

# INSPECTION REPORT

## **Selattyn Church of England Primary School**

Selattyn, Oswestry

LEA area: Shropshire

Unique reference number: 123499

Headteacher: Mr. D. Smith

Lead inspector: Mrs. V. Davies

Dates of inspection: 15 – 17 March 2004

Inspection number: 257427

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	76
School address:	Glyn Road Selattyn Oswestry Shropshire
Postcode:	SY10 7DH
Telephone number:	01691 659744
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Bryce Rham
Date of previous inspection:	27 April 1998

## CHARACTERISTICS OF THE SCHOOL

This is a very small Church of England village primary school for 76 boys and girls between the ages of 4 and 11 situated in the village of Selattyn, approximately three miles north west of Oswestry. The school was originally built as a one-class village school around the middle of the nineteenth century. There are now three classes in the school, taught by 3.5 teachers including the headteacher. Most of the pupils come from the area surrounding the village and almost all are of white British heritage. Pupils come from a broad range of socio-economic backgrounds and free school meals eligibility is low. The proportion of pupils with special educational needs is below the national average. Attainment on entry to the reception class varies from year to year but is broadly average. The school is part of an education action zone and received an Artsmark award in 2002. The school receives some support from a local trust fund. Recent building work has transformed the school's accommodation.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20350	Vivien Davies	Lead inspector	Science, information and communication technology, geography, history, religious education
13526	Richard Barnard	Lay inspector	
2818	Graham Warner	Team inspector	Foundation stage, English, mathematics, art and design, design technology, Music, Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** with a very good ethos in which pupils develop confidence, maturity and independence. Standards are good overall and children achieve well and are happy. The school is very well led by the headteacher who is given good practical support by the governing body and parents. Teaching and learning are good overall. The school offers good value for money.

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

- Pupils in Year 6 are achieving above average standards in English, mathematics, science, information and communication technology, geography, history and art and design
- Teaching is good throughout the school
- The headteacher offers very good leadership
- The work of the school, including the teaching, is not formally monitored and evaluated
- Attitudes and behaviour are generally very good but some younger pupils have acquired restless habits because they have had many different teachers
- Parents support their children very well. They enjoy very good relationships with the school and the new teaching staff

There has been good improvement since the last inspection. Good standards have been maintained and the quality of teaching improved. In response to the key issues of the last report, schemes of work have been developed and more able pupils are now suitably challenged, particularly by improved opportunities for problem solving. The provision and teaching of design and technology is much improved. As a result standards in the subject have risen. Assessment procedures are efficiently used.

### STANDARDS ACHIEVED

**Pupils are achieving well** and standards are above average. In the reception class, the children are on track to reach the goals set in national guidance and some will exceed them. Children are taught well and achieve well.

Because of the small size of each year group, national test results should be treated with some caution. Over several years results in both Year 2 and Year 6 have indicated that standards are generally above average in the core subjects of English, mathematics and science. In the 2003 tests, Year 2 standards were very high in mathematics but standards in English, particularly, were below the level expected, indicating some underachievement by this year group. Inspection evidence shows that the present Year 2 pupils are set to reach national levels in the subject this year and more able pupils will do well due to rapid recent progress since January with their new teacher.

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

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

In the 2003 Year 6 national tests standards in English were average. Standards in mathematics and science were above average. Compared to their results in Year 2, these pupils achieved well; able members of the group achieved very well in English. The present Year 6, pupils are reaching above average standards in English, mathematics and science and achieve well. By the end of Year 6 pupils are also doing well and reaching above average standards in information and communication technology, geography, history and art and design. They are achieving satisfactory standards in all other subjects.

Nearly all pupils really enjoy school and there are good levels of attendance and punctuality. Attitudes and behaviour are good in the lower two classes overall. However, some pupils have developed bad habits and need firm guidance when taking part in discussions or working independently as a group. In the class for the oldest pupils, very good independent learners show mature attitudes and can be trusted to work on small projects, including film making, with minimum support. Pupils' personal development is very good by Year 6 and is enhanced by **very good opportunities for the development of spiritual, social moral and cultural development.**

### **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good overall;** in all classes thorough, knowledgeable teaching supports pupils' learning. Teaching in the upper class by the headteacher is consistently very good because of good subject knowledge and because learning activities are imaginative and engage the pupils well. Good teaching in the middle class has resulted in a recent acceleration in learning and raised standards. However, on a few occasions some restless pupils in this class require clearer classroom rules to help them acquire good learning habits. Younger pupils are consistently well taught by their hardworking teaching team. Classroom assistants offer very good support, particularly to younger pupils. They also contribute strongly to the success of mixed age teaching.

The curriculum provides all pupils with good opportunities for learning. It is enriched by a good range of sporting, artistic and musical opportunities outside the normal lessons including the teaching of German. The care, guidance and support of the pupils are good. Children in the reception class are well cared for. Parents support their children well. The local vicar provides religious education lessons each week and the school attends the church for major festivals.

### **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The headteacher has very clear vision and works very hard. He leads the team very well and is an effective manager in difficult circumstances. He has assumed a very heavy workload in order to meet the high standards he has set. However, arrangements to monitor teaching are not robust enough to support staff development. The governing body know the school very well, are energetic and work hard to make the school a better place for its pupils, but its arrangements for formal monitoring are not strong enough. The Foundation Stage is effectively led by the deputy headteacher. Almost all the staff are new to the school and they work very well together as a team to plan and improve the curriculum. Administration of the school, including its financial management, is very good.

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

The parents think very well of the school and recognise the good quality of opportunities it offers. They are concerned about the impact of long term staff absence on their children and other staff but recognise that the school has managed the situation as well as it can. They value their good relationships with teachers but some would like more privacy during parents open evenings. Pupils really enjoy school, their friendships and the activities. They value their teachers and feel very cared for.

### **IMPROVEMENTS NEEDED**

- Improve the school's formal monitoring so that governors and the headteacher have a planned programme linked to specific school improvement priorities
- Establish very clear routines for managing behaviour so that the effect of staff absence on some pupils' attitudes is minimized.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall pupils' achievement is good throughout the school. Standards are above average in most subjects, including the core subjects of English, mathematics, science and information and communication technology.

