working atmosphere. The deputy headteacher sets a lively example to other teachers in her positive approach to finding solutions, for example to raising standards in mathematics. Co-ordinators work effectively to lead their subjects well. The Foundation Stage is well managed and thoroughly organised so that the education provided there is of a good quality.
40. There is good management of special educational needs. Good processes are in place for the tracking and support of pupils with special educational needs. There are good, flexible arrangements for the deployment of support staff according to need. A rota of weekly meetings of class teachers, special needs co-ordinator and the headteacher is very effective in ensuring good standards and progress by pupils with special educational needs.
41. Finances are very well managed. In school the headteacher and secretary, who also serves as the clerk to the governing body, work very closely together to manage day-to-day finances very well. The governing body and headteacher communicate regularly and work very well together, so that decisions on spending are based upon thoughtful discussion and planning in order to benefit all pupils in school. As a result, funds are very well used as they are carefully allocated to priorities for improvement and help achieve the school's aims. There are clear plans for using the money that has been brought forward from last year.

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

Income and expenditure (£)	
Total income	546,601
Total expenditure	542,936
Expenditure per pupil	2,018

Balances (£)	
Balance from previous year	71,117
Balance carried forward to the next	74,182

42. Bearing in mind the quality of education provided, the standards currently being achieved and the way the school is run, the school provides satisfactory value for money.

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

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

43. The overall provision for children in the Foundation Stage is **good**. This is the same picture as at the time of the last inspection.
44. Children start in the reception classes; many transfer from a separate nursery, which is also situated in the school's grounds but does not form part of the school's provision. Currently there are 39 children of reception age who attend on a full-time basis. 9 of these children are taught with Year 1 pupils.
45. The staff in the reception classes work well together as a team. The early years' co-ordinator provides a strong and well-organised lead. The management of the Foundation Stage is effective and purposeful. The accommodation is good and the resources for children to use are good in quality and quantity. Judgements have been made about the provision and achievement of children in the reception classes in their communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Work was sampled in children's creative development.
46. The overall achievement of children in this area of the school is good. Many children enter the reception classes with levels of maturity and skills which are below those of most four year olds. By the end of the reception year nearly all are ready to begin the National Curriculum.

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

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

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

- Children are able to share their feelings and respond considerately to each other
- Children are successfully encouraged to form good relationships with adults
- Staff give good opportunities for children to be independent

#### **Commentary**

42. Nearly all children achieve well in this area of learning and are ready to begin the National Curriculum by the age of six. The quality of teaching is good and children have very positive relationships with adults. Staff successfully encourage pupils through sensitive and well-constructed discussions to talk at length about important events in their week. The children are successfully encouraged to copy the example of their teachers and to treat each other in the same fair way as they themselves are treated. As a result of this positive example, children take turns sensibly and settle to their work willingly. They try hard because they know that their efforts are always recognised. Children are successfully encouraged to work independently. For example when preparing for physical activity, they change their clothes unaided, completing the task quickly and efficiently. Children are successfully encouraged to plan their own work and to complete it themselves.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Focused teaching of the skills of speaking and listening, reading and writing encourages children to learn well
- Parents and teachers work closely together to support children's learning
- Children learn to write confidently in different ways about a range of topics

### **Commentary**

43. Good, well-structured teaching enables children to achieve well in their speaking, listening reading and writing skills. Nearly all are ready to begin the National Curriculum when they enter Year 1. Staff are skilled at encouraging children to communicate. Children are encouraged to practise how to form letters and words neatly and how to record their thoughts, for example about what they like and dislike.
44. The teachers encourage pupils to look carefully at pictures in their reading books and to describe in detail what is happening. There are strong links with parents so that they are kept up to date with their children's progress and with what their children will be learning in the short term. Parents are successfully encouraged to help their children in their children's learning, for example through an arrangement to identify 'learning targets' for children to work towards at home and at school. Both at home and at school children are successfully given every encouragement to learn to recognise the sounds that letters make.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for children to use mathematical language in their play
- There is a good range of resources and opportunities for children to investigate regularly the properties of two and three-dimensional shapes

