

INSPECTION REPORT

Prees Church of England Primary School

Prees, Whitchurch

LEA area: Shropshire

Unique reference number: 123494

Headteacher: Mr Graham Tharby

Lead inspector: Stafford Evans

Dates of inspection: 10th - 13th November 2003

Inspection number: 257223

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 215

School address: Cross End
Prees
Whitchurch
Postcode: SY13 2ER

Telephone number: 01948 840209
Fax number: 01948 841453

Appropriate authority: Governing body
Name of chair of governors: Mr David Hopwood

Date of previous inspection: 28th September 1998

CHARACTERISTICS OF THE SCHOOL

Prees Church of England Primary School is situated in a rural village, south of the town of Whitchurch in Shropshire. The school is smaller than the average primary school found nationally. There are some mixed-age classes. The percentage of pupils eligible for free school meals is in line with the national average. Attainment on entry to the nursery varies from year to year, and overall is in line with that expected of children this age. No pupil speaks English as an additional language. Four per cent of pupils are from the Travellers' community. There are 15 per cent of pupils identified as having special educational needs. This is in line with the national average. The percentage of pupils with a Statement of Special Educational Need is also average. The number of pupils who start or leave the school other than at the normal dates varies from year to year and from class to class. It averages 16 per cent of pupils annually. This is higher than the national average figure of 11 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Citizenship Physical education
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	English Geography History Music
10228	Mrs S Russam	Team inspector	Foundation Stage Science Art Design and technology Religious education Special educational needs

The inspection contractor was:

Altecq Education Ltd
102 Bath Road
Cheltenham
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Prees is a good school that gives good value for money. Pupils attain standards that are above the national average in English, mathematics and science by the time they leave the school. The teaching and learning are good. The school is well led and soundly managed. The school's provision for pupils' personal development is very good. This means that pupils leave school with very good personal qualities.

The school's main strengths and weaknesses are:

- pupils achieve well by the time they leave the school;
- the headteacher provides good leadership of the school;
- pupils' behaviour and attitudes to learning are very good;
- standards achieved in science by the end of Year 2 are below the national average;
- the headteacher is overburdened with management responsibilities;
- the school improvement plan does not accurately reflect the school's priorities for development;
- the school provides a good curriculum for pupils;
- the accommodation for the children in the Foundation Stage is not spacious enough;
- the school provides a high level of care for all its pupils;
- good links exist between parents and the community.

The school has made good improvement since the time of the last inspection. The key issues for improvement from the last inspection have been dealt with successfully. Learning opportunities for pupils in the Foundation Stage have improved significantly. Special educational needs provision is much better. The school's provision for pupils' personal development has improved. Thus, pupils' personal development is better. Governors are more effective leaders of the school. The quality of accommodation, particularly library provision, has improved markedly. The school's administration is more efficient. Good standards of achievement have been maintained.

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	A	B	D
Mathematics	E	B	A	C
Science	E	B	A	C

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

Similar schools are those whose pupils attained similarly at the end of Year 2

Standards of achievement are good. Care needs to be taken when comparing different year groups because there is great variation in their levels of ability. Also, a significant number of pupils either start or leave the school other than at the usual dates. Therefore, comparison of results over time is not always reliable. Children make good progress in reception and satisfactory progress in nursery. By the end of the Foundation Stage, achievement is good overall and standards are above national expectations in all areas of learning. By the end of Year 2, pupils attain standards that are above average in reading, writing and mathematics, but below average in science. Although they achieve well by the end of Year 2, the progress they make is slower in Year 2 compared with Year 1. By the end of Year 6, pupils' achievement is good. Pupils attain standards that are above average in English, mathematics and science by the time they leave the school. Inspection evidence indicates that there is no significant difference in the attainment of boys and girls. Pupils' use of literacy and numeracy skills in other subjects is satisfactory. Standards attained in information and communication technology (ICT) are above national expectations and pupils achieve well. Standards in religious education are in line with those expected in the locally agreed syllabus. Travelling pupils

mainly achieve as well as their classmates. Pupils with special educational needs achieve well in relation to the targets set for their progress.

Pupils' personal development is very good. Provision for their spiritual, moral, social and cultural development is very good. Their attitudes to learning and behaviour are very good. Relationships between pupils, and between pupils and adults in the school, are very good. The attendance rate is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning in English and mathematics are good. Procedures for assessing pupils' work are satisfactory and teachers make sound use of the information to match work accurately to pupils' varying needs. Good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of the time available for learning. Pupils identified as having special educational needs are taught well. Teachers expect pupils to work as hard as they can in most lessons and pupils respond by producing a lot of work. When teaching is less effective, what teachers expect pupils to achieve is not high enough. Therefore, some pupils do not make as much progress as they are capable of in these lessons. Teachers use computers efficiently to help pupils learn.

The learning opportunities for pupils are good and have a positive effect on their achievement. The school enhances pupils' learning through a good range of activities outside the classroom.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good.

The leadership of the headteacher is good. He provides purposeful leadership that ensures a positive atmosphere in school, making it a very good place to come to and learn. The leadership of the staff to whom leadership roles have been delegated is good. They promote quality of learning and standards of achievement effectively. The management of the school is satisfactory. The headteacher has responsibility for too many aspects of management within the school. School development planning needs improving because it does not reflect accurately all the school is trying to do and does not explicitly place the raising of standards as a priority for improvement. The governance of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good level of satisfaction with the work of the school. They are pleased with the rate at which their children progress and the way the school provides for their children's personal development. There was concern from a small minority of parents about the information they receive about their children's progress. However, the inspection team found that parents have sufficient opportunities to speak with teachers about their children and annual written progress reports are of excellent quality. There was also some concern from a small minority of parents that the school does not seek their views. The inspection team found that procedures for consulting parents are satisfactory.

Pupils think very highly of the school. They say they like school very much. They are treated fairly and receive help whenever they need it. They are secure in the knowledge that they can approach an adult in the school if they need help. They feel safe and secure in school.

IMPROVEMENTS NEEDED

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

- raise standards of achievement in science by the end of Year 2;
- clarify the roles and responsibilities of the senior management team;
- improve school development planning;
- improve the accommodation for the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved by the end of Years 2 and 6 are **above average in English and mathematics**. They are **above average in science by the end of Year 6, but below average by the end of Year 2**. Pupils make good progress in reception and Years 1, 3, 4, 5 and 6. They make satisfactory progress in the nursery and Year 2.

