

# INSPECTION REPORT

## LAWLEY PRIMARY SCHOOL

Telford

LEA area: Telford & Wrekin

Unique reference number: 123377

Headteacher: Mr L Ferriday

Lead inspector: Mr R Burgess

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> February 2004

Inspection number: 256707

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	314
School address:	Off Arleston Lane Lawley Telford Shropshire
Postcode:	TF4 2PR
Telephone number:	01952 505833
Fax number:	01952 503303
Appropriate authority:	Governing body
Name of chair of governors:	Mrs R Standley
Date of previous inspection:	1 <sup>st</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in Lawley to the south of Telford. It is bigger than most primary schools, with 314 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area and the local traveller community. The pupils come from a range of social backgrounds. There are a similar number of boys and girls. The school admits children to the reception class in the September or January after their fourth birthday. Children's attainment on entry is broadly average. The majority of pupils are from white ethnic backgrounds. There is one pupil with English as an additional language. Sixteen per cent of pupils have special educational needs, which is similar to the national average. There are two children with a statement of special educational need, which is below the national average. Seventeen pupils from the local traveller community attend the school. The number of pupils in receipt of free school meals is broadly average. Since the last inspection in 1998 the school has been involved in a number of initiatives including an Education Action Zone and also achieved Investor in People status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** Leadership and management are very good. The leadership of the headteacher is excellent and has been fundamental in the rapid improvements in the school. Pupils achieve well throughout the school because of the high quality of teaching and the very good care and guidance they receive. Standards are above national averages by the end of Year 6. The school provides very good value for money.

#### The school's main strengths and weaknesses are:

- Most of the teaching is good, with very good and some excellent teaching in Years 3 to 6. The high proportion of very good teaching helps pupils to develop lively, enquiring minds.
- Pupils' personal development, including their attitudes and behaviour, is very good.
- The curriculum is very good and benefits from the very good links with other schools.
- Provision for pupils with learning difficulties and traveller children is very good.
- In some lessons for reception children there are too few opportunities for the children to be actively involved in their learning.
- Provision for outdoor activities for reception children is unsatisfactory.
- There is insufficient provision for the development of pupils' learning about the diverse cultures in modern society.

The school was last inspected in June 1998 and has made a very good improvement since then, effectively addressing all the issues raised. All statutory requirements are fully met. Standards in information and communication technology (ICT), geography and design and technology have improved significantly. The monitoring of teaching and learning is now very good. The procedures for assessment and its use are very good.

### 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	D	B	A*
Mathematics	E	C	C	A
Science	E	D	D	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.*

**Achievement is good throughout the school.** A\* indicates that the school's results in English were in the top five per cent of similar schools. All pupils, including those with learning difficulties, those for whom English is an additional language and traveller children, achieve well. When children enter the reception class, their attainment is broadly average in most areas of learning; however, in reading, writing and mathematics it is below average. The children achieve well and make good progress. Attainment in communication, language and literacy and mathematics is in line with national expectations and in all other areas of the curriculum pupils attain above average standards. The children are achieving well because of good teaching. In Year 2, standards are above average in speaking and listening, reading, writing and mathematics. They are satisfactory in all other subjects seen including religious education and ICT. In Year 6, standards are above average in English, mathematics, science and ICT. They are satisfactory in religious education and music. Standards are good in all other subjects seen. No judgement was made on standards in physical education and history because no lessons were observed during the inspection.

**Pupils' personal development is very good. The provision for their moral and social development is very good. The provision for their spiritual and cultural development is good.** Attitudes and behaviour are very good. Pupils behave very well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided is **good**. Teaching and learning are very good overall, with some excellent teaching in Years 3 to 6. Teaching in the reception class is good with almost half of lessons seen being very good, and in Years 1 and 2 it is good, and in a third of lessons seen very good. The good quality teaching is resulting in very good learning and improved standards throughout the school. Pupils with learning difficulties, those who use English as an additional language and traveller children are all supported well and make equally good progress. Pupils find their work interesting and feel their teachers listen to their ideas and help them to understand how they can improve their work.

The quality and range of the curriculum are very good. Throughout the school, pupils with potential difficulties are identified early and given very good levels of support. Pupils make good progress towards their individual targets. All pupils learn effectively in a secure environment where health and safety provision is fully in place, along with child protection. Links with parents are good. Parents are supportive of the school.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher shows excellent leadership** and is very well supported by other senior staff. **Management is very good**; there is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The governance of the school is very good. Governors are a committed team who know and understand the school and give strong support to the work of the staff as they strive to improve the school. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has good resources, which are used effectively for the benefit of all its pupils.

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

Questionnaires and comments received from parents were positive and supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities; they are given very good help in understanding how they can improve and are listened to when sharing their views with staff.

## **IMPROVEMENTS NEEDED**

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

- Improve opportunities for reception children to take an active part in their learning.
- As recognised in the current school development plan, ensure appropriate outdoor provision for children in the reception class.
- Improve provision for pupils' learning about the diverse cultures in modern society.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils aged four to seven make good progress compared to their standards when they start school and standards are good. Pupils aged seven to eleven achieve well and standards are above average, particularly in English, mathematics and science, by the end of Year 6.

#### Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Standards are above average for most pupils by the end of Year 6.
- Pupils' skills of reading and writing and their mathematical and ICT skills are used effectively to support work in other subjects.

#### Commentary

1. The changes of staff since the last inspection have had an impact on both standards and achievement. Standards are now rising in the reception and Years 1 and 2 and compare favourably with those in schools where there is a similar number of pupils receiving free school meals, particularly in reading and mathematics. The school's trend in standards for the end of Year 6 tests has been far better than the national trend since 2001, with the average point scores for English, mathematics and science showing significant improvements in 2002. Pupils for whom English is an additional language and the children from travelling families achieve very well because of very good support provided both in school and from local education authority support agencies.

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

Standards in:	School results	National results
Reading	15.1 (15.4)	15.7 (15.8)
Writing	14.3 (14.6)	14.6 (14.4)
Mathematics	16.5 (15.9)	16.3 (16.5)

*There were 46 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	28.0 (25.8)	26.8 (27.0)
Mathematics	26.8 (27.0)	26.8 (26.7)
Science	28.2 (28.0)	28.6 (28.3)

*There were 46 pupils in the year group. Figures in brackets are for the previous year.*

2. The table above shows that standards in the national tests in 2003 for Year 6 pupils show standards to be above average in English, average in mathematics and just below average in science. The table for Year 2 pupils shows standards to be just below average for reading and writing and just above average for mathematics. Comparisons with schools whose pupils attained similarly at the end of Year 2 are more favourable; the school's results in English were in the top five per cent of schools with a similar intake of pupils, and in mathematics results were well above the average and in science above the average for schools with a similar intake of pupils. These results reflect the very good teaching of the basic skills required for reading and writing which means that pupils achieve well in both subjects. Overall, the rate of

improvement in standards over the past three years is above the national trend and reflects the improvement in quality of provision since the appointment of the current headteacher.