### **Commentary**

45. Children achieve well and nearly all are ready to begin the National Curriculum when they are six years of age. The quality of teaching in this area of learning is good and teachers plan carefully to ensure that children have good opportunities to use mathematical language in a variety of different situations. This happens, for example, when they are helping their teachers to complete the register or when selling building materials from their 'builder's yard'. They count on and back within 20 confidently and accurately in different groups of numbers. The staff promote children's understanding well by teaching number rhymes and by encouraging children to explore the physical properties of shape, for example when playing in the outside play area. They measure carefully working in the sand and water, developing good mathematical skills in quantity and capacity.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good relationships between staff and children successfully promote positive responses and good learning
- There are good opportunities for children to experiment for themselves when investigating

### **Commentary**

46. Children achieve well and nearly all are ready to begin the National Curriculum when they are six years of age. The quality of teaching in this area of learning is good. Teachers regularly and warmly acknowledge children's efforts. They expressively encourage pupils to take part sensibly in complex activities such as when using the computer in the school's computer suite. Children apply the new skills they have learnt well when using the mouse to move teddy's clothes when following the program 'Dressing Teddy'. They are able to log on and are learning how to open files. They are able to correct and edit their own work sensibly and accurately.
47. The teachers plan carefully to provide children with many opportunities to gain experience at first hand, for example when making jelly and melting chocolate. Teachers question well to encourage pupils to look closely at what happens when jelly is heated. They know that it has not disappeared but has 'dissolved'. Teachers question cleverly to encourage pupils to think things out for themselves. Children know from their own experiences that different materials are suited to different purposes, for example when making a boat. They follow closely Barnaby Bear's holiday trip to Paris and know something of the wider world.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children have good access to a large range of equipment and facilities to help them develop good physical control and co-ordination
- The good quality of teaching in this area successfully promotes children's awareness of space, of themselves and of others

### **Commentary**

48. The quality of teaching in this area is good; children have regular access to a well-designed outdoor play area, which is safe and secure. They make good progress in climbing, balancing, sliding and jumping. They play with large toys and wheeled vehicles pretending to be 'traffic' and learning how to be a considerate motorist.
49. Staff give good opportunities for children to move in different ways, using different parts of their bodies to balance and stretch. They encourage children effectively to be aware of the need to work safely and to work in conjunction with others. They put out and collect in their own apparatus sensibly, sharing the responsibilities maturely within their groups.
50. The teachers set very good examples as when demonstrating how to complete a forward roll safely. They are well supported by their assistants who all encourage and reassure individual children warmly to enable them to give of their best. As a result all children try hard and all achieve well. Nearly all are ready to begin the National Curriculum by the age of six.

## **CREATIVE DEVELOPMENT**

51. Work in this area was sampled and no judgements have been made about teaching, learning and standards. Children enjoy a good range of well-planned art, design and role-play experiences to stimulate their imagination. For example, they enjoy acting out the story of 'The Three Little Pigs' and then build houses for these animals using materials from the 'builders' yard'. They make colourful caterpillars using collage techniques. Out of doors they dress up as characters in a fairytale castle and compose and perform music to accompany their dancing using a good range of tuned and un-tuned instruments.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards in writing in Year 1 and Year 2 have improved significantly and pupils write neatly in Year 1 and Year 2 and from Year 3 to Year 6
- Pupils speak and listen confidently and well
- There are effective links between home and school which successfully promote pupils' interest in reading
- Pupils' reference skills are limited because of inadequate accommodation in the library

#### **Commentary**

52. In the last national tests for seven year olds, standards in English were below those expected for pupils of this age. At the age of eleven, standards were average. During the inspection standards were also found to be average. Pupils achieve well in English and make good progress in lessons. Standards in reading and writing were in line with those normally expected. Throughout the school standards in speaking and listening were above those normally expected. This is because pupils listen very well and because a substantial number of pupils set a good example to others by speaking articulately and with confidence.
53. There has been a satisfactory improvement in English since the last inspection because the school has focused on areas of weakness and taken appropriate steps to address them. A particular focus has been on improving standards in writing in Years 1 and 2 where there has been a marked improvement. The recently appointed literacy co-ordinator monitors teaching and learning effectively. She has worked closely with the local education authority adviser and the governing body to establish priorities and this has had a positive impact on raising standards.
54. The teaching in English is good. Teachers have high expectations, give clear instructions, use appropriate vocabulary, share learning objectives with the pupils and set a good pace. As a result, pupils listen and behave very well, are secure in what they are doing and work hard. Pupils with special educational needs are well supported and make good progress. In some classes, teachers have insufficient time to give individual help because the classes are large and in some lessons work is not always well matched to the different abilities present.
55. Pupils make satisfactory progress in reading and most show a keen interest in books. Throughout the school there are effective systems for tracking pupils' progress in both independent and group reading. Teaching assistants play a significant role in helping pupils to make progress by hearing individuals on a rota basis and making constructive comments in pupils' reading records. Parents also give effective support to reading at home. Class teachers

effectively monitor the books pupils read so that the books selected are at an appropriate level. Pupils lack opportunities to develop library skills because of inadequate accommodation in the school library.