Main strengths and weaknesses

- Pupils achieve well by the time they leave the school.
- Pupils identified as having special educational needs achieve well.
- Pupils from the Travellers' community make good progress in relation to their starting point.
- Standards in ICT are above national expectations by the end of Years 2 and 6.

Commentary

Foundation Stage

1. When children enter the nursery, their skills are in line with those expected nationally for their age. Pupils make satisfactory progress in nursery and build on this progress well in reception. Thus, by the time they leave reception they have achieved well, reaching standards that are above nationally expected levels in all areas of learning.

Years 1 and 2

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

Standards in:	School results	National results
Reading	13.3 (16.2)	15.7 (15.8)
Writing	11.7 (15.3)	14.6 (14.4)
Mathematics	12.8 (15.2)	16.3 (16.5)

There were 33 pupils in the year group. Figures in brackets are for the previous year

2. Inspection evidence indicates that standards in the current Year 2 in reading, writing and mathematics are significantly higher than the 2003 test results. Standards achieved by pupils are above average in reading, writing and mathematics. The ability of the 2003 group of pupils was well below average, though their test results reflected satisfactory progress in relation to their prior attainment. Although improvement in national test results since the last inspection has been below the national trend, the current rate of progress is good. However, pupils make much greater progress in Year 1 than in Year 2 because the quality of teaching is better in Year 1 than in Year 2. By the end of Year 2, standards in science are below average. However, standards are above national expectations in ICT and pupils achieve well in relation to their prior attainment. Standards in religious education meet those expected in the locally agreed syllabus. This represents satisfactory achievement.

Years 3 to 6

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

Standards in:	School results	National results
English	27.8 (29.6)	26.8 (27.0)
Mathematics	28.4 (27.7)	26.8 (26.7)
Science	30.1 (29.7)	28.6 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that by the end of Year 6 standards are above average in English, mathematics and science. Pupils achieve well in relation to their capabilities. The trend in national test results since the last inspection is above the national trend, although there has been significant variation in standards achieved between different years. This is because there is significant variation in the overall ability of different year groups because some classes contain a much higher percentage of lower or higher attainers than other classes. Also, in some year groups, more pupils start or leave the school between Years 2 and 6 than in other classes.
4. By the end of Year 6, pupils attain standards that are above national expectations in ICT. They achieve well in relation to their prior attainment. Standards in religious education meet those expected in the locally agreed syllabus. This represents satisfactory achievement.
5. There are no significant differences in the attainment of boys and girls. Pupils from the Travellers' community make good progress in relation to their prior attainment. The good progress is due to their good attitudes to learning and the good support and help they receive from teaching assistants.
6. Pupils have sufficient literacy and numeracy skills to enable them to make good progress in other subjects. Pupils' ICT skills are good and help them to work independently in other subjects using computers.
7. Achievement and progress of pupils with special educational needs are good because teachers use individual education plans well to help with planning work that meets their needs. Pupils receive good quality additional help with their learning.

Pupils' attitudes, values and other personal qualities

The provision for and standards achieved in relation to pupils' personal qualities is **very good**. Pupils' attendance is **satisfactory** and their punctuality **good**. Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is also **very good**.

Main strengths and weaknesses

- Relationships throughout the school are very good.
- Circle time¹ and personal, social, health and citizenship education make a very positive contribution to promoting pupils' self-esteem.
- Pupils are very keen to learn and behave very well.
- Improvements since the last inspection have been good.
- Pupils are not given sufficient opportunities to learn independently.

¹ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

- More could be done to seek pupils' views.
- Pupils have a very well-developed sense of spirituality and respect for the values and beliefs of others.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

8. Attendance rates are satisfactory and similar to those found nationally. They are not dissimilar to those reported on in the last inspection report. However, the national average for attendance has risen since that time. Few pupils arrive late for school.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Any other ethnic group
No ethnic group recorded

No of pupils on roll
153
6
4
7
7

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0
0	0
0	0

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

Commentary

9. Pupils show great enthusiasm for school and all participate with keenness and interest in their lessons and the general life of the school. Adults are adept at creating a positive environment for learning, which provides pupils with confidence and high levels of self-esteem. In particular, the opportunities created during circle time and personal, social, health and citizenship lessons promote this aspect of their personal development very well. Pupils always try as hard as they can with the work they are given.
10. Pupils behave very well in lessons and about the school. They are always courteous, polite and keen to show their reliability when given jobs to do. However, too little is done to provide opportunities for them to be enterprising and take responsibility for their learning. In lessons that include opportunities for investigative work teachers are too reluctant to let pupils experiment and learn through their own findings. This is in contrast with situations outside lessons when they are encouraged to be imaginative about setting up initiatives such as fund-raising for 'Children in Need'.
11. Incidents of bullying, racism or other harassment are an extreme rarity, but pupils are confident about how to deal with such incidents should they arise.

12. The Christian ethos of the school underpins its very good provision for developing pupils' own self-knowledge and spiritual awareness. They understand that within the world around them individuals may not share their values, principles or beliefs, but they are nonetheless to be respected. Assemblies make a very sensitive contribution in helping pupils to question different sets of values and to appreciate what they learn.
13. Pupils' sense of morality is very good because they have a secure understanding of what is right and wrong. In discussion, they share their own principles confidently and how these affect their actions and the consequences. Adults provide good role models. They also encourage pupils to contribute to setting rules and sanctions. The school plans to develop this further with the establishment of a pupils' school council.
14. Pupils' level of social awareness is very high. They relate very well to others and are very effective team players. Older pupils express differing views and opinions and reach a sensible solution to problems. Younger pupils understand the consequences of their actions and the impact these have on others.
15. The school has been successful in maintaining very good provision for promoting pupils' knowledge and appreciation of different cultures. Through several subjects, pupils learn about what has shaped and influenced the multicultural society in which they live. By exploring differences in art, music, literature and daily lifestyles pupils understand why there are differences between various ethnic groups. Good account is taken of the feasts, festivals and celebrations of other religions, as well as those pertinent to Christians.
16. By the time children leave the reception class the majority exceed the learning goals² in this area of their work. Children join the nursery attaining average standards and make satisfactory progress. Opportunities for personal development are satisfactory, but adults are too directive and do not allow the children sufficient opportunities to learn independently and through activities they choose for themselves.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The learning opportunities the school provides for children in the Foundation Stage are **satisfactory** and **good** for pupils in Years 1 to 6. The school provides a **good** level of care for its pupils. Links with parents, the community and other schools are **good**.