3. Standards seen during the inspection in Year 2 and Year 6 are better than those indicated by the 2003 national test results for pupils in those years and reflect the continuing improvement in standards throughout the school. All pupils achieve well, including those for whom English is an additional language, traveller pupils and pupils with learning difficulties who make good progress against their individual targets. The effective identification of higher attaining pupils ensures they make good progress and achieve well.
4. Assessments of children's learning when they start school show that overall they are at a similar stage of development to most children of their age but with very wide variations. Their attainment is broadly average in most areas of learning; however, in reading, writing and mathematics it is below average. The children achieve well and make good progress by the end of their year in the reception class. Attainment in communication, language and literacy and mathematics is in line with national expectations and in all other areas of the curriculum children attain above average standards. The children are achieving well because of good teaching.
5. Standards in mathematics are above average in Year 2 and above average by the end of Year 6. Pupils in Year 2 demonstrate an understanding of number that is above average for their age. Pupils throughout the school use their knowledge and understanding of number to calculate accurately and solve problems. Older pupils are competent in manipulating numbers and use these skills in other subjects such as science and design and technology. Average and above average attaining pupils achieve well. Lower attaining pupils achieve well and are given the correct level of challenge. The assessment information gathered on pupils' performance is used to set work that meets their needs.
6. Standards in English are above average by the end of Year 2. Standards are rising with a good number of higher attaining pupils in reading and writing. Pupils by Year 6 are competent readers and have the skills to work out new words. These skills are used to best effect to support their work in other subjects. This is also evident in writing where pupils have chances to write imaginatively or produce longer pieces of work; this leads to the higher attaining pupils achieving well. Pupils with special educational needs have good support in English lessons and this ensures that they achieve well in reading and writing.
7. Standards in religious education are similar to those expected for pupils in Year 2. No judgements were made on standards in history, music and physical education for pupils in Year 2. Standards in all other subjects including science and ICT are similar to those expected for their age for pupils in Year 2. There are good links between subjects, and pupils use their literacy, numeracy and ICT skills well. The pupils have good opportunities to try things out for themselves and develop a wider range of writing skills for the different subjects.
8. Standards in religious education are similar to those expected for pupils in Year 6. No judgements were made on standards in history and physical education for pupils in Year 6. Standards in all other subjects including science and ICT are above those expected for pupils of their age, except in music where they are similar to those expected for their age.

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

Pupils have **very positive** attitudes to learning and they behave **very well**. Overall, pupils' personal development is **very good**. Their moral and social development is very good and their spiritual and cultural development is good. Attendance is **satisfactory**.

## Main strengths and weaknesses

- Pupils' interest in school life and in the range of activities provided is very good.
- Pupils consistently behave very well and work hard because they find lessons interesting and challenging.
- Pupils have very good relationships with other pupils and the adults in the school.
- Pupils' moral and social development is very good.

## Commentary

9. Pupils show a mature attitude to school and are keen to achieve success in all aspects of school life. They are keen to come to school and they work very hard because they like the staff and the work they are given is interesting and enjoyable. They are keen to take on responsibilities around the school as seen when they take charge of the reception area at lunchtime and answer the telephone promptly and efficiently and with great self-assurance. Pupils' behaviour is very good in lessons and when they join together in assembly, it is excellent. The behaviour of Year 3 pupils during a mathematics lesson was very good as they engaged in a game of 'Addition/Subtraction Bingo' and, as a result, they made good progress in learning. Behaviour around the school is very good and at lunchtime, the 'Lawley Chums' ensure that no one is left out of playground activities. There has only been one fixed period exclusion from school. The school takes great care to help pupils to settle in and any problems experienced by either travellers or pupils for whom English is an additional language are sorted out promptly. As a result, these pupils quickly come to enjoy school, are keen to attend and take a full part in all activities including school trips.
10. Pupils' spiritual development is good. In lessons and assemblies, pupils think about important issues that affect their lives and the lives of others. Teachers provide pupils with regular times to talk about their feelings and understand the feelings of others during personal social and health education (PSHE) lessons. During a lesson in the Reception class, children explored the senses of sight, touch and feeling as they chose a range of materials with which to create a design. They are on target to achieve the early learning goals in personal and social development. The moral development of pupils is very good. Pupils are polite and helpful and look after each other and the school's resources. They have a very clear understanding of right from wrong because they are given very good opportunities to explore these issues, especially during assemblies.
11. There is a very good spirit of co-operation and mutual respect between staff and pupils which helps to create a purposeful, well-ordered school and contributes positively to the pupils' social development, which is very good. The very good relationships between adults provide good examples for pupils on how to work together. Pupils have a 'voice' in school through the school council. The council is proud of the initiatives that are now in school due to their efforts and suggestions, for example the screening of classrooms in the open-plan areas. Pupils' good cultural development can be seen in the display of art around the school and in the range of extra-curricular activities. Pupils have a strong sense of their own culture and of living in a community through visits out of school and a study of their local area. However, they would benefit from more opportunities to appreciate the multi-cultural nature of today's society.
12. The school achieves the national average for attendance and whilst the attendance of most pupils is good, it is adversely affected by the intermittent attendance of children of some travelling families. Most pupils are punctual to school.

## Attendance

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

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Black or Black British - Caribbean
Any other ethnic group

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
290	1	0
2	0	0
1	0	0
6	0	0
1	0	0
2	0	0
12	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided is good.** Pupils reach good standards in English, mathematics and science as a result of very good teaching. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs is very good. The breadth and balance of the curriculum are very good and meet the needs of the pupils well. There is very good provision for pupils' support, care and guidance. Links with parents are good. The school's links with the community are good and with other schools are very good.

### Teaching and learning

Teaching and learning are very good overall. Teaching is good for reception children and for pupils in Years 1 and 2. It is very good and sometimes excellent for pupils in Years 3 to 6. This is a very good improvement from the findings of the last inspection. The proportion of very good teaching has improved significantly. Assessment procedures and their use to inform planning for future learning are very good.

### Main strengths and weaknesses

- Very high expectations by teachers and very good subject knowledge lead to very good learning of basic skills and facts.
- Very well prepared and exciting lessons keep pupils focused on the task so that they learn at a very good rate.
- Very good use of support staff has a positive impact on pupils' learning, especially for those with special educational needs.
- Very good pace and challenge motivate pupils to work with enthusiasm.

- Very good activities engage pupils well in learning and build on their enthusiasm, so that they make very good progress.