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

- The decline in standards in English in Year 2 has been halted and, in particular, more able pupils are achieving high standards similar to those reached in mathematics
- Children in the Foundation Stage achieve well and most will achieve or exceed some of the early learning goals before starting Year 1

#### **Commentary**

1. In the Foundation Stage children attain the early learning goals set in national guidance. Children are achieving well in all areas. The development of speaking and listening skills is an important part of every activity. Teachers model language well and help children to acquire new language. Children develop well in the reception class. They learn to concentrate on tasks and co-operate well with each other.
2. Because the number of pupils in each year group is small, annual variations in the national test results should not be taken as a clear indication of rising or falling standards. Over a period of several years, the standards reached in the national tests in the core subjects of English, mathematics and science have been broadly above average, though there is some evidence of a recent dip in standards in English in Year 2.
3. Last year, Year 2 pupils achieved far above expected standards in mathematics but their English results were below average. Results for more able pupils reflected this picture. This discrepancy in the results for the same year group indicates some underachievement in English and very good achievement in mathematics. The current Year 2 group have improved rapidly since the teaching position was stabilized in January. Thorough, knowledgeable teaching, accompanied by focussed marking, has led to noticeable improvement and pupils are set to match their mathematics results in both reading and writing and science.
4. The 2003 Year 6 national test results indicate that pupils reached average standards in English and above average standards in mathematics and science. All three results compared well with the pupils' prior attainment in Year 2, showing that achievements were good or very good. In particular, compared to their performance in 1999, more able pupils' results were above expected levels for mathematics and science and well above for English. Inspection evidence, including work in other subjects, indicates that the current Year 6 pupils are reaching above average standards in all three core subjects and achieving well. Writing, including presentation, is particularly strong because pupils record most of their work independently. Pupils with special educational needs achieve well.

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

Standards in:	School results	National results
English	27.0 (29.1)	26.8 (27.0)
Mathematics	28.0 (29.1)	26.8 (26.7)
Science	29.5 (27.4)	28.6 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*



5. Since the last inspection standards across the school have improved in design and technology because of better teaching skills and resources. Standards in history and art and design are above average across the school. Year 6 pupils also achieve above average standards in information and communication technology and geography.

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

The provision for the pupils' all round development is very good. The children behave well and have very positive attitudes to their work. Attendance and punctuality are good. High standards have been maintained since the previous inspection.

### **Main strengths and weaknesses**

- Pupils like coming to school and enjoy their work and the activities
- The very good provision for the pupils' spiritual, social, moral and cultural development helps them to build confidence and maturity
- The school is a strongly inclusive community and relationships are very productive
- Some pupils in the middle class do not always behave well

### **Commentary**

6. Parents all say how much their children enjoy coming to school. The school is very successful in meeting its aim of: "All pupils coming to school happy and going home happy." The very friendly and chatty pupils talk about liking their school and are particularly enthusiastic about their activities, including the wide range of sporting and musical opportunities provided. Pupils show a pride in their work, and standards of presentation are very good. Attitudes in lessons are very good overall. Pupils concentrate very well, work hard and enjoy their learning. On occasions in the middle class some pupils are restless, especially when they are not set simple, short tasks to keep them occupied. This is because their behaviour has not fully recovered from a period associated with prolonged staff absences. In Years 5 and 6, pupils' attitudes to work are very good. Their very keen approach contributes very well to their achievements especially in mathematics, science and design and technology. This was seen in a lesson where they very successfully evaluated their own work and, focussing on quality, independently amended their designs of a container. Their enjoyment of reading was very evident in discussion and in their own critical evaluations in their reading records. There were no exclusions in the last complete academic year.
7. There is a very successful commitment by the whole school community to an approach that aims to develop the whole child. This approach is embedded in everything the school does. Younger pupils make a good start in the Foundation Stage and achieve well in developing their social skills. They have quickly settled into routines and are happy and confident. In the class for the youngest, pupils are proud to be "today's special helper", for example when helping their teacher give out and collect resources. As they move through school pupils become very confident, socialise very well and care for each other. Older pupils are very good independent learners because they are given good opportunities. They give younger pupils very good support in the playground and as reading buddies. Relationships are very good, for instance in the playground where pupils organise their own games and rotas for activities very naturally. Pupils help each other very well in lessons, both in collaborating for group work and in giving individual support, such as helping to explain tasks. Personal development is enhanced by a regular residential visit for older pupils.
8. The school has high expectations for behaviour and manners and adults set a very good example; this is much valued by parents. There are no serious problems with bullying, sexist or racist attitudes, and parents and pupils are confident that potential issues are dealt with promptly and very effectively. There have been no exclusions over the last two years.

Emphasis on the arts is a good example of how the school has improved pupils' cultural and spiritual awareness very well since the last inspection. Pupils express their feelings very well from an early age. For example, in a Reception and Year 1 lesson about their local environment, pupils say; "Selattyn is a beautiful village" and; "The children are nice", and write descriptively about features such as fields, trees, grass, farms and the church. The school gives pupils a very positive introduction to living and working in a community. The school's good links with a partner school help pupils to appreciate different cultures and faiths. Pupils are well prepared for secondary school because of the very good links and the independence they have developed as learners. Pupils in Year 6 say they will be sad to leave the school but are keen to pursue their learning further.

9. Attendance levels are good, being above the national average. The school emphasises the importance of regular and prompt attendance and is supported well by parents. Very thorough monitoring systems ensure that the school quickly identifies the few cases of absenteeism or persistent lateness and takes immediate action. Punctuality is good, allowing lessons to start on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is good and its work in partnership with parents and other schools is very good.

### Teaching and learning

Teaching is good and pupils learn well. The quality of the assessment of pupils' work is good.

### Main strengths and weaknesses

- Teaching by the headteacher in the upper class is consistently very good
- Teachers do not always manage groups upset by frequent teacher changes or absence firmly enough
- Good teaching by all staff in the Foundation Stage helps children to settle quickly, acquire basic skills well and develop a love of reading
- Assessment is well done throughout the school. Marking is particularly effective in English in the middle class

### Commentary

#### *Summary of teaching observed during the inspection in 21 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	12	2			

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

10. The teaching in the Foundation Stage class is consistently good. Children are provided with a good balance of interesting and appropriate activities and become enthusiastic learners. Their teachers work very well together and have very good understanding of the needs of their pupils

and of the areas of learning for the under-fives. They receive a good level of direct teaching through sessions that include phonics. Alongside this are opportunities to make choices from a wide range of interesting activities. Teachers make accurate assessments of their pupils and use the information to plan work to meet individual needs so children achieve well.