Teaching and learning

The quality of teaching and learning is **satisfactory** for children in the Foundation Stage and **good** for pupils in Years 1 to 6. The quality of assessment of pupils' work is **satisfactory**.

Main strengths and weaknesses

- The teaching and learning are good in English, mathematics and ICT.
- There are weaknesses in the teaching of science.
- Teaching assistants provide good support to help pupils learn more effectively.
- The teaching of pupils identified as having special educational needs is good.

Commentary

² Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

17. The good teaching in English and mathematics ensures that pupils achieve well. Teachers' lesson planning is satisfactory. They use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Time is managed well in lessons. Little or no time is wasted because lessons are well organised, correctly resourced and pupils are clear what is expected of them. There is good use of skilled support staff to help pupils learn. Pupils say that learning is fun and the lessons are interesting. One of the main reasons for this is that teachers are enthusiastic about their teaching and constantly encourage pupils to do their best. Teachers manage pupils' behaviour very effectively. The strength of their behaviour management strategy is the very good relationships between staff and pupils.
18. Teachers assess pupils' work in detail. In mathematics they use the information effectively to plan work that matches pupils' varying needs. The use made in English is more variable and this is a reason why pupils' progress slows in Year 2 in English. This is because the teacher gives pupils work that is easy and does not extend their learning enough, particularly the higher attaining pupils.
19. In ICT lessons, the teachers built on pupils' previous learning effectively. Secure subject knowledge underpins the teaching. This means that teachers give clear instructions and the pupils know exactly what they have to do to improve their work. Teachers intervene in pupils' learning to ensure that mistakes are quickly identified and rectified. This means that pupils' learning is brisk and they complete a lot of work. Teaching assistants provide good quality support for the teachers and positively affect pupils' learning. Lesson planning is good and ensures that pupils' work becomes harder as they move through the school and that skills are developed in an appropriate order. Teachers make good use of computers to help pupils learn in other subjects.
20. The teaching of science is satisfactory. However, there are weaknesses in the quality of marking, inadequate strategies to assess what pupils know, understand and are able to do and a lack of helpful advice to enable pupils to improve their work. This is the main reason for the below average standards in Year 2. In the good teaching, teachers have a very secure knowledge and understanding of the subject. Lessons are lively and exciting and so pupils are highly motivated. The work is challenging and the teachers have high expectations. In most classes pupils try hard to present their work to a high standard, but lose interest if their teachers do not mark their work.
21. Although the teaching is satisfactory in the Foundation Stage, it is better in reception than in nursery. The teaching of literacy and numeracy skills in the reception class is good and children achieve well.
22. Teaching of pupils identified as having special educational needs is good because the work teachers give them provides appropriate challenge. Adults are supportive without inhibiting pupils' independence. Staff know the needs of pupils well and respond quickly to concerns raised in school or at home. Pupils have full access to an inclusive education.
23. The headteacher monitors teaching. As a result of this, teachers' strengths and weaknesses are identified and evaluated accurately. The school provides satisfactory support to help remedy weaknesses.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	14	8	0	0	0

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

The curriculum

The school provides a **good** curriculum for pupils. In Years 1 to 6 the curriculum is made more interesting by clubs, visits out and visitors to the school. The resources are good for most subjects and the accommodation is satisfactory. In the Foundation Stage, there is a satisfactory curriculum, and sufficient resources to support it, but the accommodation is not spacious enough.

Main strengths and weaknesses

- Purposeful leadership has brought about some good improvements in the curriculum, accommodation and resources.
- In Years 1 to 6 the curriculum caters well for the interests and needs of all pupils.
- Teachers do not extend pupils' writing skills enough across the curriculum.
- The school does not allocate enough time for some subjects.
- Learning is extended through a good range of activities that take place outside lessons.
- The school works hard to ensure that all groups of pupils are fully included in the experiences it offers.
- The Foundation Stage accommodation is too small to meet the needs of the curriculum.

Commentary

23. The headteacher's purposeful leadership, supported by effective subject co-ordinators, has brought about some good improvements in the curriculum, the accommodation and resources in Years 1 to 6.
24. In Years 1 to 6, teachers carefully plan a broad range of work that caters for the interests, aptitudes and particular needs of pupils. Teachers' planning ensures pupils build on knowledge and understanding gained earlier in school life. The planning is designed to ensure that all pupils receive similar experiences, but one that meets their needs. As a result, pupils' achievement in most subjects is good by the time they leave the school in Year 6.
25. However, the school does not allocate enough time to science. This has an adverse effect on the standards pupils reach in Year 2. In the Foundation Stage, teachers do not give enough time to activities that children choose for themselves and this limits their personal development. However, the school gives a lot of time to English but teachers do not always use this productively or effectively. This is evident in Years 3 to 6 when pupils carry out basic exercises that are repetitive and unchallenging, for example for spelling and handwriting. Also, teachers do not provide enough time for drama in order to develop pupils' understanding of language and their speaking and listening skills.
26. Teachers implement the National Literacy and Numeracy Strategies well. The school has gained the Quality Mark Award. The staff's focus on basic skills in order to achieve the award has helped to raise standards in writing. On the other hand, given pupils' above average standards in literacy and numeracy, teachers do not utilise these skills fully in other subjects. The school asked the inspection team to include writing across the curriculum in the issues for the inspection. The evidence of pupils' past work shows that teachers provide a satisfactory range of writing activities, but some are too limited. In science, for example, pupils mainly copy down the teacher's words instead of working out their meaning for themselves. In geography and history, they write commentaries in their own words, but only on basic facts and not more detailed explanations and comparisons.
27. The Foundation Stage curriculum is satisfactory. The main reasons for this are:
 - the classrooms are not big enough for teachers to provide an effective, practical and relevant curriculum;
 - the reception staff do not plan the use of the outdoor facilities in order to develop children's learning across the whole curriculum.