56. Pupils make good progress in writing because most teachers throughout the school mark work thoroughly and make constructive comments that are related to pupils' individual targets. This helps pupils to move forward. However, insufficient care is taken in ensuring that completed corrections are accurate as a number of spelling errors were found in spelling corrections. Pupils are taught new skills, such as joining their writing and using ink, at an early age. This has a positive effect on raising standards. Handwriting and presentation of work are good because teachers have high expectations. Some pupils in Year 1 are already achieving high standards in their written work that are above those normally expected in Year 2. Punctuation, spelling and grammar are given appropriate attention and teachers use good, appropriate vocabulary as a matter of course. Pupils' written work is suitably displayed around the school, but insufficient attention is given to supporting pupils' learning by the display of key words and interactive questioning. There is a good range of opportunities for writing in different contexts in all classes.
57. Pupils make good progress in speaking and listening because teachers ensure there are plenty of opportunities for pupils to speak in lessons and assemblies. Teachers ensure that pupils of all levels of attainment are able to contribute in oral parts of lessons and pupils' views are listened to and respected. As a result pupils generally speak with confidence and are influenced by a number of very good speakers in all classes. This is an improvement since the last inspection.

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

58. Standards in language and literacy across the curriculum are satisfactory. Because of careful whole-school curriculum planning, there are many opportunities for writing across the curriculum. Written work in English lessons uses content related to other subjects being studied and vice versa. A very good example is the production of a science book for another class in Year 2 in which pupils are developing their use of appropriate vocabulary by making a glossary of terms used. Written work across the curriculum is of a good standard. Collections of pupils' poems on display show an appropriate use of word-processing skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** and standards remain the same as at the last inspection.

### **Main strengths and weaknesses**

- The standards and achievement of pupils in Year 6 are unsatisfactory
- Teachers and senior managers do not use assessment information effectively to raise standards and to ensure that individual pupils are achieving the shorter-term progress they should make
- Recent well thought out initiatives based on a thorough review of this subject are beginning to have a positive impact.

### **Commentary**

59. The subject is led by an experienced teacher who is anxious to raise standards of pupils' work by the end of Year 6 and to sustain the improvement found at the end of Year 2. Standards have remained well below the national average in Year 6 since 2001. The subject is currently well managed at a time when new initiatives have recently been introduced to improve the subject's performance. The co-ordinator has been working closely with the local authority adviser for the past few months to raise standards in mathematics across the school. The school's development plan prioritises the necessity to raise standards through a systematic

school review and assure continuity and progression across the school, conducting detailed national test analyses. Although there has been an improvement, standards remain below average. This is because there has been insufficient time for these initiatives to fully impact upon standards in the present Year 6, where they are below average.

60. The co-ordinator has identified a number of possible reasons for current standards and has introduced strategies to overcome them, and to improve the quality of teaching and learning, particularly in Year 3 to Year 6. The recent monitoring work has resulted in improved planning and teaching across the school. The curriculum in mathematics meets the requirements of the National Curriculum and the national numeracy strategy. Currently, teaching is satisfactory. In the best lessons teachers identify clearly how each ability group will be provided for and what they will learn. Lesson objectives are shared with pupils in all classes and are reinforced in some classes at the end of the lesson. However, not all pupils are encouraged to state these in their books. Where marking is good, it not only celebrates pupils' achievements, but informs and challenges pupils' mathematical thinking. This helps pupils to move to the next stage of their learning and usually relates to the lesson's learning objectives or the pupil's individual target.
61. Where ongoing assessment is good, pupils are expected to complete work, and mistakes and misconceptions are followed up by the teacher and pupil. Resources for the subject are good; they are well organised and accessible and are generally well used. In particular teachers make very good use of information and communication technology resources, such as the interactive whiteboard in each classroom, to support teaching and learning across the school. Relationships in lessons are very good which enable teachers and pupils to make better use of all opportunities to develop mathematical skills. Pupils have a positive attitude towards their learning and, overall, work is well organised and generally presented in an orderly way. Teaching assistants are well deployed and work closely with the teachers to provide good support to individuals and target groups.
62. Where teaching has weaknesses these relate to the underuse of assessment information. The school has yet to extend its assessment arrangements further in order to enable teachers to identify progress more quickly. The school's system to track pupils' progress in mathematics is unsatisfactory. Insufficient attention is given to measuring and monitoring pupils' shorter-term performance. In turn, this makes it difficult for the co-ordinator, senior staff and class teachers to use relevant information to improve further the quality of teaching and learning. There is insufficient rigorous analysis of assessment information on a frequent basis to enable adjustments to be made to curriculum planning and teaching. The introduction of individual target sheets, put into pupils' books, is beginning to involve pupils in their own assessment, helping them to recognise what they need to do to improve. However, this is at an early stage and has yet to have its full impact.
63. The school does not give sufficient emphasis to the importance of mathematics. The quality and range of display in mathematics do not reflect pupils' work in this subject. For example, there is no consistent focus in classrooms to attract pupils' attention, stimulate their interest or challenge their mathematical thinking. The use of display is underdeveloped to celebrate pupils' achievements in mathematics across the school.