11. In Years 1 and 2 effective and thorough teaching helps pupils to achieve well. Teachers are very knowledgeable about the curriculum and there is a recent improvement in the teaching of written English. Although the teaching is good overall there is sometimes a lack of consistency in adhering to ground rules during group discussions. Some of the pupils, whose attitudes are affected by many changes of teachers, are restless and inconsistent in their approach to learning. This sometimes slows learning. In Years 5 and 6 teaching is imaginative and expectations are very high so pupils are expected to do their very best in all aspects of their work and conduct. The teaching of English is a particular strength. Handwriting and presentation are consistently good because teachers care about standards and pupils are encouraged to take pride in their work. Teachers provide very good role models, so pupils are using the language well. They select words with care and many are sensitive to the rhythm of the sentence.
12. Across the school teachers make very good use of visual aids to interest pupils and to support their learning. In most classes teachers used the interactive whiteboard effectively to provide stimulating activities in mathematics and to illuminate complex ideas in geography. Other simple props like torn trousers and simple folded paper aeroplanes shed light on scientific ideas.
13. Teachers make very good use of the school's manageable and useful assessment programme to judge pupils' progress and diagnose their strengths and weaknesses. The information is used to set targets, amend teaching strategies and inform discussion with parents. Oral discussion is well used to give pupils the information and strategies they need to help them improve. Marking varies; at its best in the middle class it has made a strong contribution to pupils' rapid progress in acquiring a firmer grasp of the sentence. There is good quality specialist teaching of music.

## **The curriculum**

The curriculum provides all pupils with appropriate and enjoyable opportunities to extend their learning and develop their independence. A range of sporting, musical and artistic activities enriches the opportunities. Resources and accommodation are good overall.

## **Main strengths and weaknesses**

- There is a good balance and breadth in the learning opportunities
- The children in the Foundation Stage class are given a good start
- Teachers plan activities thoughtfully so that all pupils can take part
- The school's accommodation has been transformed since the last inspection

## **Commentary**

14. Teachers plan carefully in order to meet the needs of all pupils in the mixed age classes. Different levels of work are expertly matched so that pupils are successfully learning whilst often being challenged to work at a higher level. The school places a good emphasis on the inclusion of all pupils in all activities. Pupils with special needs are given equally careful consideration, as are all pupils, in the teachers' planning. Teaching assistants are well deployed and make a sensitive contribution to pupils' learning. Interactive whiteboards are being used well to engage pupils in their lessons. Computer skills are being utilised particularly effectively with the older pupils to enhance their learning. They are helped to become researchers and recorders who develop each other's learning.

15. The school provides effectively for the pupils' personal, social and health education. The school has appropriate arrangements for the teaching of sex education and the dangers of drug abuse. The local community policeman and school nurse are usefully involved in these lessons. Parents are also welcomed as partners in the pupils' learning in this respect. The induction programme for the Foundation Stage children prepares them well for the school's routines. The school continues to prepare the pupils appropriately for their further stages of education.
16. The national strategies for literacy and numeracy are well enough established in the school for them to be adapted to meet the pupils' needs imaginatively. The strategies support the teaching of English and mathematics well. At the same time teachers are confidently transferring the skills into other subjects. This ensures a good balance is being maintained in the learning opportunities offered to pupils. Timetables and planning confirm that the balance and breadth in the curriculum are considered as being of paramount importance in developing the pupils as mature learners. A good programme of visits makes effective use of the local area, particularly in subjects such as geography and history. The pupils' knowledge and understanding of the wider world is well developed through residential visits such as the week long visit to York. This contrasting environment develops the pupils' skills on a personal level as well as extending their geography and history learning. There are a comprehensive number of visitors into the school from other communities. All of these activities support the extension of the pupils' spiritual, moral, social and cultural development effectively.
17. The school provides a good range of extra-curricular activities. Visitors to the school provide some after school clubs. The Soccer U. K. group effectively provides the football training for boys and girls. These visitors are involved as a result of the school's cluster group support. The school staff also give good commitment to enhancing the pupils' learning in music making and art clubs. All pupils are given opportunities to take part in these activities.
18. The accommodation has been significantly improved since the last inspection. The school now has a hall that provides space for assemblies and physical education lessons. A safe play area is available for pupils at break and lunch times. Suitably sized classrooms allow the pupils to have space in which to develop their learning. Staff make good efforts to create an attractive learning environment as they display pupils' work carefully throughout the school. Pupils use the play area sensibly. Older pupils take care to give appropriate space to younger ones. A grassed area gives pupils effective space to play games with one another and against other schools. This term pupils are concentrating on developing their swimming skills. A good level of resources for most subjects, including those for information and communication technology, helps teachers and pupils to learn effectively.

### **Care, guidance and support**

The school makes good provision for the health, safety, care and welfare of its pupils. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good. Good standards have been maintained since the previous inspection.

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

- Pupils' relationships with all adults in school are good despite the lack of continuity in teaching arrangements
- Each child is valued and cared for
- The youngest pupils are given a good start and helped to become confident independent learners

### **Commentary**

19. A strong caring ethos permeates the work of the school. The premises are clean, tidy and secure providing a stimulating and pleasant place to work. All members of staff show a caring approach to the children. This helps children to feel valued and is a very important factor in their personal development. Good relationships with all adults in school, despite the lack of continuity in teaching arrangements, are a key factor in the high levels of care. The arrangements to ensure that a responsible adult collects every pupil at the end of the day are an excellent example of the value the school places on care. Pupils know who they can turn to for advice and support whether in the playground, classroom or around the school. Every member of staff plays an important role in this support, which is built on the very good teamwork within the school. Pupils also play an important part in caring for each other. Good assessment of personal and educational development and teachers' knowledge of every pupil ensures pupils are given good support and guidance. The good support given to Foundation stage pupils ensures they are settled quickly into school and helped to become confident independent learners. This has been enhanced by a recently introduced system to improve liaison with local pre-school providers.
20. The value the school places on pupils and their opinions has a positive impact on school life. Pupils are encouraged to put forward their views and ask questions. They are confident to approach members of staff with their views and feel they are listened to and valued.
21. Health and safety arrangements and first aid procedures are good. The school has worked hard to remedy the health and safety risk attached to the site by lobbying for funds, resulting in new building. Child protection issues are dealt with in a thorough, sensitive and confidential manner and all members of staff are kept aware of potential issues and signs to look for.