28. Throughout the school, the staff work hard and effectively to ensure that all groups of pupils are fully included in the experiences the school offers. Classroom and specialist staff give pupils with special educational needs, and pupils who are from the Traveller community, good extra support to ensure that they have an equal chance of doing well in lessons. The school is accessible to wheelchair users and it has a plan to cater for their needs should the occasion arise. Staff encourage girls and boys to take part in all activities. There are no pupils identified as gifted and talented. The school provides extra catch-up programmes for lower attaining pupils. In Years 3 to 6, a two-year planning cycle for subjects ensures that the pupils' needs are met in classes that have two year groups. On the other hand, the school does not have a similar system from reception to Year 2. Therefore, it does not fully cater for the needs of the few younger pupils who are in classes with two year groups.
29. The good provision for activities outside lessons helps to enhance pupils' learning within lessons. Pupils' participation in these activities has a positive effect on their enthusiasm for school and creates good social skills and relationships. Examples of the provision are:
- clubs in Years 1 to 6 for seasonal sports and coaching sessions in sport;
 - a good range of visits out, such as a residential visit to Conwy and visits to places of historical interest and art galleries;
 - extra lessons in violin, brass and woodwind.
- Parents have a high regard for the amount of activities the school provides.
30. In Years 1 to 6, the school has improved the accommodation considerably through new building work and resources since the time of the last inspection. The school's improvement of the library accommodation and resources is impressive. Resources are now good for most subjects, and this has a positive effect on pupils' achievement. The school's support staff work alongside teachers effectively and provide good extra help for pupils. On the other hand, the resources are unsatisfactory for practical work in science and this has an adverse effect on pupils' learning.

Care, guidance and support

The procedures for ensuring pupils' care and welfare are **good**. The monitoring of pupils' achievements and personal development is **satisfactory**. The school provides **good** advice and guidance for new pupils and the needs of pupils with learning difficulties are properly met.

Main strengths and weaknesses

- The school provides a warm and caring environment where pupils and staff are equally valued.
- There are good arrangements for pupils' well being.
- Pupils feel confident to approach adults if they need help.
- Parents say that their children are safe and well looked after by a caring staff.

Commentary

31. The school gives high priority to pupils' welfare, and child protection and safety procedures are all in place. This ensures that pupils are safe and well cared for while they are at school. The cleaner-in-charge ensures that the premises are safe and free from hazards. The general cleanliness of the building is very good. Adults properly supervise the children arriving at the school. Sufficient numbers of staff and parents provide good support during outdoor activities.
32. The school ensures that pupils and visitors who are wheelchair users have easy access to all parts of the school. Teachers and support staff promote hygiene very well as part of the

curriculum. Staff are aware of the pupils' medical needs and parents are confident that their children are looked after by qualified staff if they suffer an injury in the school.

33. Induction arrangements for new pupils and those joining the school other than at the normal intake time are good and this enables such pupils to settle down quickly.
34. A school council is to be established this year to consider pupils' views formally. However, pupils are aware of the present help and support available in case of need. School issues are discussed in lessons and pupils definitely feel they are valued and listened to by adults in the school. Pupils with special educational needs and their parents are involved in their annual reviews.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools in the community is **good**. Parents are provided with **good** information about their children's progress.

Main strengths and weaknesses

- The quality of pupils' learning is enhanced as a result of good links with other schools, parents and the community.
- Annual reports to parents on their children's progress are excellent.
- There is good involvement of parents in school life and they support their children's learning effectively.
- Some parents think that they are not well informed about their children's progress.

Commentary

35. The support parents give to pupils' learning, both at home and at school, is good. This contributes to their children's good achievement. Parents are pleased that the teachers provide a good role model and that their children develop positive attitudes to learning and to life generally. The school provides good opportunities for parents to meet teachers and formal information about their children's progress is excellent. Homework tasks involve parents and they cooperate by supporting their children well.
36. Parents are welcome to attend the many activities provided by the school. They feel comfortable in approaching the school to enquire about their children's work. Inspectors observed parents talking to teachers and helping their children to settle into the school routine. The 'School Support Group' raises money for school resources and organises social activities. This very good support is very valued by the school. There are good links with parents of children with special educational needs. The school values consultations with parents and informally seeks their views and feedback. However, parents are not consulted on a formal basis.
37. Partnerships with the community are good. Pupils entertain senior citizens at Christmas time, local businesses provide financial support for special projects and links with the Prees Recreation Club provide valuable additional learning resources for pupils. Children raise funds for national charities. Many volunteer organisations such as Brownies, Cubs and Sunday School use the school for social and educational programmes. The local church is a focal point for number of school activities, such as Harvest Festival, Nativity Plays and end of year prayers. Teachers benefit from links with the 'School Development Group' within the cluster of local schools to enhance their professional skills. The school provides opportunities for Year 6 pupils to visit local senior schools. The parents appreciate this facility and it enables them and their children to make informed preferences.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. This is a very inclusive school and pupils are valued. The school is led well by the headteacher. The leadership qualities of the senior managers are underdeveloped. The management of the school is **satisfactory** on the whole, with **good** financial management. The planning document for the school's development is unsatisfactory. The school is governed soundly and governors make effective contributions.

Main strengths and weaknesses

- The headteacher provides purposeful, enthusiastic leadership.
- The headteacher has too many management responsibilities.
- The leadership is good for English, mathematics, science, ICT and special educational needs.
- The school manages the high numbers of pupils who join or leave the school other than at the usual times well.
- The development plan does not reflect accurately the school's analysis of its work or the positive initiatives that staff undertake to improve standards.
- The principles of best value are implemented effectively.
- Governors have a good grasp of the strengths and weaknesses of the school.

Commentary

38. The headteacher provides purposeful, enthusiastic leadership. He is a very noticeable presence around the school throughout the day. The headteacher sets the tone for the high aspirations of other key staff and the very good relationships within the school community. He works together with staff to provide very well for the all-round development of pupils. This is a similar picture to the time of the last inspection. Staff make it a priority to value all pupils and ensure that they are included in all the school's activities. This is evident in the good leadership of provision for pupils with special educational needs. Therefore, these pupils are supported well. This is a good improvement since the time of the last inspection. On the other hand, the headteacher has too many responsibilities to carry them all out effectively. The roles and responsibilities of the senior managers are not allocated equitably. Therefore, their leadership qualities are underdeveloped.
39. The headteacher checks and reviews the teaching of all the staff and supports them in the development of their expertise. The teachers with responsibility for managing subjects carry out their roles well, for example in English, mathematics, science and information and communication technology. However, the school does not have a clear enough overall view of the school's priorities for improvement because of the weaknesses in the school's development planning process.
40. The management of the school is satisfactory. The school has good procedures in place to enable it to run smoothly each day. The headteacher and governors manage the staffing of the school well and staff enjoy their work. The school has effective procedures for the recruitment of staff and for supporting newly qualified teachers and other staff new to the school. Arrangements for professional development and performance management are good.
41. The high rate of pupils starting and/or leaving other than at the usual dates does not pose a problem for the school. This is because the school overcomes this through its effective checks of what pupils know, can do and understand when they enter the school. The staff also make regular checks of pupils' progress as they move through the school.
42. The school's systems for development planning are unsatisfactory. The staff take time to analyse the work of the school, discuss their findings and take positive action on them. This has resulted in some good improvements, for example in writing standards. However, the

process is not as rigorous or effective as it could be so improvements have not been widespread or rapid enough. The reasons for this are:

- the development plan does not accurately reflect the school's analysis of its work or the positive initiatives that staff undertake to improve standards;
- the headteacher's analysis of pupils' performance in statutory tests does not provide a clear enough picture for staff and governors of standards in the school when compared with other schools;
- the school's self-analysis does not identify some key areas, such as the low standards of achievement in Year 2 in 2003;
- the school's development plan does not focus clearly on raising academic or personal development standards;
- the criteria for judging the success of any developments are not always specific enough.

43. The management of the school's finances is good and the school seeks to ensure that the services it receives are provided at the best value.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	469,940
Total expenditure	473,950
Expenditure per pupil	2,204

Balances (£)	
Balance from previous year	15,043
Balance carried forward to the next	31,769

44. Balances are above average and currently stand at almost 7 per cent of the total school income. This has arisen through careful budgeting in order to:

- support planned projects such as the provision for computer equipment;
- provide for enough staff in the future because pupil numbers fluctuate.

The school provides good value for money.

45. The governance of the school is sound, with some good features. The headteacher and subject co-ordinators keep governors well informed about the school's work. Governors are supportive and some governors, including the chair of governors, make regular informal visits to the school. The finance and curriculum committees effectively carry out their roles. In discussion with governors it is clear that they have a good grasp of the strengths and weaknesses of the school and of performance management. However, they are not involved enough in the school's analysis of its work or development planning processes. This is a similar picture to the time of the last inspection.

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

Areas of learning in the Foundation Stage

46. **The provision for children in the Foundation Stage is satisfactory.** In the nursery, the children make satisfactory progress. Their learning is enhanced through them gaining the 'Growing Together Award' which has been a very important part of the development for the class during the past year. They generally enter the nursery with average standards for their age, though there is some variation from year to year. In the current group of children, a significant percentage are of higher than average ability, with very few who are below average. The quality of teaching is satisfactory. The ten reception age children are taught in a class with eight pupils from Year 1. The quality of teaching they receive is good and they make good progress. These children achieve standards above those expected for their age. The standard of work produced by some of the children is very high. Throughout the Foundation Stage, the children achieve particularly well in physical education activities. The deployment and contribution of support staff to children's learning is good and particularly effective in the reception class.

Personal, social and emotional development

Provision for personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for children to learn how to take care of themselves.
- Relationships between adults and children are good.
- Children are confident, very well behaved and keen to learn.
- Children in the nursery are not given sufficient opportunities to take initiative or develop their independence.

Commentary

47. Although at the time of the inspection children in the nursery had only been in school on a part-time basis for half a term, most showed confidence and interest in their environment. Most children have already developed good skills in this area of learning prior to joining the nursery. Staff consolidate these skills effectively. However, children have too few opportunities to take initiative and thus become as independent as they could be.
48. Children in reception benefit from responding to challenging and stimulating activities, which encourage high levels of motivation and keenness to achieve well. Staff give children good opportunities to think for themselves and use their initiative.
49. In both year groups, relationships are good and the children's behaviour is very good. The quality of children's records maintained in reception is very detailed and comprehensive. These records provide very good information for the next teacher when the children join the infants' class. By the time children leave the Foundation Stage, attainment in this area of learning is good because of the accelerated rate of progress they make in the reception class.

Communication, language and literacy

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

Main strengths and weaknesses

- Children achieve well and attain higher than expected standards by the time they leave the reception class.
- Teaching in the reception class is good.
- Children show interest and enjoyment in books.
- Children's speaking, listening and writing skills are developed well.
- In the nursery, work is not always appropriate for the age of the children.

Commentary

50. By the end of the Foundation Stage, children have made good progress. There is a notable acceleration in the rate of children's learning in the reception class because of the good quality teaching they receive. Children extend their already good range of vocabulary through varied activities provided to promote this aspect of their learning. However, in the nursery, children have too few opportunities to develop this through self-initiated activities, role-play and outdoor play. In both the nursery and reception, children enjoy looking at books and are very confident in talking about what they have read or noticed. In reception, the teaching of letter sounds is very good and helps children to develop effective early reading skills. The more able children read simple texts confidently, blend letter sounds and make good use of the pictures to help them read unfamiliar words.
51. Throughout the Foundation Stage, adults use a range of storybooks to promote a wide range of literacy, speaking and listening skills effectively. Teachers give children a lot of encouragement to write. However, the work they are given is not suitable for some in the nursery because it is too formal. Children are not given sufficient opportunities to explore early stage writing, such as mark making. Nevertheless, most produce identifiable letters, such as those found in their own name. By the end of reception, all but a very small minority write short stories using correct basic punctuation.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve well and attain higher than average standards.
- Teaching is good in reception.
- The limitations of the accommodation hinder provision for practical learning opportunities.
- Too little use is made of the outdoor area to help with children's mathematical development.

Commentary

52. The quality of teaching in the nursery is satisfactory. In reception it is good and this has a significant impact on the rate of progress children make by the end of the Foundation Stage. Most children enter the nursery with average standards of knowledge and understanding. They recognise some numbers and count to five, as well as being familiar with some shapes. They know vocabulary such as 'big' and 'little' and apply such terms to objects they play with. By the end of reception, all but a very small minority count to ten and the majority count far beyond. Children's confidence develops so that they use mathematical language well. The range of practical learning opportunities teachers are able to plan is adversely affected by the limited classroom space, especially in reception. Children do have some opportunities to take part in games and play experiences, which promote and consolidate their knowledge and understanding of number, shape, space and measure. However, too little ready access to sand, water, construction materials and the outdoor area limits the strategies and resources teachers have available for teaching this area of learning.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children achieve well and achieve higher than expected standards.
- Too little use is made of ICT.
- Good quality teaching in reception.
- Too little access to outdoor learning environment.

