

# INSPECTION REPORT

**St Mary's Catholic Primary School**

Brewood

LEA area: Staffordshire

Unique reference number: 124348

Headteacher: Mrs. M. Parry

Lead inspector: Mr M.J.Johnstone

Dates of inspection: 17<sup>th</sup> to 20<sup>th</sup> May 2004

Inspection number: 257824

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 Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	97
School address:	Wharf Lane Brewood Staffordshire
Postcode:	ST19 9BG
Telephone number:	01902 850261
Fax number:	01902 851994
Appropriate authority:	Governing body
Name of chair of governors:	Father D Standen
Date of previous inspection:	27.04.1998

## CHARACTERISTICS OF THE SCHOOL

St Mary's is a small Roman Catholic voluntary aided primary school situated in the village of Brewood in Staffordshire with 93 pupils on roll, including 15 more girls than boys. There are 11 pupils in the Reception class and a further six who attend part-time. Including the Reception class, there are four classes. The other classes have mixed age groups; Years 1 and 2, 3 and 4, and 5 and 6. Almost all of the pupils on roll are of white United Kingdom heritage and there are no pupils who have English as an additional language. The pupils come from a mixture of socio-economic backgrounds and attainment on entry is broadly average. The percentage of pupils eligible for free school meals (nine per cent) is below average. The percentage of pupils identified with special educational needs (seven per cent) is low and one child has a statement. The main areas of need relate to speech or communication and social, emotional and behavioural difficulties. The school received a School Achievement Award and Dyslexia Friendly Status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	English Art and design Design and technology Music Physical education Special educational needs
9545	Kevin Greateorex	Lay inspector	
21450	Daniel Kilborn	Team inspector	Foundation Stage Mathematics Science Information and communication technology Geography History

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## PART A: SUMMARY OF THE REPORT

**The school is providing a good education overall.** Teaching and learning are mostly good in a stimulating learning environment. Standards are above average at the end of Year 6 and pupils achieve well. Governance, leadership and management are now competent with marked improvement since the previous inspection. Most parents are pleased with what the school offers and pupils are happy to come to school. The school provides satisfactory and improving value for money.

### The school's main strengths and weaknesses

- By the end of Year 6 standards in English and mathematics are above average; they are well above average in science
- Teaching in these subjects is good, particularly in Years 5 and 6
- The headteacher has developed a caring ethos in which all pupils, whatever their abilities, are valued and supported
- There is not enough rigour and focus in the monitoring and evaluation of teaching and learning and subject leaders are not sufficiently involved in the process
- There is good provision for pupils who have special educational needs and the more able pupils are challenged effectively
- The large majority of pupils work hard, behave well and develop good attitudes to learning
- Achievement in some subjects is not high enough, particularly in design and technology and there are no whole school assessment systems to track pupils' learning in these subjects
- Parents and pupils do not have a strong enough say in school improvement

Since the school was last inspected in 1998, improvement has been good. Standards in English, mathematics and science have improved and teaching is better. Leadership and management are now stronger and there have been good developments in the curriculum. Assessment in English, mathematics and science is sound, although there is still work to be done in other subjects. The accommodation is now better than it was.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools by prior attainment
	2001	2002	2003	2003
English	D	A*	A	B
Mathematics	E	A	A	C
Science	D	A	A*	A

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Year group numbers are relatively small so comparisons with national statistics can be misleading.**

Most children enter school with broadly average attainment and almost all children reach the expected goals in all areas of their learning. In English, mathematics and science, **achievement is mostly good throughout the school.** Standards are improving by the end of Year 2 and are average in reading and mathematics and above average in writing and science. By the end of Year 6 standards are above average in English and mathematics and well above average in science. Given these high standards, pupils should be doing better in most other subjects where standards are generally average and achievement is satisfactory. Standards in design and technology are below average. Some good work was seen in art and design.

Pupils enjoy school and work hard. The large majority behave well and as they move up the school they develop markedly as mature and sensible individuals. **The spiritual, moral, social and cultural development of the pupils is good.** Attendance is similar to the national average and punctuality is good.

## **QUALITY OF EDUCATION**

**Teaching and learning are mostly good** throughout the school, being strongest in English, mathematics and science, and in Years 5 and 6. Children in the Reception class are taught well and there is good teaching of pupils who have special educational needs (SEN). In English, writing is particularly well taught. While teaching in mathematics is good overall, teachers sometimes miss opportunities to teach pupils how to apply their good number skills to problem solving. Relationships are good, lessons are usually stimulating and pupils work hard. Teachers work and plan well together and are sensitive to the needs of all the pupils. Assessment is satisfactory in English, mathematics and science, although there are no whole school systems in other subjects. This makes it difficult for teachers to provide work that builds on pupils' prior knowledge.