## Commentary

13. The quality of teaching and learning in the lessons observed in the reception class is good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. This is good progress since they started school and most will reach and some exceed the national expectations at the end of the reception period.
14. Teaching and learning for pupils in Years 1 to 2 are consistently good and for pupils in Years 3 to 6 very good and sometimes excellent. Teaching and learning in English and science are very good and in mathematics they are good with some very good features. The basic skills in literacy are taught very well. This reflects the high priority that is given to providing in-service training for staff as well as the school's emphasis on supporting pupils in improving standards in English. Teachers have a very good understanding of how best to support pupils with special educational needs. They consistently employ good strategies to ensure that all pupils can access the curriculum. A focus on the development of subject-appropriate vocabulary is also in evidence in lessons in most subjects; key vocabulary is shared with pupils, explained to them and frequently reinforced throughout the lesson.
15. The quality of teaching and learning in mathematics is good overall. Teachers give clear explanations and use the whiteboards well to demonstrate a methodology or to record pupils' calculations for others to understand. Teachers use very effective questioning and are aware when pupils are ready to make progress, raising challenging questions to push forward their thinking. Teachers include a good range of activities to consolidate and extend understanding.
16. Strengths in many of the lessons include teachers' high expectations of pupils. Pupils are very well managed. This is largely achieved as a result of the very positive relationships between pupils and staff. In lessons, teachers question pupils well to check their understanding throughout the lesson and they present ideas to pupils in a variety of ways. This helps to interest pupils, accommodate pupils' different learning styles and move their learning on at a good pace. Teachers often ask pupils to discuss their views in pairs and groups. This leads to reinforcing learning as well as learning from each other. As a result, pupils learn from each other and extend their thinking. Teachers often make very good assessments of pupils' learning on a day-to-day basis through good questioning and careful marking of pupils' work. Very good use of such information when planning work is evident in the way that work is usually well matched to the pupils' needs and the way in which pupils are grouped and supported. Homework is used appropriately to support pupils' learning across the school.
17. Pupils with special educational needs are taught very well. All teachers are well aware of pupils' needs and levels of attainment so that suitable work is planned and appropriate support given during lessons. As a result, pupils with special educational needs apply themselves well and are always fully involved in lessons; their learning is good. Additional help is given by a number of support assistants and this gives pupils extra time to receive greater explanation and confirmation of their work. As a result, pupils become more involved in learning and more included in the work of their classes and groups. Teachers and support staff use pupils' individual education plans well and support assistants are effectively deployed. This helps pupils of widely varying abilities to make good progress. Gifted and talented pupils are challenged by appropriate work, by time constraints to finish their work and by sharing their learning with other pupils at the end of the lesson.
18. All pupils are included very well in lessons and the needs of pupils from travelling families and those for whom English is an additional language are met very well because assessment is used very effectively to monitor and support the progress of all pupils.

19. Assessment and recording procedures in the school are very good. The strategies and practices used by the school allow teachers to develop a clear understanding of pupils' abilities. This information is used very well to set pupils in ability groups for specific subjects and provide targets for improvement. The school uses a good range of procedures to assess children's abilities upon entry into the reception classes. This information enables the school to ensure inclusion for all by providing an appropriate curriculum for all pupils. The school successfully supports pupils with special educational needs through well-established procedures, which meet with the national guidance for the early identification and monitoring and targeting of individual learning needs. The very effective links with outside agencies make a positive contribution to the quality of education of these pupils.
20. The school has very good procedures for the assessment of literacy, numeracy and science. The teachers use day-to-day marking and assessment of work well to extend pupils' knowledge. All pupils have targets for literacy and mathematics. The use of an assessment book is effective in tracking pupils' progress. Assessment in most other subjects is good and this information is recorded on pupils' files.
21. All pupils take part in termly assessment in English, mathematics and science, with the school utilising a good range of formal assessment procedures. This information is used well by the school to set individual targets for pupils to achieve by the end of each year. This ensures high expectations of the pupils by their teachers. Teachers use very good marking procedures. Work is regularly marked; teachers use constructive comments and suggest ways in which work can be improved.

### **Summary of teaching observed during the inspection in 37 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	14 (38%)	19 (51%)	1 (3%)	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..*

### **The curriculum**

The weaknesses identified at the time of the previous inspection have been fully addressed and the curriculum is now **very good**. All subjects now have schemes of work and all areas of the curriculum are now covered in sufficient depth.

### **Main strengths and weaknesses**

- The school provides very well for all pupils, including the most able and those pupils with special educational needs.
- Pupils from traveller families and those for whom English is an additional language are provided with very good support.
- PSHE is very good but insufficient opportunities are provided for pupils to learn about the diverse cultures in modern society.
- Innovative curriculum development has resulted in very good links being made between subjects, and additions to the basic curriculum support learning very well.
- A good extra-curricular programme gives pupils good opportunities to learn outside lesson time.
- Resources for teaching are generally good, especially for ICT.
- Accommodation is cramped and the open spaces result in some lessons impinging upon one another.
- Provision for outdoor activities for the reception children is unsatisfactory.

## Commentary

22. As a result of very clear leadership, the school has a very positive approach to inclusion. This is apparent in the way that those pupils who have special educational needs are taught and supported. The work provided for pupils experiencing learning difficulties is very well matched to their needs, providing pupils with relevant and enjoyable activities. A group of pupils have been identified as being gifted and talented and work as a group regularly with the headteacher to develop thinking and decision-making skills further. Pupils from travelling families are provided with very good support from the advisory teacher who works very closely with both the school and the families to ensure their needs are met. An inclusive attitude is also clear in teachers' attitudes within class where all pupils are given equal opportunities to participate and shine.
23. The curriculum meets the National Curriculum requirements, including the requirements for religious education. The provision for pupils' personal, social, health and emotional development is very good. The topics taught in the programme are appropriate for the developing maturity of the children as they move through the school. Healthy eating is promoted and there is an appropriate policy with regard to sex education and drug misuse, and lessons regarding these issues are given to Year 5 and 6. However, insufficient attention is paid to preparing pupils for life in a multi-cultural society.
24. Some curriculum work is especially effective. A programme for the review and development of subjects is in place and, as a result, some schemes of work have been changed or updated to capitalise on the links between different subjects. The local environment is used for cross-curricular links, involving visits out and visitors into school. The curriculum is enhanced by visiting teachers for French and German and music, and through business links for joint technology projects.
25. The good programme of activities available outside school hours further enriches the curriculum. There is good provision for sporting and artistic activities. A good range of after-school clubs takes place each week. These include football and netball matches for both boys and girls, and cross-country running.
26. Resources for teaching the curriculum are generally good. Resources for ICT are particularly good. The ICT suite is used well and pupils have good opportunities to use the Internet. However, the school library is housed in the corridor. This area is too small, and consequently there are too few books for the numbers of pupils in the school and displaying them attractively is difficult. Also, the semi-open plan nature of the building means that, although pupils are quiet and well behaved in lessons, when groups are working in the shared space outside classes they can be heard within the classroom. As a result, the school is wisely adding doors to cut down the interruptions. There is sufficient space outside for games and sporting activities and a secure outside play area for the reception classes. However, this is not yet used well enough to support teaching and learning across the curriculum. The school is aware of this and plans are afoot to address this issue.