### **Mathematics across the curriculum**

64. Provision for mathematics across the curriculum is satisfactory. Links between mathematics and information and communication technology are good. Mathematics, although linked to other subjects, is not always consistently identified or incorporated in the teachers' planning. Where this does occur, for example in science and geography, pupils use their mathematical skills appropriately.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils achieve well in science
- Teaching and learning are good and there is a good emphasis on developing pupils' skills of investigation and observation
- The co-ordinator leads and manages the subject very well

### Commentary

65. Standards in Year 2 and Year 6 are above average. This is an improvement since the time of the last inspection. Across the school pupils achieve well and benefit from a carefully organised curriculum, which is well taught. Teachers plan carefully to ensure that pupils learn how to conduct a fair test and how to report their findings systematically. There are very good arrangements to link pupils' work in science with their understanding of the need to practise conservation and to protect the environment, for example as 'Eco-Warriors'.
66. The quality of teaching is good. In the best lessons the teacher emphasises the importance of investigating systematically and illustrates clearly what a good answer should look like. The teacher regularly uses and gives emphasis to scientific vocabulary. As a result pupils use technical language accurately and confidently. Lessons move forward briskly because not only is work well matched to the different abilities in the classes but the teacher and teaching assistant move busily and purposefully about the class working with small groups. They encourage and explain enthusiastically and show good subject knowledge.
67. The subject is very well led. The co-ordinator has a very good understanding of what to teach and how to teach it. There is a detailed scheme of work which ensures that science is taught systematically across the school and all elements of the National Curriculum in science are given due emphasis. The co-ordinator regularly reviews teachers' planning and the progress of initiatives at first hand. Resources for science are good and are well managed.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**, which represents good improvement since the last inspection.

### Main strengths and weaknesses

- The information and communication technology suite has very good resources and the new programme of work contributes strongly to pupils' progress and higher standards
- There are limited opportunities to display and celebrate pupils' achievements in their information and communication technology work
- The subject is very well led

### Commentary

68. The school has done well to keep pace with the rapidly changing developments in information and communication technology. Above average standards at the end of Year 6 have been achieved. Pupils achieve well because they are learning skills in a well-planned, systematic way based upon a structured programme of work introduced by the present co-ordinator. Pupils have many opportunities to apply and develop these skills. Pupils with special educational needs, and others who need help or reassurance, receive good support which enables them to become more confident and to develop their skills. Teaching is good which

results in good learning for pupils of all abilities. With the help and advice of the new co-ordinator, teachers choose resources to match the pupils' needs and make effective links with other subjects. The new programme of work provides a progressive and structured framework to support teachers, who have an increased confidence and competence in the subject.