There has been marked improvement in curricular provision since the previous inspection. The Foundation Stage curriculum is good and prepares children well for work in the National Curriculum. Provision for pupils with SEN is good. There is satisfactory provision for personal and social education. A good range of extra-curricular activities enables pupils to widen experiences in sports and the arts. In subjects such as design and technology, experiences are sporadic and this leads to breaks in the continuity of learning. Accommodation and resources are good overall. Standards of care are good and there are good links with the community. Links with parents are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership, management and governance have improved since the previous inspection and are now satisfactory.** Governors fulfil their statutory duties and are having an increasingly influential role in school improvement. The headteacher has high aspirations for the school and has identified the right tasks for the future. Leadership is dedicated to the support and care of all pupils and includes them in all aspects of its work. The monitoring of teaching and learning is not strong enough and subject leaders are not involved enough in the process.

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

The large majority of parents are pleased with what the school offers. Pupils enjoy school, feel safe and secure and like and respect the teachers. A significant minority of parents would like to see the partnership with parents strengthened and have a stronger voice in school improvement. Inspection evidence supports this view. Pupils are very mature and sensible but have no formal mechanism for voicing their ideas and opinions.

## **IMPROVEMENTS NEEDED**

The school should now:

- ensure that there is more focus and rigour in the monitoring of teaching and learning and involve subject leaders in the process.
- In subjects other than English, mathematics, science and art and design, and particularly in design and technology, raise pupils' achievements and devise assessment systems that give teachers a stronger base from which to plan subsequent work
- devise more formal mechanisms for parents and pupils to have a stronger say in school improvement

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards and the achievement of all groups of pupils are good in English, mathematics and science, but should be better in most other subjects. National test results for Year 6 have improved in recent years.

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

- Children make good progress in the Reception class
- Standards in Year 2 in English, mathematics and science are improving
- By the end of Year 6, standards are high in English and mathematics and very high in science
- Pupils should be achieving more in most other subjects, particularly design and technology

#### **Commentary**

*Groups of pupils taking national tests are relatively small and consequently results need to be treated with some caution. One or two pupils can make a significant difference to overall results.*

1 Most children enter the school with average attainment. They make good progress in the Reception class and almost all achieve the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical understanding, knowledge and understanding of the world and physical and creative development.

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

Standards in:	School results	National results
Reading	15.7 (16.8)	15.7 (15.8)
Writing	15.8 (15.2)	14.6 (14.4)
Mathematics	16.3 (16.7)	16.3 (16.5)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

2 Over the past three years overall standards in the Year 2 National tests have fallen but have remained above the national average. In the reading tests, standards have fallen from well above average in 2001 to average in 2003. There has been a slight fall in the standards achieved in writing but they remained above average in 2003. In mathematics, standards have remained broadly in line with national averages. Boys have tended to do better than girls but this is largely due to the relative numbers of boys and girls in each group taking the tests. In comparison with similar schools, standards in the 2003 tests were average in writing but were a little below average in reading and mathematics. Inspection evidence indicates that standards for the current group of pupils in Year 2 are improving and compare favourably with those in similar schools. While overall standards are broadly similar to those achieved in the 2003 tests, there are fewer pupils who have SEN and more pupils are achieving at higher levels in the current Year 2 group. Teaching in the mixed Year 1 and 2 class is also now more settled with the return from illness of the permanent teacher. Standards in science are above average.



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

Standards in:	School results	National results
English	29.0 (31.0)	26.8 (27.0)
Mathematics	28.6 (29.4)	26.8 (26.7)
Science	31.4 (31.0)	28.6 (28.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

3 For pupils at the end of Year 6, overall standards have risen at a rate above the national trend with a significant improvement from 2001. In the 2003 national tests, standards were well above the national average in English and mathematics and in the top five per cent of schools in science. In comparison with similar schools, standards were above average in English and mathematics and well above average in science. Pupils achieved well in relation to their performance in Year 2. Inspection evidence for pupils who are currently in Year 6 indicates above average standards in English and mathematics and well above average standards in science. There are a few more pupils with SEN than last year and not quite as many achieving at the higher levels. Over the past three years and in the work observed during the inspection there was no significant difference in the achievements of boys and girls.