## Care, guidance and support

The school takes **very good** care of its pupils. The guidance and support that pupils receive are **very good**. Pupils grow and thrive within the community of the school. The school actively seeks pupils' views to inform its work and developments.

## Main strengths and weaknesses

- There is a high standard of care for all pupils.
- The staff have a high level of commitment towards inclusion and equality of opportunity.
- Pupils have a trusting relationship with all adults who work in the school.
- Induction procedures are very good.

## Commentary

27. Relationships between teachers and pupils are caring, constructive, mutually trusting and respectful. Pupils feel valued, safe and supported by the way they are treated. The very good sense of community that prevails demonstrates well the ethos of the school. The procedures for checking safety and for carrying out risk assessments are very good. First aid cover is good and accident recording procedures are well developed. Child protection procedures are very good and the designated teacher shares his expertise with staff through training. The local authority issues a comprehensive set of guidelines for all to follow. The school has good links with a range of agencies on behalf of pupils and their parents.
28. Induction arrangements are effective and enable children to settle quickly into the reception class. They are very good when pupils join the school part way through the school year. The children of travelling families are made welcome and the school appreciates their unique contribution to the life of the school. Pupils with English as an additional language and those from travelling families are provided with very good support both by the staff of the school and by the advisory teachers from the local authority, one of whom visits the travellers' site twice a week to provide help with homework.
29. Pupils receive very good personal guidance through PSHE lessons which include health education, information on drug abuse and sex education. Years 5 and 6 pupils have support from the school nurse for sex education. Pupils understand the system of rewards for good behaviour and the sanctions in place when behaviour deteriorates. Most pupils consider that the school listens to their views and the school council is working hard to ensure that it does.
30. The provision of support, advice and guidance based on monitoring is very good. There is a system in place which enables teachers to evaluate the performance of individual pupils and classes and plan their teaching accordingly. The 'ACT' weeks, when all members of the school community including pupils and parents set targets for improvement, are ensuring that support and guidance for each pupil are appropriate. The school is beginning to monitor and record personal progress now that there is a very good programme in place for PSHE. The procedures for promoting and monitoring attendance are good and good support is received from the education welfare officer. The school lives up to its aim of providing a caring, secure and attractive learning environment.

## Partnership with parents, other schools and the community

Most parents express confidence in the school. The partnership between the school and parents is **good**. Involvement with the community is **good** and links with other schools and colleges are **very good**.

### Main strengths and weaknesses

- Parents are pleased with the work of the school and pupils' achievements.
- Relationships with most parents are good and communications are good.
- The community is used well to enrich pupils' learning experiences.
- The school works very closely with other schools and colleges.

## Commentary

31. Parents say that this is a happy school where their children are provided with a good range of learning experiences. They feel that staff expect their children to work hard and achieve their best. A few parents feel that their children are bullied or harassed but the school council confirms that the occasional incident of bullying or harassment is dealt with well by the school. A significant number of parents do not consider that they receive enough information on their



children's progress. The inspection findings are that with a formal consultation evening each term plus involvement in setting children's targets during ACT weeks and satisfactory end-of-year reports, the information that parents receive is good overall. The weekly newsletter is friendly and informative and the school sends out a range of letters about events in the school. There is a very good annual report from the governing body to parents and the prospectus is informative. The school website gives good and useful information for parents on a range of school procedures.

32. A small number of parents help in school with a range of activities and most parents support their children's learning at home. Parents of children in the reception year confirm that induction procedures are good and that they particularly enjoyed having lunch in school with their children. The 'Friends' Association is a dedicated band of parents who raise substantial sums of money for the school through various fund-raising and social activities. The school does not readily seek parents' views through questionnaires or other means and it sees this as an area for development. A group of parents are helping the school to formulate a Travel Plan for safe journeys to school. Parents of children with special educational needs are invited to the review meetings and have involvement in their children's individual education plans. The school works closely with parents from the nearby traveller site. The school has built up very good relationships with the traveller families who are pleased with the support their children are given and are proud that their children attend Lawley Primary school.
33. The school has good links with the community, which enhance pupils' learning. Visiting teachers provide lessons in the French and German languages and in music. The school has a link with a business in Ironbridge as part of the 'Technology Tree' initiative and there have been visits to the company and visitors into school. There are good links with a pre-school provider and there is an after-school club on the site. Pupils have contributed to an art exhibition in the town centre.
34. There are very good links with local schools and colleges through the Education Action Zone. The school is an associate school of the local excellence cluster and part of a pro-active school development group. The partnership with the local technology college results in joint projects and the school offers work experience placements for college students. The transfer arrangements for Year 6 pupils benefit from these very good links.

## LEADERSHIP AND MANAGEMENT

The leadership of the school is **excellent** and is central to the school's success. Governance and management are **very good** and governors and senior managers share a clear vision of school improvement.

### Main strengths and weaknesses

- The headteacher and staff have a clear, shared vision of school improvement. They work effectively as a team and have raised standards in English, mathematics, ICT, design and technology and in the quality of teaching.
- The governors provide very good support in their role as critical friend. They contribute to detailed strategic planning which reflects and promotes the school's ambitions and goals.
- The school rigorously checks its own performance and pupils' progress.
- A very positive ethos recognises the needs of pupils and staff.
- Management has developed a curriculum which helps teachers to produce interesting and enjoyable lessons.

## Commentary

35. The headteacher provides inspirational leadership. His vision, energy and enthusiasm and high aspirations for the pupils are the mainstay behind the school's dramatic improvement. The headteacher's very high expectations are clear to staff, pupils and parents. With justification the overwhelming majority of parents recognise the strength of leadership.
36. The leadership has created a very good team spirit in the school. Pupils and staff work happily together in the knowledge that each individual is highly valued. There is a strong emphasis on continual professional development. Staff are therefore well placed to take on new initiatives and respond positively to change. For example, staff now use ICT very effectively in their teaching, following staff training. This, combined with a well-constructed curriculum, means that pupils enjoy lessons that are interesting. As one perceptive Year 6 pupil remarked, "The teacher was enjoying the teaching and we were."
37. The school is very well managed. The headteacher has quickly established a culture of self-evaluation and trust. This makes sure that all aspects of the school's work are improved. Subject co-ordinators regularly evaluate their subjects and contribute towards the school development plan. There is rigorous monitoring of the national tests and tracking of individual pupils' performance. Therefore weaknesses are quickly addressed and management are able to deploy staff to best effect. Staff use assessment information to plan lessons which meet the needs of all pupils. This explains why all pupils make good progress. The advisory teacher for traveller education provides very good guidance and support for both the school and parents.
38. The governing body shares the headteacher's clear vision for the development of the school. There is a very well structured and timetabled governor review programme. Governors produce perceptive reviews which provide a good basis for setting the school's future targets. Thus they are well placed to contribute to the detailed and well-focused school development plan.
39. The management of finances is very effective. The headteacher and the governing body apply the principles of best value. Strategic planning is concerned with raising standards and employing good quality staff. For example, the use of very good support staff has a positive effect on raising standards. Also the employment of a non-class-based teacher gives flexibility in the teaching of smaller groups of pupils identified as needing greater support. Governors are responsive and act quickly to meet perceived needs. They immediately recognised that teachers were using interactive whiteboards very effectively and quickly advanced the installation programme. This has had a very positive impact on the quality of teaching and the standards achieved by pupils. The office manager ensures that materials are bought at the best price and that management are kept well informed about the school's finances.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	607738	Balance from previous year	11603
Total expenditure	597832	Balance carried forward to the next	21509
Expenditure per pupil	2007		

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

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

Provision for children in the Foundation Stage (reception year) is **good**. This represents an improvement since the previous inspection, when it was satisfactory.