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

The links with parents and other schools are very good. Links with the local community are good.

### **Main strengths and weaknesses**

- Parents are very supportive of their children's learning and very well involved in the life of the school
- The school fosters parental support very well
- Very good use of links with local schools to support learning
- Links with the church are particularly good
- Some parents feel that their criticisms and concerns are taken too personally

### **Commentary**

22. The school recognises very well the important role parents play in supporting their children's education. Parents are highly satisfied with most aspects of its work, demonstrating the success of the partnership. They provide invaluable support in the classroom, on visits and with extra-curricular activities. The support for art and design is particularly beneficial. They provide very good financial support through the Parent Teacher Association. Parent governors provide valuable support and are very involved in the life of the school. The well presented prospectus, weekly newsletters, use of the noticeboard and an excellent website keep parents very well informed about school life and how to help pupils with their learning at home. Reports provide very good information about pupils' achievements and standards; in particular, the mid-year report with targets for development for each pupil is particularly helpful. The concerns expressed by some parents over information about progress are unfounded and the school is taking good steps to meet their concerns about confidentiality. The school, especially the headteacher, provides parents with an open access that is appreciated by most. Issues are addressed very well and parents' concerns about minor criticisms being taken personally do not apply to current members of staff. Reading records provide very good two-way contact. The local community is used well to support pupils' learning through a good range of visits, and local people make valuable contributions to school life. In particular the local church contributes

well to pupils' spiritual development. Good use is made of the local Education Achievement Zone facilities, especially in relation to ICT facilities and support. Pupils take part in a good range of local musical and cultural events. Very good links with the local secondary school and group of primary schools support pupils' learning very well especially in relation to ICT, physical education and music. Standards in this aspect of the school's work have been maintained at a high level since the previous inspection.

## **LEADERSHIP AND MANAGEMENT**

The school's leadership, management and governance are good.

### **Main strengths and weaknesses**

- The headteacher has very clear vision and works very hard
  - Arrangements to monitor and evaluate the school's work are not robust enough
  - The governing body know the school very well, are energetic and work hard to make the school a better place for its pupils
  - The administration of the school, including its financial management, is very good
23. The headteacher has a very clear vision of what constitutes a good school and what that involves in terms of teaching and learning. He communicates very effectively with the school community, who share his values. The series of staff absences, which has distressed the parent body, was managed as effectively as possible and included talking to the parents involved. In the light of recent staff changes and long-term absence, it is remarkable that he has managed to sustain and develop the high quality provision the school offers. This is partly because his own teaching is very good, partly because he values and respects his staff and also because he works exceptionally hard. However, the series of absences has affected pupils' attitudes in the middle class, which sometimes has a negative impact on behaviour and thereby affects the quality of learning and teaching. The headteacher does monitor the quality of teaching but not regularly enough to contribute to staff development. At present there are insufficient opportunities for teachers to share good practice.
24. The new deputy headteacher and the three part time teachers form an effective and hardworking team who contribute very well to the effective co-ordination of their subjects across the school. Despite disruption, the Foundation Stage curriculum is firmly established and has been well led by the deputy headteacher. The school's strategic plan details very clearly the many activities that the school undertakes in order to improve its performance. However, it does not make enough use of its well organized performance data to identify what the school needs to improve and what impact, perhaps measurable, the actions taken to effect these improvements will have. It did not identify, for example, the discrepancy between English and mathematics results in Year 2. The school development plan does not include formal monitoring arrangements that involve the governing body.
25. The governing body is very involved in the work of the school. Governors are hardworking and give the school very practical support. They were heavily involved in the recent extensive building project and supported the headteacher very well in this onerous management task. The school community is close and governors make a strong contribution to the very good relationships between all of its members. However, there are some aspects that require tightening. In particular, the governors have not established a formal monitoring routine. Although they visit the school frequently they do not make formal, regular arrangements to review the health and safety of the site nor to review the work in the classroom.

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

Income and expenditure (£)	
Total income	£207,620
Total expenditure	£197,147
Expenditure per pupil	£2,776

Balances (£)	
Balance from previous year	£9,430
Balance carried forward to the next	£10,470

26. Prudent financial planning and secure management and monitoring of budgets help the school to meet its targets for development and educational priorities. The forecast for 2004/5 indicates that the school budget will fall significantly. The school has worked hard to manage this without affecting staffing levels. The tiny budget surplus indicates how tightly the finances are managed. Decisions on spending and allocation of resources are made with a good appreciation for the principles of best value. The school's administrative officer provides very good, expert support, particularly as the headteacher has a considerable teaching commitment.

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

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

27. The children join the school and enter the mixed age class of Reception/Year 1. Most of them received some pre-school experiences from playgroups spread around the area. The children's attainment on entry is broadly average in all areas of learning. A good induction programme, which includes assessment, prepares the children well for school.
28. The quality of teaching is good overall. Two part-time supply teachers are teaching the class this term. The teaching arrangements have been re-organised due to the absence of a permanent member of staff. As a result of the good teaching, the children are well on the way to achieving the early learning goals in all areas of learning. An early identification of special needs ensures that all pupils receive effective levels of support. Support is mainly within the class although on occasion children are withdrawn by age group to work more intensively with either the class teacher or teaching assistant. All staff are involved in the on-going assessments which make an important contribution to the children's good rate of progress and personal achievement.
29. The deputy headteacher was responsible for teaching the Foundation Stage class during the autumn term but moved to teaching the Year 2/3/4 class due to the long-term absence of a member of staff. However, the deputy headteacher still provides effective leadership and support for the part time supply teachers and classroom assistant currently teaching the class. The provision is managed well and both the Foundation Stage curriculum and the National Curriculum are planned appropriately. Children in the Foundation Stage are effectively prepared for their work in Year 1.