Commentary

53. Children enter the nursery class with a secure range of basic general knowledge. They are familiar with aspects of the world around them, such as people who are in their family, the house in which they live and their pets. A variety of learning opportunities in the nursery develops their natural curiosity and adults support children effectively in investigating their surroundings. They are less effective in encouraging them to find out things for themselves. When given the opportunity, children select resources and use tools safely to build and construct. Children's ICT skills are not as well developed as they could be because they are not taken often enough to the ICT suite and the class computer is not used in a systematic or planned way. In reception, the quality and range of learning opportunities have improved since the last inspection. This, together with good teaching, promotes children's learning well and they make good progress. They learn early geography and science skills through examining how the changing weather affects the natural world around them. They discuss recent past events and link them to the present and future. Better use is made of computers, but access to the outdoor learning environment is difficult and therefore it cannot be used to best effect.

Physical development

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children attain well and achieve good standards.
- Children handle tools, construction and malleable materials well.
- Children have good ability to control their bodies in physical education lessons.
- Opportunities for outdoor play are poor.

Commentary

54. Children enter the nursery with an average range of skills. Their ability to move with control and co-ordination is good. In indoor activities, children in both classes achieve very well. However, the limited use and inaccessibility of outdoor play apparatus impede children's development in this aspect of their learning. Whilst the outdoor play area has been developed very well since the time of the last inspection, it has not been undertaken with sufficient thought, especially in terms of making it readily accessible throughout the day for children in the Foundation Stage. The limited classroom accommodation means that teachers have to plan very carefully in order to provide sufficient opportunities for children to develop their physical skills within the classroom. Because of this, experiences are often too formal. Nevertheless, children handle and manipulate tools and materials well and make good progress by the end of reception.

Creative development

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Children achieve well and attain good standards.
- Opportunities are hindered by restrictions imposed by lack of space.

Commentary

55. Most children enter the nursery with an average range of skills. They are familiar with several colours, use their imagination well in art and design, and are confident in role-play activities. In reception, staff give children opportunities to develop their ability to model clay and 'play dough' and use such things as beads, rice and glitter to decorate the objects they make imaginatively. Staff provide good opportunities to reinforce learning in other aspects of the curriculum through singing number rhymes and performing action songs. The children have a good sense of rhythm and sing tunefully, especially in assembly. Again, the accommodation is restrictive, for example in terms of performing and making music or for including a creative task as a planned part of learning in mathematics or literacy. In spite of this, because children are well taught in reception, they adapt well to more formal teaching styles, respond positively and make good progress. Teaching and learning are imaginative, expectations are high and the work is challenging.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**. The quality of teaching and the work that teachers plan for pupils are good in the main and this ensures that they achieve well.

Main strengths and weaknesses

- Standards are above average in speaking, listening and writing at the end of Years 2 and 6.
- The quality of teaching and learning is good.
- Teachers do not make enough use of drama to develop pupils' understanding of language.
- Teachers do not use other subjects enough to develop pupils' writing skills.
- The handwriting of older pupils is not joined and fluent.
- Pupils achieve well in reading by the time they leave the school.
- Pupils' progress in reading slows down in Year 2.
- The subject co-ordinator provides good leadership.
- Development planning for the subject is not as effective as it could be.

Commentary

56. Inspection evidence shows that standards in English are above average by the end of Years 2 and 6. Standards are rising in Year 6 because of the school's focus on improving writing. This is evident in the school's national test results in the last two years when the gap has narrowed between reading and writing results. Also in Year 2, standards have improved from average to above average since the last inspection.
57. Standards in reading are average by the end of Year 2 and above average in writing. The school's test results in writing are usually above average whilst reading results have varied over the last few years. Results in reading and writing were well below average in 2003. The school regards that year group as lower attaining when compared with pupils in previous years. These pupils are now in Year 3 and inspection evidence shows clearly that standards are average. The main reasons for the variation in standards of achievement between years are:
- the levels of what pupils are capable of achieving show variation between years;
 - the level of pupil mobility is also more of a factor in some years than others.
58. Inspection evidence shows that pupils achieve well in English by the time they leave the school. There is no significant difference between the standards achieved by boys and girls. Pupils with special educational needs and pupils from Traveller backgrounds make good progress because classroom and specialist support staff give them the extra help that they need. They plan the work carefully so that it is matched to these pupils' learning needs.
59. Standards in speaking and listening are above average by the end of Years 2 and 6. Most pupils speak confidently and have a good vocabulary for describing their ideas and experiences. They listen carefully to their teachers and when other pupils speak. Staff teach the correct subject vocabulary well in English and in other subjects. Also, they help pupils to extend their vocabulary through giving them opportunities to talk to each other when they work together. On the other hand, teachers miss the opportunity to develop pupils' understanding of language further because they provide little time for pupils to act out roles in front of others.
60. Standards are above average in writing by the end of Years 2 and 6. Through good teaching, pupils achieve well. Main factors that contribute to this include:
- the effective training staff have received;
 - pupils are given enough time to write at length;

- staff teach the basic skill of punctuation well;
 - through effective marking, teachers show pupils how to improve their writing.
61. However, in Years 4 to 6, the standard of handwriting is below average because it is not joined and fluent. This term, the school has made handwriting a priority for improvement. Staff teach it well in handwriting lessons. However, standards are not improving as rapidly as they could because teachers do not insist that pupils join their handwriting across the range of their work in English and in other subjects. Also, pupils do not take enough responsibility for meeting the handwriting targets that teachers give them.
62. Pupils reach above average standards and progress well in reading by the end of Year 6. Factors that contribute to this include:
- teaching and learning are good in the main;
 - teachers structure and organise the guided reading sessions well;
 - teachers and support staff teach groups of pupils effectively whilst the remaining pupils work well on reading-related activities;
 - the school promotes pupils' enjoyment and knowledge of books successfully through attractive book displays in classrooms and the impressive new library;
 - parents and carers support their children well in their reading at home and this helps them to make good progress.
63. Reading standards are average by the end of Year 2 and pupils' achievement is satisfactory. Pupils make rapid progress in Year 1 because the teacher has high expectations and this is shown in the challenging work that she gives pupils. Progress slows down in Year 2 because the teacher gives pupils work that is easy and does not extend their learning enough, particularly that of higher attaining pupils.
64. The quality of teaching varies from satisfactory to good and is good overall. An effective feature of this teaching is the teachers' good use of time so the rate of learning is brisk and pupils produce a good amount of work. Strengths in all the teaching include:
- teachers manage pupils' behaviour very successfully through the very good relationships that they have with them. Therefore, pupils' behaviour is very good and they apply themselves readily to the work and try hard to do their best;
 - teachers use computers efficiently to help pupils develop their literacy skills.
65. Leadership the subject is good. Effective leadership has brought about some good improvements in the subject. For example, writing standards are higher and resources are better than at the time of the last inspection. The management of the subject is satisfactory. This is because the analysis of the provision is not as accurate or rigorous as it should be and is not used to inform the school development plan.