When children enter the reception class, their attainment is broadly average in most areas of learning; however, in reading, writing and mathematics it is below average. Evidence from the assessment of children as they left the reception class shows that over the year 2002 – 2003 the children achieved well and made good progress by the end of their year in the reception class. Attainment in communication, language and literacy and mathematics was in line with national expectations and in all other areas of the curriculum children attained above average standards

Leadership and management are good overall. There is a well thought out curriculum that generally reflects good early education practice. The new national assessment scheme has been implemented well, and the less able children are provided with additional adult support. However, the current practice of teaching large groups of children together means that assessment is now always used effectively to move all groups of children to the next step in their learning. Good use is made of the space and resources available inside the school. Staff are aware that improvements need to be made regarding the use of the outdoor space in order to fully implement the National Curriculum for the Foundation Stage.

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

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

### **Main strengths and weaknesses**

- Standards are above average by the end of the reception year.
- The children settle into school very quickly and know both class and school routines well because induction processes are good.
- Children enjoy school and are keen to learn
- Relationships between the staff and children and between the children themselves are good.
- Children are able to select tasks and to concentrate for long periods of time.
- Children become restless when required to sit and listen for long periods of time.

### **Commentary**

40. Standards and achievement in this area of learning are above average and most children will exceed the early learning goals by the end of their first year in school. Teaching in this area of learning is good. Teachers and their assistants ensure that children quickly learn the correct way to behave. The good induction process that takes place prior to the children starting school helps children to settle in; as a result, children enjoy school and are keen to learn. Good relationships between staff and children are quickly established and adults encourage the development of social skills in a variety of ways. Children are constantly encouraged to take turns and share. Children with special educational needs and those from travelling families are well integrated and receive good support. All are encouraged to join in, to try new things and to persevere with a task.
41. Two or three times a week children are given the opportunity to select what they want to do and reflect upon how well they have achieved. They are shown how to work together co-operatively on a task and given opportunities to work independently. In these lessons children demonstrate imagination and flair and are able to concentrate for long periods. At the end of these lessons,

children are proud to show off their finished products. However, these opportunities do not happen often enough and on occasions children have to sit and listen to the teacher for too long. On these occasions, children become restless and their learning is less effective.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers and support staff place high priority on speaking, listening, reading and writing.
- Sometimes the groups taught are too large, and the teachers talk for too long.
- The skills needed for reading and writing are sometimes taught out of context.

### **Commentary**

42. Teaching and learning are good overall. Children achieve well in developing their speaking and listening skills because they are given opportunities to share news and contribute to question and answer sessions when working as a whole class with the teacher and when being taught in small groups.
43. When children start school, standards in reading and writing are below average. However, the development of reading and writing skills is given a high priority. Many lessons include the reinforcement of initial sounds and the reading of simple words. As a result, children make good progress in linking letters and sounds, and the standards they achieve in writing are average by the end of the reception year. Children try hard in their lessons, but in both the lessons observed, they were kept in large groups for too long and became restless and bored as a result. Also, while the individual skills involved in reading and writing are taught well, they are taken out of context and some of the enjoyment is lost. For example, in the reading lesson, all teaching was done from teacher-made resources. While this was appropriate for the tasks, the use of an attractive published story as well would have made the lesson more appealing and relevant to the children.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Mathematical skills are taught very well.
- Support staff are used well to help move learning forward.

### **Commentary**

44. Teaching is very good because the teaching and learning of mathematics is often set in naturally occurring contexts. For example, the children count the number of children who require a school dinner and those who are having sandwiches. The terms 'more than' and 'less than' are used regularly and misunderstandings corrected as a matter of course. Children are set mathematical tasks in small groups using well-designed games and activities that help children to learn in a practical way. Adults question the children whilst they are engaged in a variety of activities and are good at getting them to count and recognise numbers, shapes and sizes. As a result, children achieve very well and make good progress so that, from a below average starting point, they attain the standards expected by the end of the reception year.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

It was not possible to make an overall judgement about this wide-ranging area of learning because too few aspects of it were observed. From the evidence gained both in the reception classrooms and from looking at children's work, standards attained are average. However, the science lesson observed was taught to the whole class and, although children were given little tasks to do, most of the time they were sitting observing for 50 minutes. This method of teaching does not offer sufficient scope for children to develop and practise their skills in the active way described in the National Curriculum for the Foundation Stage.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning in physical education lessons is very good.
- Children have plenty of opportunities to develop their fine muscle control in the classroom.
- Insufficient opportunities are provided for developing children's muscle control outside the classroom.

### Commentary

45. Teachers use the school hall for more formal lessons and their subject knowledge, class management and organisational skills are very good. As a result, standards are likely to be above average by the end of the reception year. Inside the classroom, fine muscle control is developed well through the use of chalks, pencils, crayons, scissors, glue, paint, small toys and construction kits. However, the outdoor play area is not used consistently across the curriculum and opportunities to practise the skills to be learnt in this setting are lost.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Skills are taught well when children are working directly with an adult
- Insufficient opportunities are provided for children to practise the skills that they are taught, during their play.

### Commentary

46. Standards in creative development are average. Children are taught skills in a wide range of art activities. During the inspection a visiting potter taught the classes about working with clay. In this lesson, the skills needed were taught very well and the children were given plenty of help and support by a large number of additional adults. The children enjoyed the lesson and all produced high quality work. However, insufficient opportunities are provided for children to practise the skills taught on their own. Music is taught very well and children are given the opportunity to sing and play percussion instruments in formal lessons. Each classroom has a well-equipped role-play area, but again opportunities to use these are limited. However, when children do have the opportunity to engage in child-initiated activities, they are able to work independently and concentrate for long periods. They use all their senses in wide-ranging activities that encompass all areas of learning in a way that is natural to young children.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- All pupils make good progress because of very good teaching.
- School initiatives have raised standards in reading.
- Standards in speaking and listening are very good. This is because pupils are enthusiastic in lessons and want to participate.
- Pupils have very good opportunities to develop and use their literacy skills across the curriculum.
- Pupils know what to do to improve their writing because of clear guidance and very good marking.
- There is very good leadership and management by headteacher, senior managers and subject co-ordinator who monitor and check teaching and learning.