4 The school's realistic targets and the performance of pupils in optional national tests in Years 3, 4 and 5 indicate that the school is likely to maintain these high standards. Overall, pupils in Years 3 to 6 achieve well in all these subjects. Pupils who have SEN do well because of well-targeted support from teachers and classroom assistants. In English, writing and speaking are the strongest elements; standards in them are well above average. In mathematics, pupils have very good basic number skills, but more could be done to develop their use of these very good number skills in problem solving work. Pupils have a very good knowledge across all aspects of their work in science. By the end of Year 2 and 6, standards in information and communication technology (ICT) have improved and are now similar to national expectations.

5 In art and design, history, geography, music and physical education the standards of work seen were broadly similar to those expected for pupils' ages and their achievements were satisfactory. Some work in art and design was better than is normally seen. Standards were below average in design and technology. Given the high standards achieved in English and mathematics, pupils' achievements in these subjects should be higher. In all these subjects, there are no whole school systems to assess pupils' progress and this at times leads to work at a similar level being given to all pupils irrespective of their ability.

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

Pupils' attitudes, values, behaviour and personal development are good. Attendance is satisfactory and punctuality is good.

### **Main strengths and weaknesses**

- Pupils come happily to school; they are hardworking and eager to learn
- Pupils' personal, social and emotional development promotes high levels of confidence and self-esteem
- Behaviour in lessons and around the school is good
- Pupils throughout the school form good relationships with each other and with adults

### **Commentary**

6 Pupils' attitudes and values are good. From the earliest stages they come happily to school and are eager and ready to learn. Pupils participate fully in all activities and show good levels of

independence and perseverance. Relationships throughout the school are good and by the time that they leave the school pupils show high levels of maturity and confidence. They are very enterprising and willing to take responsibility.

7 Behaviour throughout the school is good and has been maintained well since the previous inspection. When they come to school, in assemblies, in the dining hall, on the playground and even in the closely confined cloakroom areas pupils consistently achieve high levels of orderly behaviour. In lessons, pupils generally rise to the challenge of high expectations set by the school, although on some occasions when lessons do not inspire them sufficiently, a small minority of mainly boys in Years 1 and 2 become inattentive.

8 The spiritual, moral and social development of the pupils has been well maintained since the previous inspection and continues to be good overall. Since the last inspection the school has improved the provision for the pupils' cultural development and it is now good. There are now more opportunities for pupils to learn about their own and other cultures. The trips and visits all further their cultural and social development and the study of other countries develops their awareness of other cultures well. The recent topic on Victorians enabled pupils in Years 5 and 6 to empathise with the plight of poor pupils in Victorian times. Pupils respect the views of others and understand the importance of traditions and festivals of other religions. The school prepares pupils well for life in a culturally diverse society. Pupils regularly support fund raising for charities throughout the year. There are, however, no formal mechanisms, such as a school council, for pupils to contribute their own ideas and views on the way the school operates.

**Attendance in the last complete reporting year**

Authorised absence		Unauthorised absence	
School data	5.5%	School data	0.7%
National data	5.4%	National data	0.4%

9 Attendance during the last reporting year was below the national median but was distorted by the children of two Traveller families who were absent for long periods of the year. Although the absence has continued for the early part of this year, the overall attendance figure has improved and is now satisfactory again. Virtually all pupils are punctual and many arrive early, enabling the school to make a prompt and efficient start to the school day.

**Exclusions**

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census
White – British
White – Irish

No of pupils on roll
79
1

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are mostly good and there is a good curriculum. Care arrangements are good and there is satisfactory partnership with parents.

**Teaching and learning**

The quality of teaching and learning is good overall. Assessment is satisfactory in English, mathematics and science but is underdeveloped in other subjects.

### Main strengths and weaknesses

- Teaching and learning in English, mathematics and science are good
- Teaching is strongest in Years 5 and 6
- Children in the Foundation Stage and pupils with SEN are taught well
- There are no whole school assessment systems to track pupils' progress in subjects other than English, mathematics and science

### Commentary

#### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	18	6	0	0	0

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

10 Teaching and learning in the Foundation Stage have improved since the previous inspection and are now good. Activities are planned well and organised effectively. Good links are made between the different areas of learning and this adds further interest and stimulation for the children. There are good relationships between the teacher and other adults and these engender confidence and a sense of security. The teacher has good knowledge and understanding of the needs of the children. Despite the patience and care shown by the teacher, the complex requirements of a particular child occasionally disrupt the learning of others.