69. Since the last inspection there have been significant improvements in resources. The vastly improved range of resources increases opportunities for all pupils. In each classroom there is now an interactive whiteboard which is consistently well used by respective teachers to support teaching and learning in other subjects. The very well equipped information and communication technology suite is available for each class across the school to use twice weekly so that they can improve their information and communication technology skills further or apply the range of skills to their studies in other subjects. This facility, although not fully utilised during the inspection, clearly contributes to the popularity of information and communication technology and has impacted upon improving skills and standards at the end of Year 6 and in Year 2. In the infants, younger pupils in Year 1 build upon experiences gained in the reception class. Pupils are keen to participate in lessons and enjoy a range of interesting activities. Year 6 pupils say they like to use the Internet to research information, particularly for homework. The subject contributes very well to pupils' personal development. Social skills are positively influenced by teachers' high expectations of co-operative work of pupils. Pupils support each other in their learning and willingly share their ideas and skills.
70. Pupils save work into the computer but there are limited opportunities to share and celebrate their achievements in their information and communication technology work. For example, during the inspection a very small amount of pupils' information and communication technology work was displayed in classrooms and none was shown in the information and communication technology suite. Therefore, pupils are unable to learn from, enjoy or appreciate the skills of pupils in other year groups.
71. The subject is well led and managed by a knowledgeable, enthusiastic and forward-thinking co-ordinator, who has a clear understanding of how to develop the subject further and its impact upon pupils' learning. In her relatively short time in post, she has identified a number of priorities for development. She is currently working closely with the local authority information and communication technology adviser to extend further the use of information and communication technology across the whole curriculum.

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

72. The use of information and communication technology across the curriculum is good. Teachers plan good opportunities for pupils to develop skills in a range of subjects, such as English, mathematics and science. Year 2 pupils explain how they also use information and communication technology in history, geography, design and technology and art. They describe how they use the Roamer toy to work out Tika Too's journey by programming instructions into it. A project on 'Houses and Homes' shows the very good use of information and communication technology and the impact of visual images on pupils' learning. Older pupils also recognise the value of information and communication technology and the relevance of its use as they use and apply a range of skills to other subjects. Previous Year 6 pupils have been involved in the school website and the current Year 6 can look forward to updating it soon.

### **HUMANITIES**

73. It was only possible to sample work in **geography** and no overall judgement on provision can be made. Only two lessons were seen. However, from pupils' work there are indications that standards in geography are above expected. This is an improvement on standards since the time of the last inspection.

74. Pupils make good progress in Years 1 and 2. For example, they know something about the weather in different parts of the world and they follow the journey of 'Barnaby Bear' on his holiday in Spain and 'Katie Morag' on her Scottish island. Pupils in Years 1 and Year 2 are able to identify and map their routes to school and are beginning to realise the importance of looking after their own environment.
75. Older pupils in Years 3 to 6 have a good understanding of the geography of the local area, including the course of the nearby River Severn. They record the local weather systematically using their own weather station. The curriculum is wide and interesting and provides pupils with good opportunities to learn about issues, such as traffic congestion in their own area, and about the environmental problems associated with household waste and the need to re-use and recycle materials.

## **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- The curriculum is wide and well resourced
- The good teaching successfully brings lessons to life and fosters pupils' interest and knowledge well
- The co-ordinator provides a good lead

### **Commentary**

76. Standards in Years 1 and 2 are above expected levels. This is an improvement on the standards seen at the time of the last inspection.
77. The curriculum is well organised so that from Year 1 pupils have good opportunities to learn about topics in some depth. For example, in Year 2 when studying the life of Florence Nightingale, pupils learn about the differences in health care then and now. In Year 4 pupils know about the Ancient Egyptian routes of passage and use the opportunities provided to work at home to find out how life in Modern Egypt contrasts with life in Ancient Egypt. The curriculum is further enhanced by visits to local places of interest, for example the industrial museums at Ironbridge.
78. The quality of teaching is good. In the best lessons teachers make the lessons come to life through the enthusiastic and novel way topics are introduced. For example, in a Year 3 lesson about Ancient Egypt, pupils were given very good first-hand opportunities to be 'archaeologists', carefully excavating their own 'digs' to reveal finds which they thoughtfully evaluated. The teacher was very quick to ensure that pupils clearly understood that archaeology was not an activity which was exclusively carried out by men. Good links are made with local archaeological sites, such as Wroxeter.
79. Teachers have very good knowledge of what they are to teach and pass this on very effectively to pupils. For example, in a lesson about the Ancient Greeks, pupils in Year 5 were briskly and purposefully questioned to test their knowledge of the influence of Greek on English. The teacher in the same lesson discussed the different styles of Greek architecture and where these styles can be seen in more recent buildings, for example in the White House in Washington. Pupils make good progress and achieve well. They discuss confidently with adults the contributions of Socrates, Plato and Archimedes to the modern world and modern thinking.
80. The subject is enthusiastically and effectively led. The range of resources available to support the teaching of topics has been strengthened recently and resources are now good in quality

and quantity. The co-ordinator carefully and regularly reviews the quality of pupils' work and has recently updated the school policy and scheme of work. The annual budget for this subject is well used.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- There are good links with local places of worship
- The subject is well resourced
- The co-ordinator lacks planned opportunities to look at the quality of teaching and pupils' progress