#### Commentary

47. Inspection evidence shows that standards in the present Year 2 and Year 6 are above average. This represents an improvement on the previous inspection. All pupils make good progress and demonstrate a very good attitude to learning. This is because teachers deliver interesting lessons which address the needs of all pupils. A carefully structured reading programme and effective deployment of staff have helped to raise standards of reading in Year 2. The school is now in a position to achieve the higher results in reading found in similar schools. Speaking and listening skills are above average because teachers provide many opportunities for discussion. Analysis of assessment data indicates that standards in writing are on a rising trend and will be above average at the end of Year 2. Standards of writing in Year 6 are above average. Lower attaining pupils achieve well because teachers understand their needs and provide suitable work and support within lessons.
48. Teaching overall is very good. In a very good Year 1 lesson the teacher used a range of teaching strategies in developing pupils' understanding of information texts. Pupils made quick sketches on their own whiteboards of a digital photograph of a 1940's/1950's bus projected on an interactive whiteboard. Their speaking and listening skills were developed through a well-led discussion on similarities and differences. The teacher, through a shared writing activity, then modelled the layout of information texts. Along with the provision of historical objects, digital photographs and the support of two teaching assistants, this helped all pupils to make good progress in their writing. A strong feature of this lesson was the development of pupils' understanding of how they could improve as each group, after a brief discussion, had to identify three things they had to do to improve their writing.
49. Teachers provide good support to pupils in their extended writing. Pupils therefore have a good understanding of the structure of different kinds of writing and become adept at planning and editing their writing. After careful analysis of the poetry of Walter de la Mare, one Year 2 pupil generated suspense in writing: "Someone came climbing, My wee small stairs, I'm sure, I'm sure, I listened I opened, I looked left and right..."
50. There was evident enjoyment in all lessons observed. In a Year 3 class the teacher generated excitement as they discussed myths and legends. The teacher skilfully used the interactive whiteboard to demonstrate editing skills. Then, pupils in a shared exercise imaginatively edited a piece of text on the Minotaur. In the opening paragraph one pupil suggested changing, "It was a hot day in Crete" to "It was a good day to slay Athenians".

51. The good pace of teaching and learning was evident in all lessons. In a very good Year 4 lesson the teacher was responsive to the developing needs of the pupils. By constantly setting targets, encouraging and challenging the pupils, no time was lost. Pupils therefore made good progress in writing a poem based on *The Magic Box* by Kit Wright. Role-play, debate and discussion were at the heart of a very good Year 6 lesson. Pupils' understanding of persuasive language was well developed as they argued for the opposing views on the granting of planning permission for a local development. By Year 6 pupils are adept at writing for different purposes. For example they wrote letters to the council complaining about traffic congestion, and a poem following a performance of *A Midsummer Night's Dream*. One boy displayed a wry sense of humour as he wrote: "Once there was a love chain, Hermia loved Lysander that was plain. Hermia's father wanted Hermia to marry, Demetrius not Gary."
52. Leadership and management are very good. Teaching and learning are monitored and the analysis of national test results identifies individuals and groups of pupils who would benefit from additional support. This helps management to deploy staff effectively and is a contributory factor to raising standards. Individual target sheets are in place and marking identifies what pupils need to do to improve. Pupils are also encouraged to set their own targets and take responsibility for their own learning. This is also helping to raise standards.

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

53. The school has a curriculum which emphasises the use of writing skills across the curriculum and teachers often incorporate learning from other subjects in their literacy lessons. History provided a context for descriptive writing as pupils investigated historical objects. Pupils' work in science and history helped them to write in a journalistic style about the first moon landing. Their understanding of formal and informal writing was well developed as they explored the impact on the local environment of proposed developments. Pupils are skilful in using word-processing skills to present writing in different formats. For example, they prepare *PowerPoint* presentations on mathematical problems and create 'mind maps' to help them in research.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- The quality of teaching is consistently good throughout the school and enables all pupils to achieve well. By the end of Years 2 and 6, standards are above average.
- Pupils are enthusiastic about the subject.
- Questioning is used effectively in numeracy to extend pupils' learning.
- ICT and other resources are used very well to support teaching and learning.
- Marking, target setting and assessment procedures are used very well to help pupils understand how good their work is and how it could be improved.
- Leadership and management of mathematics are very good.

### **Commentary**

54. The quality and impact of the consistently good teaching throughout the school mean that pupils achieve well and standards are high. As a result, pupils are likely to attain above average standards in the national assessment tests. This is an improvement on the standards at the time of the previous inspection and on the results of the 2003 tests, when standards were in line with national expectations.
55. Pupils are enthusiastic about the subject and enjoy their lessons because of the very good relationships that they have with the teachers and classroom assistants. They are given frequent opportunities to work in pairs. This increases their self-confidence and motivation for

the subject. They concentrate very well in lessons and the work they produce is carefully done and very neatly presented.

56. The very good match of work to the needs of individuals, coupled with additional adult support for those who need it, ensures that all pupils, including those at the early stages of learning to speak English, traveller children and pupils with special educational needs, achieve well. The recent grouping of Year 2 pupils by ability is having a positive effect on the standards achieved. Throughout the school, teachers use questioning effectively during numeracy sessions to extend pupils' learning. This encourages pupils to think mathematically and to explain the strategies they use to answer or solve problems. Teachers use the interactive whiteboard very effectively to produce visual images and practical demonstrations to develop pupils' understanding. Teaching styles are imaginative and pupils' understanding is supported well by the good use of resources. Teachers provide time for pupils to reflect and recognise their mistakes whilst also providing them with strategies for improvement. Time at the end of lessons is used effectively to review what pupils have learned and to highlight what they need to learn next.
57. Marking is used consistently well to inform the pupils about their learning and what they need to learn next. Teachers have high but realistic expectations of pupils and provide appropriately challenging targets for future achievement. Assessment procedures tracking pupils' progress are used very effectively to raise standards throughout the school.
58. Leadership and management are very good. The mathematics co-ordinator has a clear understanding of the strengths and weaknesses in the subject because she has monitored the teaching and learning in class, and looked at teachers' planning and the work that pupils produce. Resources are good and well maintained. The co-ordinator has been instrumental in bringing about the good improvements that have led to improved standards throughout the school.

### **Mathematics across the curriculum**

The breadth of the curriculum ensures that pupils have a good all-round knowledge in mathematics that they are able to use to support work in a wide range of subjects. Evidence of the effective use of mathematics was seen in science, music, history, geography, religious education and design and technology. The consistent application of ICT in lessons is increasing pupils' enthusiasm for mathematics as well as promoting achievement in aspects such as the handling of data.

### **SCIENCE**

Provision in science is **very good**.

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

- Very good teaching helps pupils to make good progress.
- Pupils' behaviour and attitudes are very good.
- Leadership and management are very good.