11 Teaching in other year groups is mostly good. Teaching in Years 1 and 2 is now more settled since the return after absence of the established teacher early in the academic year. This has been a contributory factor in the improved standards at the end of Year 2. Throughout the school, teachers have strong empathy with the needs of individual pupils and the very good relationships between teachers and pupils have a significant effect on their learning. The additional support provided by teachers and support staff for pupils who have SEN is a strong feature of the teaching and helps these pupils achieve well in their personal development as well as academically. They are integrated well into all class activities and good records of their progress are kept. They have well thought out individual education plans that measure their progress in appropriate and achievable steps.

12 The teaching of English, mathematics and science is consistently good across the year groups and leads to high standards. Teaching is particularly effective in Years 5 and 6. Good questioning is a strong feature of the teaching; for example, in a literacy lesson for pupils in Years 3 and 4 the teachers asked; 'How do you think the cat felt about killing the bird? Which words in the story tell us how he felt?' All English and mathematics lessons are planned well and have a clear and consistent structure based on national guidelines. Good developments in the teaching of reading, including a more focused and regular guided reading session and related assessment system, have improved teaching and learning and helped to raise standards across the school. Writing skills are taught particularly well and pupils' speaking and listening skills are developed well in whole class activities and discussion sessions at the end of lessons. Number skills are taught well in mathematics, although there are some missed opportunities for pupils to apply these skills to problem solving. Pupils build up a good knowledge of all aspects of science. Specialist teaching in other year groups by the subject leader for science has made a good impact on standards.

13 There are sound assessment systems in these subjects and the information gained is used satisfactorily to plan the next stages of learning. There is good involvement of teaching assistants in the assessment of pupils' progress. There are missed opportunities in English and mathematics to

set individual targets for pupils as an additional stimulation to develop learning further. Pupils' work is marked regularly and includes encouraging comments. In the more effective examples, as in Years 5 and 6, the teachers clearly indicate what the pupils need to do to improve their work. Homework supports learning well in most subjects.

14 In subjects other than English, mathematics and science, evidence from the lessons seen and the scrutiny of pupils' work over the year indicate largely satisfactory teaching with strengths in art and design. There are weaknesses in the confidence and expertise of teachers in design and technology and standards remain below average. The teaching of ICT has improved since the previous inspection and is leading to improved standards and achievement. In all these subjects there are no whole school assessment systems to track pupils' progress and as a consequence, it is more difficult for teachers to plan what pupils need to do next. This results in work that is not matched effectively enough to the different needs of the pupils and places limitations on what pupils could achieve.

### **The curriculum**

The overall quality of the curriculum is good. Staffing, accommodation and learning resources are satisfactory overall.

### **Main strengths and weaknesses**

- There has been marked improvement in curricular provision since the previous inspection
- The Foundation Stage curriculum is good and prepares children well for work on the National Curriculum
- There is good provision for pupils with SEN
- There are breaks in the continuity of learning in some subjects
- The external accommodation is very good
- All pupils have equal access to all that the school offers

### **Commentary**

15 The curriculum meets statutory requirements and meets the needs of all pupils effectively and provides good equality of opportunity. Provision has improved since the previous inspection when significant weaknesses were identified in subject coverage and time spent on subjects such as English and science. The literacy and numeracy strategies are now well established and have a good impact on standards. Curricular planning is now good and is linked effectively to national guidance. This has helped provide good continuity of learning in English, mathematics and science and reasonable continuity in most other subjects. History, geography, art and design and design and technology are planned in topic cycles. While this ensures that pupils in mixed age classes cover National Curriculum requirements over their time in school, the lack of whole school assessment systems to check on pupils' progress make it more difficult for teachers to plan from what pupils already know. This means that work is not always matched well enough to the pupils' needs.

16 The school is currently looking at ways in which the English and mathematics curriculum can be extended to develop skills in other subjects along the lines of the national Excellence and Enjoyment initiative. At all stages, the curriculum prepares pupils well for the next stage of their education.

17 The Foundation Stage curriculum is well planned and ensures that all children develop well in all areas of learning. Children's personal, social and emotional development is promoted well and almost all children develop a good attitude to learning. Personal, social, health and citizenship education is integrated satisfactorily within the general curriculum in Years 1 to 6. Sex and drugs education is planned as part of the science curriculum.

18 Provision for pupils who have SEN is good and has improved markedly since the previous inspection. There is an effective range of support provided by teachers, classroom assistants and outside agencies, which meet the needs of these pupils well.

19 There are good opportunities for enrichment in the curriculum, including extra-curricular activities. The school offers a reasonable range of extra-curricular activities, including sport and the arts. There is good use of visitors to enhance learning; for example, in history professional actors brought the subject to life for pupils studying the Civil War. A good range of visits to local places of interest support learning in subjects such as science, geography and history.