### Commentary

81. No lessons in religious education took place during the inspection, but work on display and in pupils' books were scrutinised and discussions held with adults and pupils. Standards of attainment seen in the inspection remain in line with those normally expected of pupils of the ages of seven and eleven, and pupils achieve appropriately.
82. The curriculum is satisfactory and is currently under review. There are good links with local places of worship including the local church and a Sikh gurdwara and pupils are beginning to appreciate similarities and differences between Christianity and other world religions. Pupils in Year 6 in discussion indicated that they were well aware that there are many different ways of worshipping.
83. Teaching is satisfactory and lessons are made interesting and informative through the use of a good range of religious artefacts and symbols. Pupils are reminded of the value of prayer through a collection of their own personal prayers, which is prominently displayed in the school hall.
84. The co-ordinator manages this subject satisfactorily. There are effective links with the local secondary school, which has helped in the development of the school's approach to teaching religious education. However, while the co-ordinator looks at teachers' planning termly, there are no opportunities to monitor teaching and learning in the subject in order to judge standards across the school and the progress pupils are making.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. No lessons were seen in **design and technology** during the inspection, so it is not possible to judge overall provision. Statements are therefore based on observation of work on display around the school, discussions with pupils and adults and work in pupils' books.
86. At the ages of seven and eleven, standards are in line with those normally expected of pupils of this age. There is a good plan for the delivery of design and technology throughout the school and some effective monitoring processes are in place. As a result the co-ordinator manages the subject well, is well aware of work being done throughout the school and is able to give good advice to teachers about areas for improvement. However, there is a lack of opportunity to visit classes and of systematic procedures for assessing pupils' progress.
87. There are some good examples of design and technology work on display and pupils have opportunities for an appropriate range of experiences and skills. As a result pupils make satisfactory progress. In Years 1 and 2 pupils experience a range of joining, cutting and sticking techniques that are reflected in designing and making houses and in work on Joseph's coat. Designing a chair for Cinderella and making winding machines, photo frames and gift

boxes in Year 3 show progression in pupils' skills and understanding. By Year 6 pupils have made money containers, designed biscuits and produced wall hangings. They have effectively linked control technology to work on lighthouses and alarm systems they have designed themselves. There are good links between work in design and technology and work in other subjects. Resources for design and technology are good.

88. One lesson of **music** was seen during the inspection. This subject was not a focus of the inspection and there was not enough evidence to make a clear judgement about provision, or about the standards achieved by pupils. The subject is well managed by an enthusiastic co-ordinator who is committed to providing a wide range of musical opportunities for pupils in school and using the extensive musical resources available. She has identified the need to further develop the use of information and communication technology in order to enhance the quality of teaching and learning in music lessons. When the opportunity to share and promote music across the school is seen in a whole-school assembly during the inspection, all pupils benefit from the experience. The vast majority of pupils clearly enjoy singing and listening to music. The school provides a wide and exciting range of extra-curricular musical opportunities for Year 3 to Year 6 pupils wishing to take part. It enables them to acquire or develop a talent. There are opportunities for junior pupils to experience individual or small group tuition, which includes keyboard, brass, strings or woodwind. Younger pupils can join the 50-strong choir which enjoys meeting weekly. The standard of singing led by the co-ordinator is of a high standard. The school choir and orchestra are currently practising to participate in the forthcoming community concert.

## **Art and design**

Provision for art and design is **good**.

### **Main strengths and weaknesses**

- More challenging and independent tasks could be given to higher attainers
- Pupils have good opportunities to use a good range of materials
- Some very good projects are carried out with artists in residence
- Monitoring teaching and learning is not sufficiently systematic