#### **Commentary**

59. Teachers plan their lessons carefully, matching the learning objectives with appropriate resources and activities. They make very good use of teaching methods from the National Literacy Strategy. Lessons start with teachers telling pupils what they will learn, and how this fits in with their previous learning. Pupils are able to reflect on what they have learnt at the end of lessons, when teachers ensure that key points are shared. Teachers use good examples to illustrate points and provide clear explanations. They structure learning effectively, which results in pupils making good gains in their knowledge and understanding. Effective questioning is used



well to promote learning. In a Year 6 revision lesson about solids dissolving in a liquid, pupils enjoyed the challenge of the quick-fire questions, and were able to describe what new things they had learnt. All pupils make good progress, including those with special educational needs. Very good support for children with special educational needs is provided by well-matched activities and effective guidance and support from teachers and classroom assistants.

60. Pupils enjoy science. They handle equipment carefully and safely. Teachers make lessons exciting and fun, which helps pupils feel that they can succeed. In a Year 2 lesson about how materials change when heated, the pupils were able to predict that some changes would not be reversible but other changes could be reversed to their previous state and shared their fascination with the teacher. Relationships between teachers and pupils are very good. Pupils work well together, sharing tasks and equipment. All of these lead to a better learning environment where progress is accelerated and improved.
61. The subject leader has established clear priorities to raise standards. These are based on her good monitoring of science across the school, through lesson observations, and looking at pupils' work and teachers' planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

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

### **Main strengths and weaknesses**

- Pupils make good progress in the development of basic skills because of challenging teaching.
- ICT is integrated well into the teaching and learning of other subjects.
- Very good leadership and management by the subject co-ordinator have made sure that the subject is well resourced and teachers have the necessary skills and support.

### **Commentary**

62. Standards by the end of Year 2 are in line with national averages and are above average by the end of Year 6. This represents a significant improvement on the standards seen at the last inspection. All pupils achieve well and make good progress in their acquisition of basic ICT skills.
63. Although it was possible to observe only two lessons, analysis of pupils' work, the use of ICT in other lessons, discussions with pupils and observation of non-lesson-based activities indicate that teaching overall is very good. Teaching was challenging in the two lessons seen in Years 1 and 2. The emphasis was on the use of ICT as a learning tool and pupils quickly learnt the basic keyboard skills in this context. In a Year 1 lesson adults acted as a support, questioning and challenging. The pupils quickly navigated their way onto a website and were soon scrolling through a gallery of pictures of synagogues, comparing similarities and differences. This emphasis on independent learning was also seen in a Year 2 lesson. Pupils quickly accessed a music program. They then used their ICT skills to select, create and control sounds.
64. By Year 6, pupils demonstrate a good knowledge and understanding of how to use ICT. In conversation they confidently use subject-specific vocabulary. They demonstrated their ability to access, create, modify, save and retrieve data and programs. They have a good understanding of the use of ICT in communication, controlling and sensing. They create *PowerPoint* presentations and exchange e-mails with their classmates within the classroom environment. With support they are creating a school website, presenting information in different formats. They have also had the opportunity to use digital cameras and electronic microscopes.

65. Leadership and management are very good. A well-constructed and managed programme of development has made sure all issues raised at the previous inspection have been successfully addressed. The subject is very well resourced and staff training has given teachers the necessary skills. Management are not complacent and are seeking further to develop ICT, as in the school website and through a pupil self-assessment programme.

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

66. Through good management, the school has been particularly successful in the integration of ICT in the teaching and learning within other subjects. That it has been well supported by staff in this respect is clearly seen in the very good use of ICT within lessons. The use of integrated whiteboards has proved to be a powerful teaching tool in other subjects. For example, ICT is well used in literacy lessons to edit texts and develop pupils' use of colourful language. Pupils use word-processing skills to present writing in different formats and for different purposes as in a *PowerPoint* presentation on 'Flight'. They create databases and graphs in their numeracy work and use the Internet to research work in geography, history and religious education.

## **HUMANITIES**

### **Geography and History**

Provision in geography is **good**. No judgement is possible on provision in history as no lessons were observed during the inspection.

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

- There is consistently good development of skills in both subjects.
- Good teaching enables good learning to take place.
- The good management of the two subjects, including visits, enhances learning effectively.
- Both subjects encourage the development of numeracy, literacy and ICT skills effectively.

#### **Commentary**

67. To promote skills development and raise standards overall the school has begun to develop plans for each subject which identify how links can be made with other subjects of the curriculum and with the development of skills in literacy, numeracy and ICT. This focus has already resulted in pupils making good progress. In history, there are many opportunities for pupils to undertake research and produce their own work on topics, such as work linked to their visit to Blists Hill Museum. Pupils spoke enthusiastically and knowledgeably about this visit. The school is particularly keen to ensure that history is exciting and to provide all its pupils with first hand experiences, planning visits to places of interest which will support and reinforce their learning. In geography, pupils learn basic skills of map reading, learn about countries and continents and discuss weather patterns, using recorded weather forecasts to reinforce their learning.
68. Teachers plan both subjects well. Lessons are conducted at a brisk pace, effective use is made of resources and there is good subject knowledge. The preparation and very good pupil/teacher interaction create a very good environment for learning, which promotes enthusiasm and stimulation. For example, during a very good Year 6 geography lesson on transport problems in the locality the lesson was organised so that pupils worked in pairs, discussed their tasks in a mature manner and set about completing their work energetically. In the plenary session, they eagerly offered their findings using appropriate vocabulary. Similarly in a Year 3 geography lesson, the teacher brought the lesson alive by excellent use of the interactive whiteboard so that pupils could see and contrast different localities with very good links between geography, history, religious education and PSHE, and could learn very effectively from this approach.

69. In history and geography, good use is made of places of interest in the area to investigate historical and geographical features. This enhances pupils' learning through first hand discovery and experiences, such as conducting a traffic survey of how pupils travel to school and discussing the potential development of a nearby large house. This enhances and develops their skills of enquiry. Similarly pupils develop their skills in history when they visit Blists Hill Museum as part of their comparative study of factories in Victorian times. Such visits and research lead to stronger, more effective learning, whilst bringing the subjects alive.

## Religious education

Provision for religious education is **good**.

### Main strengths and weaknesses

- Pupils demonstrate very positive attitudes towards the subject.
- Pupils' work is carefully marked but does not always indicate how pupils can improve.
- Teachers plan lessons well, have high expectations and make good links with other subjects.
- First hand opportunities to learn about other religions and places of worship are limited.
- There is no formal assessment in place.