20 There are sufficient well-qualified teachers and support staff to meet the needs of the curriculum. The teachers and classroom assistants are hardworking, appropriately trained and committed to the care of their pupils. They work together well. The internal accommodation has improved since the previous inspection and is now satisfactory. There is an additional new computer area and Year 5/6 classroom. Problems with access to some classrooms still exist and cause some disruption on occasions. External accommodation is very good and used well to support learning in subjects such as physical education and science. There is a very good, safe and stimulating outside play area for children in the Foundation Stage. Resources are satisfactory overall. They have improved in most areas since the previous inspection, particularly in ICT where they are having a positive impact on standards.

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

The school takes good care of the children's personal needs. It effectively promotes the pupils' welfare in a secure and caring environment. Pupils are involved satisfactorily in the work of the school.

### **Main strengths and weaknesses**

- Pupils trust members of staff who provide very sensitive support to meet their individual needs
- School has good induction procedures
- The school ensures that pupils work in a healthy and safe environment and child protection procedures are effective
- There is no formal mechanism for pupils to have a stronger say in school improvement

### **Commentary**

21 The school continues to provide good quality support and guidance and effectively promotes the welfare of the pupils. Staff know the children extremely well and are well equipped to offer support when it is needed. All staff counsel pupils well, offering high quality support to those most in need. Stemming from the very good relationships and led by the headteacher, all staff set good examples for the pupils to follow.

22 Educational support and guidance are good. The good quality induction procedures enable the children to feel comfortable from the moment that they first start school. The information provided by the school enables parents to be reassured and in turn to reassure their children. While pupils' views are listened to informally, there is no formal forum for them to have a stronger voice.

23 Health and safety arrangements have been improved since the last inspection and are now good. Site inspections are conducted regularly to identify potential hazards and prepare remedial action plans. All equipment is checked regularly and all staff are safety conscious and watch for the security of the children. Child protection procedures are effective and all staff are aware of their roles and responsibilities. They understand clearly the need for vigilance and the steps to take if suspicions are aroused.

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

The school has satisfactory links with parents. Links with the community and other schools and colleges are good.

### **Main strengths and weaknesses**

- Most parents are very supportive of the school and their children's education
- The school does not sufficiently seek and act on the views of parents
- There are good links with the community and other schools
- Information to parents is of good quality overall

24 The partnership with parents has been further developed since the last inspection and now has a positive effect on the children's learning and personal development. Almost all parents responding to the questionnaire and most of those attending the meeting were very supportive of the school and its work. They believe that it has many strengths. However, a few parents felt that the school is not sufficiently pro-active in its efforts to seek their views and involve them in the life of the school. The school is aware of this weakness and has included the point as a priority in the latest school improvement plan.

25 Parents and grandparents offer help around the school as well as on school outings. The school has an active Parents, Teachers and Friends Association. It organises many fundraising and social events in support of the school. The school values the contributions made by all parents and members of the community that enhance the children's learning and development.

26 The school continues to build links with a wide range of groups in the community. Links with the church are very strong. The parish priest is extremely active and the school participates fully in parish events. Educational visits are used regularly to further extend the range of community involvement. Pupils participate in concerts and fund raising for the benefit of the community.

27 The quality of information for parents is good overall. The school provides good quality information for parents before their children start school. Newsletters and other information about the school are regular and informative. The annual reports to parents give much good information about progress and what the children know, understand and can do. In addition, they include clear, measurable targets for improvement. Information for parents of pupils who have SEN is good and parents are involved at all appropriate times in discussion about individual education plans and statements.

## **LEADERSHIP AND MANAGEMENT**

The headteacher provides competent leadership and management. Governance is satisfactory and has developed well since the previous inspection.

### **Main strengths and weaknesses**

- The headteacher has brought about good improvements in issues raised in the previous inspection
- The staff work well together as a team
- The role of the key subject leaders is underdeveloped
- Monitoring of teaching and learning lacks sufficient rigour
- Performance data is now used much more effectively to improve standards

### **Commentary**

28 Leadership is satisfactory and has improved since the previous inspection. In her commitment to the pupils and in her teaching the headteacher leads by example. The governors and

the large majority of the parents respect her. She has high aspirations for the school and has been successful in improving the quality of curricular provision and care arrangements for the pupils. A strong focus on English, mathematics and science has helped raise standards in these subjects. The headteacher is clear about the strengths and weaknesses of the school and in the recently revised school improvement plan has identified the right tasks for the future. The plan points a more focused way forward and has brought greater clarity and a sharper vision than existed in previous plans. The staff work and plan well together as a team. The school is dedicated to the support and care of all pupils and seeks to include them in all aspects of its work. While the headteacher has done some monitoring of teaching and learning this has been too ad hoc and lacking in rigour.