Literacy across the curriculum

66. The standard of pupils' literacy skills across the curriculum is satisfactory. Pupils' above average literacy skills are evident in their work in English but teachers do not exploit these skills enough in other subjects. For example, in science pupils often copy the work. In geography and history, although pupils mainly use their own words, teachers limit the writing to accounts of what pupils have learned and they do not use a wide enough variety of forms of writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of achievement are above the national average and pupils make good progress by the time they leave the school.
- The quality of teaching and learning is good, including good use of support staff to help pupils learn.
- The subject co-ordinator provides good leadership of the subject.

Commentary

67. By the end of Year 2, for the last four years, standards attained in the national tests have fluctuated between very low and well above the national average in comparison with all schools and with schools similar to Prees. Inspection evidence indicates that current standards are above average and pupils achieve well in relation to their ability. By the end of Year 6, standards over the last four years in the national tests have varied between well above average and well below average. Current standards are above average and pupils achieve well. The main reasons for the variation in standards of achievement between years are:
- the levels of what pupils are capable of achieving show variation between years;
 - the level of pupil mobility is also more of a factor in some years than others.
68. There is no significant difference between the attainment of boys and girls. Pupils identified as having special educational needs make good progress in lessons. Pupils from the Travelling community achieve well.
69. The quality of teaching and learning is good. Teachers check pupils' work to determine what they know, can do and understand. They use this information effectively to plan work that accurately meets pupils' varying needs. This ensures that pupils work at a level that brings about improvement in the standards they achieve. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. Teachers have secure subject knowledge. They manage pupils' behaviour very effectively. The strength of their behaviour management strategy is the very good relationships between staff and pupils. Pupils respond with very good attitudes to learning and behave very well in lessons. Teachers have high expectations for what they want pupils to achieve academically. There is good use of support staff to help pupils learn.
70. The subject co-ordinator provides good leadership and satisfactory management of the subject. He is clear about what needs to be done to improve standards. However, this is not reflected fully in the school development plan. There is no clear means whereby the school can measure the success or otherwise of its initiatives in mathematics. The headteacher monitors teaching and learning effectively and evaluates the outcomes accurately. Therefore, support is directed to where it is most needed. The subject co-ordinator's teaching is good quality and thus he leads by example.

Mathematics across the curriculum

71. Pupils have sufficient mathematical skills to enable them to make good progress in other subjects. Teachers provide a satisfactory range of opportunities for pupils to practise and develop these skills in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress and attain good standards of work by the end of Year 6.
- By the end of Year 2, pupils have made too little progress and the standard of their work is unsatisfactory.
- Assessment is not used well enough.
- The leadership of the subject is good.
- Too few opportunities are provided for pupils to initiate and undertake investigative work independently.
- In some classes, the quality of teaching is good.

Commentary

72. Standards are below average by the end of Year 2. Pupils make insufficient progress by the time they leave the infants and they are not achieving as well as they did at the time of the last inspection. By the time they leave Year 6, pupils make good progress and achieve good standards of work. This is representative of the standards pupils have been achieving in most years since the last inspection.
73. The progress that pupils make throughout the school is erratic. The school's approach to providing pupils with opportunities to investigate science and devise experiments independently is not adequately focused or systematic. Whilst there are sufficient resources for class teachers to demonstrate experimental science work, these are not adequate for groups or individuals to conduct the activities independently. Not all classes are taught science for enough time each week. The school relies upon the local education authority's document to help teachers with their planning, but it is not adequately detailed. It provides too little help for teachers of mixed age classes so they can plan work that builds successfully upon what pupils have learned already. There are too few planned opportunities to develop literacy and numeracy skills.
74. By the start of Year 6, most pupils achieve average standards of work at best. Throughout the year they make rapid progress because of good teaching and a clear focus on ensuring any gaps in their earlier learning are addressed. Pupils with special educational needs make similar progress to their classmates. However, some more able pupils could achieve even higher standards if they were given harder work.
75. The teaching of science is satisfactory. Weaknesses are evident in the quality of marking and strategies to assess what pupils know, understand and are able to do. There is insufficient helpful advice to help pupils to improve their work. Nevertheless, during the inspection some good teaching was observed in the junior classes. In these lessons, teachers had a very secure knowledge and understanding of the subject, the lessons were lively and exciting and so pupils were highly motivated, the level of work was challenging and the teachers had high expectations. In most classes, pupils try hard to present their work to a high standard, but lose interest if their teachers do not mark their work.
76. The co-ordinator has a clear overview of the quality of teaching and learning. He is aware of the strengths and areas requiring development in staff subject knowledge and understanding. He is also aware of the need to provide a good range of materials to support teaching and learning throughout the school, both for staff and pupils. Less confident staff spend less time teaching science. They provide too few opportunities for pupils' independent learning and do not match work well enough to pupils' age and abilities, especially in the mixed age classes. In order to address these weaknesses, the co-ordinator intends to introduce measures which

include better opportunities to develop literacy, numeracy and ICT skills by providing pupils with more challenging written work, by more formal recording of their learning and by setting targets based on National Curriculum levels. This will enable progress to be tracked and should ensure every pupil achieves their potential. Arrangements will also be made to provide opportunities for competent science teachers to support less confident colleagues so that progress will be more consistent and take place at a more rapid pace.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are above national expectations and pupils achieve well by the time they leave the school.
- The quality of teaching and learning is good.
- The leadership of the subject is good.

Commentary

77. Pupils achieve well in lessons because they try hard to meet teachers' consistently high expectations. This ensures that the good standards reported on in the last inspection have been maintained. There is no significant difference in the achievement of any group of pupils. Examples of good achievement were observed in lessons with Years 1, 2, 4 and 5. The teachers build on pupils' previous learning effectively. Secure subject knowledge underpins the teaching. This means that teachers give clear instructions and the pupils know exactly what they have to do to improve their work. The teachers intervene in the pupils' learning to ensure that mistakes are quickly identified and rectified. This means that pupils' learning is brisk and they complete a lot of work. Teaching assistants provide good quality support for the teachers and positively affect pupils' learning. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject. Lesson planning is good and ensures that pupils' work becomes harder as they move through the school and that skills are developed in an appropriate order.
78. The subject co-ordinator has a good level of subject expertise and leads the subject well. She has good clear plans for the subject's continued development and the drive to see them implemented successfully. However, the monitoring of teaching and learning is not rigorous enough in order to identify where help is needed.