### Commentary

70. Standards in Years 2 and 6 are in line with those expected in the locally agreed syllabus. This judgement is the same as at the time of the last inspection. However, since then, the scheme of work has been further developed in line with local guidance. A new agreed syllabus is due out later this year. This will be based on 14 open-ended questions designed to make pupils think deeply about their beliefs and those of others, about worship and celebrations, religious life styles, the meaning of symbols and how people turn to religion for guidance in everyday life. The new approach is very much in keeping with the school's philosophy in that it promotes investigation, exploration, questioning and enquiry. Pupils are encouraged to interpret their findings and communicate them to each other. They are expected to be reflective and thoughtful, growing in understanding and sensitivity.
71. In Year 1, much of the work pupils do is directly linked to their own life styles and understanding. For example, they talk about favourite colours and the feelings they evoke. They think about their special things and places that are important to them. Teachers then help them to share these ideas with one another so that they come to realise that others have different views and feelings. These ideas are then expanded to consider special things and places in religion. By the end of Year 2 pupils have used the computer to compare the interior of a Christian church with that of a synagogue. They know about key people and the main celebrations in both religions. They have handled religious artefacts and used these as a basis for still-life paintings.
72. By Year 6, pupils research the Internet to build a sound knowledge and understanding of the beliefs, teachings and practices of various major religions, and reflect on what religious experiences might mean to those who believe. However, their first hand experience of believers and places of worship is limited because there are few visitors to school and the number of visits to the places of worship studied are limited. Pupils have a very positive attitude towards religious education and this is demonstrated in the care they take in the presentation of their work. Neat careful work is clearly valued by the teachers in their marking, but marking does not explain how pupils can develop their knowledge and understanding further.
73. Teaching is good overall. Teachers use lessons well to bring together English, history, geography and religion. Links with PSHE are especially good and the teachers use the subject to promote spirituality well. ICT is used very well to help pupils throughout the school gain greater insight and understanding. Teachers have high expectations of both behaviour and work but at present there is no formal assessment scheme in place.

74. Leadership and management are good. The co-ordinator is knowledgeable about religious education. She has enthusiastically taken on board the requirements of the revised version of the locally agreed syllabus. The changes to the school's scheme of work ensure that pupils are provided with a good range of experiences in line with requirements. She monitors teachers' planning, ensures appropriate relevant resources are available and keeps herself informed by regularly attending co-ordinators' meetings.

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

Insufficient evidence was obtained to make overall judgements about the provision in art and design, or in design and technology.

### **Art and design**

Two art and design lessons were seen, one in Year 2 and one in Year 5, and the quality of teaching in both of these was good. Both lessons successfully promoted the development of skills, for example techniques for drawing from life and the skills involved in using the work of other artists to influence pupils' own work. However, these are mainly European. When the work on display and the collections of past work were scrutinised, too few opportunities to study artists from other cultures were seen. The profile of art and design has been raised by the recent initiatives that have been put in place such as the work the school does with artists in residence, and the annual art display in the town hall. The after-school art club helps to further develop pupils' skills. At the time of the last inspection, standards were average in both Years 2 and 6. Currently, standards are average in Year 2 and above average by Year 6.

### **Design and technology**

No lessons in design and technology were seen, but judging from the work seen and from teachers' planning, pupils have the opportunity to experience a wide range of different types of activity. Pupils are enthusiastic about the subject and, as a result, they try hard, achieve well and make good progress. Standards in Year 2 are average for their age, but by Year 6 standards are above those expected. This represents a good improvement since the last inspection when standards were below average in Year 6. This improvement has been brought about because there are now named co-ordinators for the subject and links have been formed with both businesses and secondary school specialists. This has improved the confidence and skills of the teachers and raised the profile of the subject.

### **Music**

The schools' provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers are enthusiastic and make effective use of ICT.
- Use of musical vocabulary and evaluation are not consistent.

### **Commentary**

75. Pupils reach average standards by the end of Year 2 and Year 6, and made good progress within lessons seen. This is because there is enthusiastic teaching and pupils enjoy their lessons. Pupils have the opportunity to sing in assemblies and performances and also to create music and play musical instruments.
76. Teaching is good overall. In a good Year 2 lesson, effective use was made of ICT to develop pupils' understanding of pitch, notation and the names of musical instruments. Pupils created

musical sequences and linked pitch to the relative position of the note on the notation sheet. However, pupils did not evaluate their work and so deepen their appreciation of how music can create different effects and moods. Pupils in a Year 4 lesson were carried along by the teacher's enthusiasm. At the end of the lesson they performed the song *Jibber Jabber* with obvious enjoyment. Accompanied by a tape and a xylophone they sang in two parts, maintaining timing and tune. Their diction was less well developed as insufficient time was given to reviewing and evaluating this element. There was also insufficient emphasis on the development of pupils' understanding of musical vocabulary. In a Year 6 lesson, pupils made good progress in how music can create different effects. Paintings by Constable, Pissarro and Van Gogh projected on the interactive whiteboard provided inspiration for the pupils. They discussed as a class and in groups how different musical instruments could be used to represent and reflect the moods illustrated. Pupils evaluated their performance and were able to discuss the work in terms of beat, rhythm, tempo and dynamics. This was a good practical lesson which enabled pupils to combine different musical elements and discuss their relationship.

77. Leadership and management are good. There is now documentation in place to support teachers' planning. This is an improvement on the previous inspection. The subject is well resourced with a good range of instruments attractively displayed. The subject manager has produced an action plan and identified areas for further development.

### **Physical education**

Insufficient evidence was gathered to make an overall judgement on provision. In a good Year 2 lesson, pupils understood how physical activity contributes to health. They were able to develop a sequence of movements on the floor then translate this to the apparatus. Pupils participate in a number of games, gymnastics, athletics, dance and swimming activities. All pupils learn water safety and the large majority learn to swim 25 metres. They have the opportunity to participate in inter-school competitions. There is now a subject manager in place which is an improvement on the previous inspection. An action plan is in place which identifies areas for further development.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP**

PSHE is given an appropriately high place in the curriculum. The subject has an up-to-date policy and scheme of work and is taught to each class every week. The co-ordinator carries out her duties very well, making sure that staff make appropriate links between the subjects. The scheme is wide ranging, encompassing healthy living, including diet, relationships and an awareness of the dangers of alcohol, smoking and illegal drugs, and citizenship.

Only one lesson was observed. This was in Year 2 and the pupils were learning to understand and describe emotions. The whole lesson was designed to raise and enhance the pupils' self-esteem by affirming their individual positive qualities. The lesson was delightful and the pupils paid one another genuine and thoughtful compliments in response to the very good example set by the teacher.

By the time pupils reach Year 6 the topics studied become increasingly wide ranging and pupils consider the difference between a range of jobs both in this country and abroad. They know that skills, ability, location and availability influence opportunities for employment. They learn to challenge stereotyping by race, gender and disabilities, to work as a team for a common purpose and to seek solutions to problems. They become increasingly able to receive feedback about their own work and to give constructive and sensitive appraisals of other people. However, although pupils learn to respect other cultures and faiths in their religious education lessons, too little attention is given to preparing pupils for life in a modern multi-cultural society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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