29 Management is satisfactory. There is a relatively small staff and the headteacher has a regular teaching commitment. Consequently, there is a heavy workload for teachers in fulfilling their management roles. Some teachers, for example, have responsibilities for up to three key subjects. Despite these difficulties, there have been no opportunities for teachers, other than the headteacher who has responsibility for literacy, to observe teaching in other classes. As a result, they do not have an effective overview of what is working well and what is not in their subjects. The management of special educational needs is good and has brought good improvements since the previous inspection. Provision is well organised and good records of pupils' progress are kept. There has been good improvement in the use of performance data since the previous inspection, and this has brought improvement in standards and pupils' achievements. In writing, for example, weaknesses in the range of writing experiences for pupils and opportunities to write extended pieces of written work were identified. This has been tackled well and standards in these aspects have improved. The recent focus on reading is beginning to have a similar positive effect. The school's involvement with the Staffordshire Dyslexia Initiative has brought in additional resources and boosted staff expertise.

30 Governance is now satisfactory and has developed well since the previous inspection. The governors now fulfil their statutory duties and have devised appropriate policies for all required aspects such as special educational needs provision and racial equality. Governors are much more involved with the school and have a greater understanding of its strengths and weaknesses. They are supportive of the school and receive good information; for example, about how well pupils perform in national and school testing and how the pupils have done in relation to similar schools. They are aware of the need for competitive tendering for goods and services. The school is not so adept with the concepts of consultation and challenge in seeking best value although the headteacher and governors are developing the strategic planning element of their development to a greater extent than previously. Parents and pupils are not consulted to any great extent

31 Performance management operates effectively and is linked sensibly to both school priorities and personal needs.

32 The school runs very smoothly on a daily basis and has a very efficient, experienced and helpful secretary. Financial management is good and linked effectively to school priorities. The school keeps a sensible contingency fund in hand.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	264,070
Total expenditure	264,070
Expenditure per pupil	2,900

Balances (£)	
Balance from previous year	5,093
Balance carried forward to the next	7,206

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

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

33 Children enter the Reception class with broadly average attainment. Children are admitted to the Reception class in the September of the year in which they attain their fifth birthday. Four-year old children are admitted to the Reception class part-time at the beginning of the Spring and Summer terms. There are good induction procedures that result in children quickly settling into school routines. They are well prepared for their work on the National Curriculum when they start in Year 1. Most children have attended a pre-school private nursery and this has prepared them well for work in the Reception class.

34 Teaching is consistently good and has addressed the shortcomings identified in the previous inspection by providing better opportunities for children to explore and create knowledge, skills and understanding in all areas of their learning.

35 At the time of the inspection there were eleven children in the Foundation Stage attending full-time and an additional six attending part-time. It was not possible to form a secure judgement about provision in pupils' knowledge and understanding of the world, physical and creative development. However, teachers' planning, discussion with the children, observation of their past work and the attractive displays of work indicate that children make good progress and most attain the early learning goals in these three areas.

36 In **knowledge and understanding of the world** children develop a good early understanding of the world around them, for example, by studying minibeasts in the school grounds. They know that things change over time when learning about their own families and the life cycle of a butterfly. They have regular opportunities to work on simple computer programs. In **physical development** the teacher provides good opportunities for the children to develop control skills using a variety of tools and construction toys. Pupils are adept at controlling the computer mouse to place items in their correct position on the screen. A good range of large toys is used to develop control and confidence, for example, when steering wheeled vehicles around a track. In **creative development** children experiment with a variety of materials to produce good paintings showing bold use of colour, for example, when painting images from their literacy work on the book 'The Hungry Caterpillar.' Children have produced some colourful collage work using natural materials. They have opportunities to construct models of various buildings using a variety of materials such as cardboard containers and commercial construction kits.

### **Personal, social and emotional development**

Provision is **good**

### **Main strengths and weaknesses**

- Teaching is good and children achieve well
- There is a secure, interesting and well-organised environment
- Children of all abilities learn to get on well together
- The complex needs of individual children occasionally disrupt the learning of others

### **Commentary**



37 There is a positive welcoming atmosphere in the Reception class and this helps children settle quickly into school routines. Activities are well planned to meet individual needs and children of all abilities learn to work together productively; for example, when working in the 'garden centre' and the class café. They are keen and excited by the activities provided and are able to follow instructions well. The teacher has high expectations of behaviour although the complex needs of individual children on some occasions present some difficult challenges for the teacher. This is normally dealt with well but at times it has a detrimental effect on learning for other children. When children play together adults interact with them effectively by asking well-focused questions that promote learning well. Most children attain the early learning goals in this area of their learning.