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

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

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

- Opportunities to develop personal skills are embedded in all activities
- Purposeful activities underpin the learning so that good progress is made
- Children quickly settle into the school routines

#### **Commentary**

30. The children are well prepared for school by a well-devised induction programme. This ensures that teachers have good knowledge of the children's needs and that the children have a clear idea of the school's expectations. Consequently, the children settle into the school's routines well, helped by the good level of support given to them by teachers, support staff and the older pupils in the mixed age class. They co-operate well with one another in classroom and outdoor activities, and share toys and equipment. They sit attentively when whole class discussions take place. They make sensible contributions to the discussions, because the teachers include them with purposeful questions. When they are using wheeled toys in the outside area they are excited, but still take care to give one another space to move around safely. The children are beginning to become independent. The good relationships between adults and children, and children with one another, underpin the good progress being made so children will achieve the early learning goals before joining Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**



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

### **Main strengths and weaknesses**

- Teachers provide a wide range of interesting activities for children to develop their skills
- Children react positively to these opportunities and take part enthusiastically
- Constant use is made of accurate language in all areas of learning

### **Commentary**

31. The children have a good number of opportunities to develop their basic skills in communication, language and literacy. Teaching is good. They sit on the carpet to listen attentively as their teacher reads, very well, the story of "Jack and the Beanstalk". As they have been concentrating so well they are able to make a series of sensible contributions to the class discussion, which focuses on the reasons why things happen in a story. They are then able to sequence the story accurately as they place sentences in the correct order. They receive sensitive, but unobtrusive, support from the teaching assistant in order to do this successfully. More able children are given a more complex task and the ordering of sentences has to be completed more independently. The expressive reading of the story by the teacher also contributes to the development of the love of reading, demonstrated when reading aloud.
32. The children take care with their handwriting. They are beginning to form letters correctly and pay attention to the size of the letters as well as the formation. Children work hard to read a story well. They predict words accurately and use picture clues and initial sounds of words. The children work with the teacher as they begin to blend sounds of words together successfully. Each week, teachers focus on a particular blend of sounds. In one lesson the children were able to accurately use the "ch" blend at the beginning of words. The teacher presented the task imaginatively. Each child in the group produced objects beginning with the blend sound from a bag. Their learning was then carefully extended, as objects that did not begin with the blend sound had to be sorted into a different group by each child. Each child was involved so good progress was made. In all activities children concentrate well, listen thoughtfully and talk with good measures of confidence. They are on track to reach or exceed the goals set before joining Year 1.

## **MATHEMATICAL DEVELOPMENT**

The provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Mathematical activities are practical and good resources are provided
- Children are clear about what they are achieving in their learning

### **Commentary**

33. The children are given good practical experiences in order to develop their knowledge and understanding. Work is carefully planned so that more able children are working with more abstract numbers but still have real objects available to support their learning. The teacher and support assistant skilfully support the children. They play adding-on games with a dice. Children worked speedily and accurately at this task. The good level of resources and support ensures that the children are achieving well and will reach the required standards by five. Tasks are appropriately targeted at the children's ability levels. Individual children are able to explain clearly what they have been learning. However, they are not always able to talk about their work during whole class sessions because the teacher does not always settle the class well enough.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- A good range of exploratory opportunities are given to the children
- Teachers plan carefully and resource activities imaginatively

### Commentary

34. Teachers plan a good range of practical, meaningful activities that develop the children's knowledge and understanding of their world effectively so they are on line to achieve the early learning goals before joining Year 1. The teacher deploys the teaching assistant appropriately in order to maximise learning. The teachers develop the children's understanding of the differences between a town and a village. The class visited Shrewsbury and walked around their village. Teachers pointed out important features to the children. The children are very assured and contributed well to the discussion, based around photographs taken on the visit. The teacher helpfully records the differences between the two places on the whiteboard. Although the children are not always well prepared to listen to one another they are keen to contribute to the discussion. The teacher is alert to this and ensures that everyone does contribute and listen to one another thoughtfully.
35. The children focus well as they identify different sounds made by carefully selected musical instruments. They identify the instruments accurately, and correctly name the different ways that they can be played. They delight in strumming, banging, shaking or blowing them. As they have been able to do this practically they are able to place them accurately in the correct categories when working in small groups. The children learn about the different senses and record their findings pictorially with great skill. They differentiate successfully between old and new by studying themselves as babies and as they are now. This is re-enforced by a classroom display of toys from the 1950s such as a ball and cup.

## PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

### Main strengths and weaknesses

- Children have appropriate opportunities to develop skills in the outside area as well as in the school hall
- Progress in skill development is carefully monitored

### Commentary

36. The children were observed working in the classroom and outdoors during the time spent in the school. The days during the school week when the children work in the hall fell outside the inspection time. However, it is clear from the outside activities that their physical skills are developed effectively and children will meet the advised standards before the end of the reception year. There is a good range of wheeled toys that are well used. The children have exclusive use of a large play space during lesson times. The children are well taught. The teaching assistant works outside with the children and there is a range of carefully structured activities. The teaching assistant acts as a good role model by demonstrating the need to control movements. The children use the space with skill and safety as a result. The teaching assistant has a systematic approach to checking the children's progress in developing their skills. A chart is used to indicate what equipment is available outside. This is discussed with

the children. Individual skills in using the equipment are carefully recorded. This record feeds into the overall record of skills maintained on all aspects of children's development. In the classroom the children develop the finer physical skills of cutting and sticking effectively whilst also developing their creative skills. They grip pencils properly as they begin to become writers in their communication, language and literacy work. The school has plans to develop a separate outdoor area for the children at the beginning of the next school year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The children develop their musical abilities with a skilled teacher
- Teachers plan carefully to give them opportunities to use paints, paper, pencils and fabrics in their work

### **Commentary**

37. The displays of children's work confirm the good range of opportunities given to them to develop artistic skills effectively. Teaching is good. The children are meeting nationally expected standards. In their music making they listen carefully as they focus on short sounds made by instruments. The teacher has chosen an apt range of instruments for them to use and explore. The children are interested and enjoy the exploration. They quickly identify the differences in the sounds made according to how they use the instruments. All of the children take part and quickly become accomplished at shaking, blowing or plucking the instrument that they are holding. They perform imaginatively but differently from one another. The children are achieving well as performers. Displays confirm that they are being encouraged to combine tissue paper, paints, coloured pencils and wools together imaginatively. They are using coloured papers and fabrics in weaving patterns. These develop skills well and enrich their working environment.