Information and communication technology across the curriculum

79. There is some good use of ICT to help pupils' learning in other subjects, but there are also some missed opportunities. Year 6 pupils produce work to a good standard in history about their visit to a Tudor hall. Year 3 pupils use the Internet successfully to research information about Ancient Egypt. Year 1 pupils use an art program to record their work in religious education. They produce good quality pictures and add text. They show a good level of skill, with many working at a level higher than that expected for pupils of this age. However, during the inspection there was little use of computers in lessons and no withdrawal of small groups of pupils from lessons to use the computer suite.

HUMANITIES

Provision is good in history. Not enough evidence was gathered for a judgement to be made on provision in geography.

Main strengths and weaknesses

- Good use is made of ICT and visits out of school to extend pupils' learning.
 - Not enough use is made of assessment information to guide teachers' planning.
80. The way that the school plans **history** and **geography** means that this term most classes have covered history in the first half of term, except in Year 2 where the teacher has covered geography. During the inspection, no lessons were seen in either subject.
81. In **history**, pupils' work and teachers' lesson planning indicate that the provision is good and that standards are average. Teachers make good use of ICT to support pupils' learning. The school has maintained the positive picture that was reported at the time of the last inspection. It is not possible to form an overall judgement about the provision in **geography** but pupils' work in Year 2 indicates that standards are average in this year group. A weakness in the provision for each subject is that the school does not have a system to enable teachers to check the standard of pupils' work and review their progress.
82. In both subjects, teachers provide a good variety of visits that play an important part in making the work interesting and relevant. For example, in history, a visit to Little Moreton Hall helped Year 6 pupils to have a greater understanding of life in Tudor times. In geography, the Year 2 teacher used the local area well to extend pupils' understanding of the effect that people have on the environment. Teachers provide attractive displays in classrooms to enhance pupils' learning.

Religious education.

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Planning reflects the locally agreed syllabus well.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- Assemblies provide very good opportunities to promote pupils' knowledge and understanding.
- Lesson time is not always used effectively and is sometimes inadequate.
- Leadership and management of the subject have improved since 1998.
- Pupils do not write enough about what they have learned.
- Pupils' attitudes are very good.

Commentary

83. By the end of Years 2 and 6, standards meet the expectations of the locally agreed syllabus. Pupils in some classes achieve better standards because the quality of teaching they receive is of a higher standard. Progress pupils make is erratic as they move through the school.
84. There is a good quality policy document that includes clear guidance to teachers about what they are expected to teach. In the infants, pupils learn about Christianity and Hinduism. Within this context, they gain a secure understanding of special days and festivals and how these are celebrated. They gain an understanding of the meaning of signs and symbols and how different faiths worship their supreme being(s). They are familiar with well-known stories taken from the Bible and know that Hindus have many sacred books. During Years 3 to 6,

pupils continue to develop their knowledge and understanding of Christianity and also learn about Islam and Sikhism. The oldest pupils have a secure knowledge and understanding about the beliefs of Sikh people and the story of Islam.

85. Teaching and learning are satisfactory. In some classes, the quality of teaching is good because teachers have a better knowledge and understanding of the subject and religious education is taught for an appropriate amount of time. In other classes, the subject is too focused on aspects relating to personal, social, health and citizenship education and it is not taught for long enough. Throughout the school, pupils do not write enough about what they have learned and more use could be made of the subject to develop pupils' literacy skills and use of computers for research. In mixed age classes, pupils are not always learning the same things as pupils of their own age in other classes. In all classes, pupils have very good attitudes to learning and behave very well.
86. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development and their knowledge and understanding is further promoted through well prepared and pertinent assemblies. Visitors from the community enhance learning further and visits to the parish church enable pupils to experience the spirituality found within places of worship. There have been satisfactory improvements since the last inspection and the subject is well led and managed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Not enough evidence was gathered for judgements to be made on provision within these subjects.

87. In **music**, one lesson was seen in Year 6 and the whole school was heard singing in assemblies. It is therefore not possible to make a judgement about provision overall. In the Year 6 lesson it was clear that the teacher uses his good subject expertise effectively to help pupils make progress. For example, he helped them to improve their performance when they played percussion instruments. The standard of the work is average. In the lesson and in assemblies the standard of singing is good. Pupils sing confidently and tunefully. They sensitively adapt the volume of their voices to express the mood of the hymns and songs they sing. Boys and girls obviously enjoy singing. In Years 3 to 6, the learning of some pupils is enhanced through extra lessons in brass, violin and woodwind. The school does not have a system that enables teachers to check the standard of pupils' work and review their progress. This is a similar picture to the last inspection.
88. Insufficient work was seen to make secure judgements on provision or pupils' standards and achievement in **art and design**. The work on display suggests that pupils are capable of achieving good standards when using two-dimensional media such as watercolours, pastels and chalks. However, the range of work is limited and the range of resources seen indicate that more specialist skills, such as silkscreen printing, jewellery making and fabric weaving, are taught infrequently. There was also a lack of three-dimensional work in evidence. Good resources have been purchased since the last inspection to help pupils to learn about the work of well-known artists and these now make a good contribution to pupils' spiritual, moral, social and cultural development.
89. There was insufficient evidence to make secure judgements about provision, standards or achievement in **design and technology**. However, photographic evidence indicates that pupils are taught a range of skills and experience opportunities to enjoy food technology, modelling using three-dimensional media, designing T-shirts and using construction materials.
90. Inspectors observed only a limited amount of teaching of **physical education**, therefore no overall judgements can be made regarding standards of achievement, teaching or the leadership and management of the subject. In the lesson observed, the quality of teaching

was very good and pupils attained standards that were above national expectations in the development of hockey skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. No lessons were observed during the inspection, but inspectors looked at pupils' work and spoke with pupils and staff. Citizenship is not taught as a separate subject but as part of personal, social and health education. Pupils achieve very well. They develop confidence and responsibility and make the most of their abilities. They develop very good relationships and respect the differences between people. The personal, social and health education lessons play a major part in helping pupils develop positive attitudes to school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