### **Communication, language and literacy**

Provision is **good**.

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

- Teaching is good and most children attain the early learning goals
- There is good emphasis on teaching letter sounds
- A love of books is nurtured effectively
- Good discussion sessions encourage the development of speaking and listening skills

#### **Commentary**

38 Children make good progress and most reach the goals expected in this aspect of their learning. Good opportunities are provided for the development of early reading, writing and speaking and listening skills. The teacher and support assistant provide effective help for individual children informed by the good assessment systems. Knowledge of initial letter sounds is developed well through the use of commercial and teacher produced materials and the computer. Letter shapes are drawn accurately and children 'write' their own imaginary stories using a sequence of their own pictures. The use of story boxes encourages speaking and listening skills as children co-operate well to suggest how a story might develop. Children develop a respect and love of books and readily go to the book corner to select books that interest them. Big books are used well to develop literacy skills that are transferred well to other areas of learning; for example, the Hungry Caterpillar story promotes interest in the well-organised 'garden centre.' Children are aware that books contain information as well as tell stories. They are able to make appropriate comments on the stories read to them.

### **Mathematical development**

Provision in mathematical development is **good**.

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

- Teaching is good and most children reach the goals expected in this aspect of their learning
- The development of early number skills is well emphasised
- There are some good opportunities in other areas of learning to develop mathematics

#### **Commentary**

39 Children make good progress. Resources are used well to stimulate learning; for example, when children measure every day objects in the classroom using paper clips as non-standard units of measure. Links with work in literacy are used effectively to develop counting skills as when counting segments on a picture of a caterpillar. Number songs are used well to develop counting. Children count up to twenty and most count on and back from a given number. Most children are able to add and subtract numbers up to ten and the more able children have good understanding of the concept of more than and less than. Children develop an early understanding of the basic

properties of two-dimensional shapes. This is reinforced in physical education activities; for example, when children form circles. Children write numbers up to ten and match these to the appropriate number of objects in a set.

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

### **ENGLISH**

Provision in English is **good**.

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

- Teaching is good, particularly in Years 5 and 6
- Pupils show pride in what they write and try their best
- Pupils with special educational needs in English are very well supported
- Standards in writing and speaking are well above average by the end of Year 6
- Pupils do not have individual targets to aim for
- Pupils' writing skills support work effectively in other subjects

#### **Commentary**

40 For pupils currently in Year 2, the good standards achieved in writing in the 2003 national tests have been maintained. Standards in reading had been consistently above average but fell to average levels in 2003, due largely to a higher proportion of SEN pupils and fewer with above average ability. Current standards, though average overall, are better since there are more pupils achieving the higher levels. There has also been a successful whole school focus on improving the guided reading sessions and there have been more settled staffing arrangements in the Year 1/2 class. Standards in Year 6 are above average overall and are particularly high in speaking and writing. This largely mirrors the high standards achieved in the 2003 tests.

41 Pupils of all ages are taught to speak with confidence and clarity and, by the end of Year 6, most are articulate and confident when speaking in a variety of situations. In a lesson for pupils in Years 5/6, for example, pupils spoke clearly and with impressive expression when reading out play scripts. Pupils are taught to listen carefully in a variety of contexts, although the short concentration span of a few pupils in Years 1 and 2 particularly, mean that whole class sessions that occasionally go on too long fail to capture their attention.

42 The teaching of writing is good and standards in writing are well above average by the end of Year 6. Pupils take pride in their work and handwriting and presentation are very good. Much of the teachers' marking encourages the maintenance of these high standards since, where it is at its best, there is encouragement and guidance as to how it might be improved. Pupils write well in a good range of styles. For example, in a lesson for pupils in Years 1 and 2, which was a role-play activity, pupils wrote out appointment cards and details about their pets in an imaginary veterinary surgery. In the very good examples of creative writing across the age groups, vocabulary choices are good and ideas are sustained well. Pupils have a good grasp of grammar, spelling and punctuation. The school's emphasis on developing writing has led to good achievement and higher standards than at the time of the previous inspection.