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

### **English**

Provision in English is **good**

### **Main strengths and weaknesses**

- Teaching is very good in Year 6
- Year 6 pupils are confident and skilled users of language and have very good opportunities for independent writing in English and in the other subjects of the curriculum
- Very good recent improvement in standards of writing in Year 2 because of focussed marking
- Results in 2003 for Year 2 pupils were too low because teacher expectations, particularly for the most able, were not high enough

### **Commentary**

38. Standards in Year 2 in 2003 were below average in reading and writing. The same pupils achieved well above average results in mathematics, indicating a significant underachievement in English. Able pupils also performed badly compared to their mathematics results and those of similar schools. However, since January the class has had a new teacher and there is evidence of rapid improvement for all pupils, including those with special educational needs.

Very focussed marking to help young pupils acquire accurate writing reinforces good, thorough and focussed teaching. Pupils' work is more neatly presented, indicating that they are making a better effort. Spelling and sentence structure are also becoming more accurate. In lessons, pupils are using their reading skills well and make good use of phonic skills when attempting to spell unknown words. However, some pupils need more visual support as they cannot always recall the letters they need. This is a restless class that has suffered from several changes of teacher due to absence. These pupils find listening difficult, so discussions and the sharing of work and ideas are difficult to manage and pupils talk out of turn and slow the pace of lessons. Homework is appropriate for the age group.

39. Test results for 2003 showed that standards in Year 6 were below the national average. However, these pupils achieved better than expected compared to their previous results. More able pupils achieved very well compared to their previous results, the national average and results achieved by similar schools. The present Year 6 are achieving well and work indicates that they exceed standards expected nationally. Teaching in this class is often very good. Expectations are very high and pupils write well in many subjects. Standards of presentation and handwriting are good. Pupils use fountain pens and take pride in their work. Lessons are well paced so pupils achieve well without losing opportunities to reflect. A lesson on conditional sentences provided all pupils with an opportunity to create an example after some very good direct teaching. The teacher then discussed the poem 'If' before pupils set about creating a simple but similar poem based on their home life. This task was completed before the end of the lesson and some pupils also used the Internet to find out about Rudyard Kipling. Homework tasks are linked to classroom work and include an extended story that lasts for several months.
40. Speaking and listening skills are developed well by teachers and standards are above average. Teachers demonstrate language well, so a pupil contributing to a discussion picks up the teacher's language and starts to use correct terminology. Teachers respect their pupils' views and contributions during discussion so pupils become confident talkers. However, some younger pupils need more consistent classroom rules to help them make contributions to the discussion at the right time so that pace is maintained. The new school hall extends opportunities for drama, which the school are keen to pursue. At present Year 6 pupils are working on scripts as part of a video filming sequence. The subject is effectively co-ordinated and staff work closely together as a team. Standards have been maintained since the previous inspection.

### **English across the curriculum**

41. English is used well to support learning in most subjects. In many subjects, including science and geography, the quality of pupils' written work is good and independently produced. Presentation and handwriting are good because of consistent expectations. Pupils make good use of reading, and particularly of research skills, to support their learning. The teachers pay good attention to teaching correct terminology and provide good opportunities for pupils to use it.

### **MATHEMATICS**

The provision for mathematics is **good**.

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

- Standards are above average at the end of Year 2 and Year 6
- The pupils make good progress and achieve well as a result of the good teaching
- Although work is marked regularly it does not always clearly indicate how pupils could improve

#### **Commentary**

42. The good start to learning in mathematics in the Foundation Stage class is effectively built upon in the other classes. In both the infant and junior classes the pupils make good progress as tasks increase in complexity. They achieve well and standards are above average by the end of Years 2 and 6. Pupils with special educational needs are being well supported by teachers who plan work at different, appropriate levels and support staff who intervene thoughtfully. As a result they achieve as well as all pupils. Teaching is good overall with some strong features in the Year 5/6 class. This is a good improvement since the last inspection.
43. Pupils in infant classes concentrate upon the development of their understanding of number very thoroughly. They apply their learning to shapes, money and time. The pupils achieve well because there is a systematic approach to using skills developed in one aspect of learning to support another. An example of this in Year 2 is where knowledge of number is used to build up graphs accurately. The brisk pace of the mental mathematics part of the lesson engaged Year 2 pupils in the Year 2/3/4 class immediately. They were well supported by an effectively deployed teaching assistant who intervened only when it was necessary to clarify their understanding. The pupils were able to solve multiplication problems. They had pegboards to help them decide how to record their work. Individual targets are clearly established to encourage appropriate individual progress. In a very good Year 5/6 class lesson pupils were extended in the mental mathematics session. The teacher used the interactive whiteboard and posed questions in order to stimulate interest and speed up the pupils' understanding. Pupils moved on to a number of different activities well prepared to explore and investigate problems. Some pupils used clinometers accurately to carry out measurements of heights. Others used the computers independently to compile data analysis on the Excel program. These more able pupils were doing this with confidence and accuracy.
44. The quality of teaching is good with particularly effective teaching in the Year 5/6 class. Where teaching is best, a wide range of interesting activities is planned. They are resourced well. The teacher works in an interactive manner with the pupils by posing open-ended questions. A good number of pupils are thoughtfully involved in the discussions that are such an important feature of their learning. The teacher is constantly monitoring the pupils' achievements. Pace is decided by the rate at which work is completed successfully. Pupils work hard, improving accuracy as they identify their own mistakes. Work is regularly marked but in some instances there is not enough sharp identification of what pupils need to do in order to improve their work.
45. The subject is well resourced. All staff contribute to ensuring this level of success.

### **Mathematics across the curriculum**

46. This is a particularly successful aspect of the school's development of the subject. The pupils' understanding of the use of mathematics in the world is well supported through the practical nature of many of the activities. For example, data analysis is used effectively in developing the pupils ICT skills. Design and technology work is enhanced as pupils use graphs to help them make good decisions about the use of appropriate materials in their products.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils' learning is based on clearly taught principles presented in an interesting manner
- Teachers place very good emphasis on the importance of fair testing, accuracy and the use of appropriate technical language during experiments.