### **Commentary**

89. At the ages of seven and eleven, standards in art and design are in line with those normally expected of pupils at this age. Pupils throughout the school make satisfactory progress. There has been a satisfactory improvement since the last inspection as an appropriate scheme is now in place and monitoring of teachers' planning has improved.
90. The quality of teaching in art is generally good. Teachers plan lessons well, share learning objectives with the pupils and give clear instructions. As a result pupils listen well, know what is expected of them and work with enthusiasm. Pupils use a good range of materials and develop an appropriate range of skills. Pupils in Years 1 and 2 worked well in producing clay models while a small group worked effectively with a teaching assistant on a giraffe sculpture using mainly card and tissue. In Year 4 a visit to a sculpture park has resulted in some good group work designing a sculpture for the school grounds. Line drawing and the use of tone and shade are introduced at an early age and are of a good standard by the time pupils are in Year 6. Some very good paintings of Henry VIII by Year 4 are on display in the school hall. However, in much of the work seen, and during lessons observed, most pupils are engaged in the same activities. There is little evidence of independent, creative and challenging work to extend and develop higher attaining pupils.
91. The school makes good use of the local environment, educational visits and the skills of visitors to enhance the art curriculum. Some very good examples of work with artists in

residence are on display around the school. These involve a range of techniques and materials, including work with clay and stencils.

92. Art books are in use in all classes. They contain a wide range of work including design projects, but there is no systematic process to use these for monitoring pupils' work and checking on progress. Pupils learn about other artists including British artists, but very limited use is made of art to develop an understanding of other cultures.
93. The management of art is satisfactory, but apart from inspection of teachers' planning on a termly basis, there are no systematic processes in place for the regular monitoring of teaching and learning. This is an area for development. The art co-ordinator has recently introduced a school portfolio of samples of good work. This is being developed as a useful tool for checking progression and raising standards. Resources for art are good and there are appropriate priorities for future development.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The quality of teaching seen is good
- There is a very good range of extra-curricular opportunities
- The co-ordinator provides good leadership and management
- Resources for physical education are good

### **Commentary**

94. The good teaching of physical education enables pupils to make good progress and to attain standards that are in line with those expected of pupils by the end of Years 2 and 6. Lessons are well planned and instructions are clear, enabling pupils to achieve well whilst participating with enthusiasm and enjoyment. Pupils follow advice, guidance and instructions to work together sensibly. They take turns, play together well and form teams quickly. Pupils are aware of safety issues and use equipment carefully, because teachers set a good example and provide regular opportunities for all pupils to make their own choices and decisions, while demonstrating trust, understanding and respect for team building. In the lessons seen there was usually appropriate time for practice and the development of skills. Challenging activities enable pupils to co-operate with others, so that constructive comments improve their own performance as well as that of others. Teachers encourage pupils to share their ideas and suggestions in order to improve their skills and techniques further.
95. The physical education curriculum meets National Curriculum requirements and includes a good opportunity for pupils in Years 4, 5 and 6 to learn to swim, so that almost all pupils leave the school at the end of Year 6 as confident swimmers. The curriculum is enriched by a very good range of extra-curricular clubs and activities. These are well organised and led by keen members of staff and supported by parents. They are popular with pupils who also have opportunities to represent the school in a number of competitive sports.
96. The school ensures all pupils benefit from the good facilities and resources. Accommodation incorporates a spacious outdoor site, which includes hard surfaces and an extensive field. These are utilised well for outdoor and adventurous activities such as orienteering and traditional sports such as netball and football. Although the hall is small, teachers match other resources well to the purpose of the activity and the needs of the pupils. Indoor space is used effectively. Teachers manage and organise lessons thoughtfully and safely.

97. The subject is well led by the co-ordinator, supported by the headteacher. The school is committed to future initiatives, which will enable the subject to be developed further and provide increased benefits for all pupils. It has applied for the nationally recognised Active Mark Award for physical education and is extending its links with the neighbouring Phoenix secondary school to enable pupils to benefit from sharing resources, facilities and expertise.

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

98. No lessons were seen in this area of the curriculum so no judgements are made about the overall provision. However, from talking to pupils and teachers, by observing the school council in action and by studying plans and policies, it is clear that the school is giving considerable emphasis in its overall curriculum to this subject.
99. There are a variety of initiatives in place to enhance pupils' personal skills and sense of responsibility for themselves, to show pupils how to be considerate and how to show consideration for others and to protect and improve their environment. For example, in addition to the school council, there is an active 'Eco-Committee'. Pupils are encouraged to have positive views of themselves through 'nurture groups'. They appreciate how the democratic process works through links with the local council and the local Member of Parliament.
100. The subject is very enthusiastically and imaginatively led. Teachers have been carefully trained in ways to encourage pupils to discuss issues and in how to listen to pupils' concerns.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
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

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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