#### **Commentary**

47. Standards in the Year 2 national assessments in 2003 were well below the national average and those achieved by similar schools for all pupils including the most able. However, pupils' recent work and the evidence seen in lessons points to a rapid, recent improvement in standards. In particular, the teaching style adopted maximises learning opportunities for this restless class. Despite some pupils' difficulty in dealing with independent tasks, the teacher organized his lesson very well so that pupils had short purposeful experimental tasks followed by very well paced teaching and well focussed discussion. Pupils worked hard during the lesson seen and achieved well.
48. Pupils in Year 6 achieve well and often very well. In the 2003 tests all pupils, including the most able, did better than expected compared to their performance in Year 2. They are very well taught. In a lesson linked to design and technology, simple experiments were used to help pupils understand the fundamental principle behind flight. The teaching was very clear. Interesting direct teaching using very good visual aids helped pupils to gain a clear understanding of the principle prior to starting to design their own models to meet the challenge of sustained flight. Work in books was very neatly presented and the drawing of some diagrams was very good and a pleasure to see. Most of the written work was independently drafted and often reflective, for example, a pupil describes magnetism as a 'weird force'.
49. The subject is effectively co-ordinated by staff in this small school working closely together. Lesson planning is good and includes extension opportunities. There is a good overall subject plan that recognises the needs of mixed age group classes. Assessment is an ongoing part of lessons. Standards, particularly in investigative science, have improved since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average in Year 6
- Pupils use their ICT skills well in other subjects
- Resources have improved considerably in recent years

### **Commentary**

50. The school has worked hard recently to establish the subject effectively. As the school acquired more of its own resources it has benefited from the technical and resource support of education action zone membership. Opportunities to use information and communication technology are planned well in other subjects. Resources are good and include a recently acquired digital video camera which is used by the pupils for film making. Pupils demonstrated their skills and capability independently and with confidence.
51. Standards in ICT have improved since the last inspection. They are above average in Year 6 and average in Year 2. Most pupils have computers at home and all, including the youngest, are aware of Internet safety. Year 2 pupils use the computer with confidence. When demonstrating their knowledge, they switched on a strange computer and selected programs from a menu that they wanted to share. They have been well taught and can use most functions within Word to edit and present their work. At home some of the pupils use e-mail to communicate with family in other parts of the world.
52. Year 6 pupils are very confident. They use the computer and other technology as essential learning tools. Many of their lessons are enhanced by computer-based research. At present pupils are seeking to construct a simple aeroplane in science/design and technology. One group of pupils is using the Internet to compile a basic fact sheet about flight to support this project. Pupils in this class created a PowerPoint presentation for a personal, social and

health education lesson. They constructed an Excel spreadsheet using simple formulae. After some basic instructions they also made a short film with hands-off support by a classroom assistant. They edited the end product and will add sound and titles to their work. Pupils evaluate and plan improvements to the procedures adopted. They are taught the basic skills very well, and then given challenging tasks that enable them to use these skills in a purposeful way. The subject is effectively co-ordinated and the staff team work closely together.

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

53. ICT is well used across the well planned curriculum. Teachers and pupils used interactive whiteboards effectively to enhance their lessons. In Year 2, in mathematics, mental activities proceeded at a cracking pace as pupils calculated the position of a worm on assorted grids. In geography with the Year 6 pupils, the zoom function was used very effectively to help pupils move from four to six figure grid references. Independent research by pupils is encouraged. It is purposeful and pupils work co-operatively on projects. They decide on the relevance of information and appropriate presentation.

### **HUMANITIES**

There was one lesson seen in geography and none in history or religious education.

It is not possible, therefore, to make an overall judgement about these subjects. In both geography and history there was a good body of work, which was examined. Inspectors also spoke to pupils. There were strong indications that standards had improved since the last inspection. Standards in history were above average; in geography were above average in Years 3 to 6 but average in Years 1 to 2.

In **history** in Year 2 toys were successfully used as a focus for examining artefacts from the past. Pupils worked enthusiastically and collected samples of toys from family members. There were independently written reports in books recording anecdotes from parents and grandparents about their toys and also individual photographs of speakers who visited and shared their memories of favourite toys. More able pupils were given the opportunity to extend their work. There was evidence in conversation that pupils appreciated why toys had changed over time. Work from pupils in Year 6 showed evidence of high levels of independent research and also contained many references to the use of first hand evidence. In the project on the 1960s, work was included on housing, shopping and popular music. There was good evidence of interviewing used to gain evidence from people who were young adults at the time. These pupils are just beginning a project on World War 2 and they have an impressive exhibition of contemporary resources to draw on. Teachers are knowledgeable and enthusiastic. Teachers work hard to base their projects on an accessible and meaningful body of evidence. Work in the books was neatly presented and often contained independently written accounts.

In **geography**, Year 2 pupils are developing a good knowledge of their local area because they look at maps showing local villages and hamlets. They record the modes of transport used for the journey to school. Most recent work contrasts maps of the UK with those of India. A pupil who made the trip recently helped everyone build up details of the journey. In Year 6, work is firmly based on maps. Pupils can use a gazetteer, know ordinance survey symbols and can use grid references. In the lesson seen they were very well taught to use six figure grid references. In teaching this very difficult topic the teacher made very good use of the interactive whiteboard so pupils could see the grids expand and thus make sense of the extra reference. The new learning was applied to a large-scale local map and pupils really enjoyed pinpointing local features that were important to them as they consolidated their new skills. They make good use of their skills to build up a good picture of places including Snowden. Much of the work is independently recorded. This work is reflective and makes good use of source material. Geographical terms are used well in the writing.

**Religious education** lessons are taught by the local vicar on a day which fell outside the period of the inspection. There was a very limited amount of recorded work. This included some interesting work on Saint Chad, first bishop of Lichfield and religious settlements during Anglo Saxon times.

There was also an account of the first Christian activity in the village. Discussions with pupils indicated that they had some knowledge of major Christian festivals. Year 2 pupils knew the broad sequence of the Christmas story and, with help, could name the important participants. Year 6 pupils had similar knowledge of events surrounding Easter. These pupils knew that other religions existed but had little idea of any festivals or customs. There is a school scheme of work for religious education.

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

It was only possible to observe one **music** lesson with the mixed Reception/Year 1 class and one lesson with the mixed Year 2/3/4 class. In the lesson observed in the latter class standards were average. Satisfactory attitudes to their learning in this class resulted in satisfactory achievement. Pupils benefit from being taught by a skilled part time teacher. They sing a good variety of songs well in assembly. In their singing they pay careful attention to the pitch and rhythm of the songs. They show ability to use their bodies as instruments as well as performing effectively with percussion instruments.

It was only possible to observe one gymnastic lesson with the mixed Year 2/3/4 class during the course of the inspection. As a result it is not possible to reach a secure judgement on the standards, teaching, learning and achievement throughout the school in all aspects of **physical education**. In the lesson observed, pupils' standards were average. Teaching and learning were good as was the pupils' achievement. The planning and discussion with staff confirm that the school makes good arrangements overall for physical education. The recently built hall has given the school a good opportunity to begin developing gymnastic and dance skills. There is an appropriate concentration on aspects of physical education in different terms of the school year. The current focus is on swimming. All pupils from Year 2 onwards have the opportunity to go swimming every week. Good standards are achieved. The recently appointed deputy headteacher is enthusiastic. He is developing a range of extra-curricular activities appropriate to the seasons. Outside agencies such as Soccer U.K. are involved in delivering activities as well as school staff. Good links are established with other schools in a cluster group. Both boys and girls are involved in mixed groups in activities. The school is particularly proud of its involvement and success in cross-country running, which it had established prior to the hall being made available. It was able to do this because of the good field provision. The newly surfaced play area is giving the pupils welcome extra space in which to develop games skills effectively. Pupils talk enthusiastically about their participation in physical activities in the school and in competition with other schools.

### **Art and design**

The provision for art and design is **good**.

### **Main strengths and weaknesses**

- Pupils' standards are above average throughout the school
- Pupils achieve well
- Teaching and learning are good throughout the school

### **Commentary**

54. The above average standards and good achievement are improvements on the findings of the last inspection. The quality of teaching is good and activities are interesting to the pupils. They use a wide range of materials in developing their skills and techniques in making art.
55. Pupils are developing their skills systematically. Individual portfolios are established in infant classes. These show that pupils are developing skills in the use of paint. Sketchbooks are used to support the monitoring of progress. Paper and card are beginning to be used as art making tools. Pupils carefully add detail to their work. An example of this is when pupils paint



faces of themselves and then apply similar techniques to painting faces of imaginary adults. Junior class pupils build upon these experiences thoughtfully. Still life drawings in their sketchbooks include very close detail in producing line and depth. Folders carefully record progress as well as sketchbooks. Careful attention is paid to a balance between realistic and imaginative work. In displays of junior pupils' work, their use of different numbers of lines to produce reflective patterns attractively confirms their skills. Pupils achieve well as a result of grasping the opportunities to develop their skills using a wide range of resources. This includes those pupils with special needs, who achieve as well as other pupils in this creative area of their learning. The creative nature that is being nurtured in these lessons supports the pupil's spiritual, moral, social and cultural development very well.

56. Teaching is good throughout the school with some very good features. Teachers plan thoughtfully and resource activities with care. Interesting tasks are imaginatively presented to pupils. In the lesson observed, learning moved at a brisk pace. Opportunities were given to pupils to make useful contributions to discussions so that they were learning from one another as well as from adults. The class teacher and support assistant were giving sensitive support that did not deter pupils from responding creatively. The pupils were tearing coloured papers to create turbulent and calm seas that were being formed into a large class collage. The teacher brought learning together by drawing out the very good examples of work that had been produced.
57. Work is carefully co-ordinated by the staff working together in order to ensure continuous progress is being made. Resources are good and systematically stored so that they are readily available to both staff and pupils.

### **Design and technology**

The provision for design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Good improvement since the last inspection
- Good use is made of the subject's skills across the curriculum
- Teaching and learning are good in the class for the oldest pupils

### **Commentary**

58. Design and technology work was observed in the Year 5/6 class as part of the group work lessons that provide opportunities to work independently. It was also observed as part of a lesson focused on scientific learning in the same class. In addition, a good sample of work, planning and display work around the school enables a number of secure judgements to be made. Standards are average overall with some better standards when design and technology is the focus of the pupils' learning. This sustains the standards found at the end of Year 6 at the last inspection. Teaching is satisfactory overall but good in the Year 5/6 class. Pupils achieve satisfactorily overall but achieve well in the Year 5/6 class when design and technology is the focus of the pupils' work.
59. The work in design and technology is being fully recorded in workbooks. Photographs, often taken by the pupils with the digital camera, are a further careful record of what pupils are achieving in their work. This recording confirms that the pupils are completing the whole process of learning in design and technology. The initial designs in infant class years are carefully annotated. This enables the pupils to make appropriate modifications before choosing materials to make their products. The pupils are being encouraged to make apt choices of materials in order to complete products such as hinges made with paper and card. They complete the processes by evaluating their work together with sensitive adult support. In junior age classes the pupils build upon this beneficial beginning to their learning. An

increasing amount of time is spent on investigating, planning and making before evaluating independently. Pupils use their ICT and numeracy skills as they evaluate through using tables of analysis and graph work in the Year 5/6 class. One example of these skills being used effectively is when the pupils use a camera confidently to make a film. A further example is when they analyse how a wing works in a science lesson on forces. Pupils with identified special needs often work with skill in this practical subject. They achieve as well as all pupils in consequence.

60. The quality of teaching is satisfactory overall. Teachers plan with care. They make tasks interesting by making them as practical as possible. Where teaching is best in the Year 5/6 class clear instructions are given through a high quality explanation of the tasks. Occasional support is then given so that pupils become more self-evaluative. The sensitive nature of the teacher's interventions enables pupils to move to the best means of supporting their learning such as making use of the Internet.
61. The subject is being effectively co-ordinated. There are adequate resources that allow the pupils good levels of access to a suitable range of materials. Progress is being carefully monitored through the recordings being made in the design and technology workbooks.

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

The school is committed to the personal development of its pupils and achievements are very good. Teachers' attention to their pupils' personal development was a striking part of many lessons. The school has regular personal and social education lessons and there is a good programme. Many pupils are involved in local community life and this helps to build a growing understanding of the benefits and responsibilities of belonging to a community. No lessons were seen.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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