43 There have been improvements in the teaching of reading over the past year and standards are improving. Pupils develop a good knowledge of letter sounds and combinations (phonics) and this helps them read unfamiliar words with reasonable success. When inspectors listened to pupils read, most read with good fluency and accuracy but few had other strategies to help them on the few occasions when phonics failed. Teachers have concentrated this year on a more regular and teacher focused guided reading session and this is helping raise the profile of reading and pupils' achievements. Most pupils are adept at reading for information and use the attractive and well-stocked library regularly. Good analysis of pupils' performance in reading tests has highlighted weaknesses in pupils' comprehension and prediction skills and this is also shifting the focus of

teachers' work to this aspect of learning. Many parents make a good contribution to pupils' achievements in reading by listening to them read regularly at home.

44 Teaching is good across the school and is particularly strong in Years 5/6. The subject is well-planned using national guidelines that give all lessons a consistently effective structure. Resources such as overhead projectors, Big Books and computers are used effectively to enhance learning. Pupils' behaviour in lessons is good and teachers make clear what they are expected to learn. Well-organised group and individual work is successful and focused teaching time is used well at these times to target various groups and individuals. Homework is a regular feature of the teaching and supports learning well. On occasions, whole class sessions at the end of lessons are too rushed and opportunities for critical appraisal and assessment of pupils' work are missed. Teachers do not set specific targets for individual pupils as a further boost to learning. There is a good range of assessment systems and the information from these is used satisfactorily to plan subsequent work.

45 The headteacher is the subject leader and has developed the subject well. Good use is made of data analysis to improve standards and there is periodic monitoring of teaching. This has brought about improvements in teaching and standards, for example, in writing and more recently in reading.

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

46 Pupils' very good speaking skills support discussion well across all subjects. Their very good writing skills are used well with good examples of high quality factual accounts in science and history. Pupils are encouraged to use their research skills well when reading for information and searching computer programs in history and geography.

## **MATHEMATICS**

Provision is **good**.

### **Main strengths and weaknesses**

- Results by the end of Year 6 have improved well since 2001
- Teaching and learning are good across the school
- Opportunities are sometimes missed for pupils to apply their good numeracy skills to problem solving situations
- Assessment systems have improved since the previous inspection but lack individual or group targets

### **Commentary**

47 In the 2003 National Curriculum tests for pupils at the end of Year 2 standards were similar in comparison to all schools nationally but below those for similar schools. Whilst all pupils attained the average Level 2 grade, four out of ten pupils attained the lower level within this grade. There were a larger number of pupils in the 2003 cohort with SEN than in other years. Results have, however, been maintained at the national average since 2001 and inspection evidence indicates that the standard of pupils currently in Year 2 is similar to the national average but with a higher number of pupils at the higher levels.

48 An analysis of work for pupils currently in Year 6 indicates that standards are above national levels and pupils are achieving well compared with their prior attainment. This largely reflects data from the 2003 tests. Across the year groups, an analysis of pupils' work indicates that, although all elements of the mathematics curriculum are covered, there is less emphasis on using and applying mathematics.

49 The National Numeracy Strategy is well established and has had a good impact on standards by the end of Year 6. The strategy has provided a better balanced curriculum than that identified at the time of the previous inspection when some strands of mathematical knowledge were not covered in sufficient depth. Whilst procedures for assessing pupils' progress have improved since

the previous inspection and a better analysis of assessment results is now made, pupils are not always clear as to what they need to do to improve as no individual or group targets are set.

50 By the end of Year 2 the majority of pupils count on and back from 50 in twos and fives accurately. They add and subtract numbers from 20 and double numbers up to 13 and have a reasonable understanding of place value. Most know simple fractions and solve simple sharing problems. They successfully enter data about favourite television programmes on a bar chart and interpret their findings. Pupils have a satisfactory understanding of measurement.

51 Pupils in Years 3 to 6 have an increasing awareness and knowledge of two and three-dimensional shapes and pupils in Year 4 plot co-ordinates on a graph using horizontal and vertical axis linking to the points of the compass. Pupils in Year 5 add and subtract negative numbers with work related to temperature change and use computers successfully to create charts and graphs, for example, converting metric measures into imperial. Pupils in Year 6 tackle money and number problems with enthusiasm and all pupils co-operate very well in groups using calculators to check their calculations. They successfully move and rotate shapes through different quadrants.

52 The quality of teaching is good overall with some very good teaching in Years 5 and 6. Throughout the school, classroom routines are well established leading to very good behaviour and attitudes. Lessons are well planned, taking good account of the Numeracy Strategy and good resources are readily available to support pupils with their work. Lessons move along at a brisk pace, relationships are good and all lessons start with a quick fire question and answer number session, which improves pupils' mental recall of numbers well. Throughout the school, work is very well presented, regularly marked with developmental comments appropriate to the age of the pupils. There is good individual support for pupils with SEN and this helps them make good progress in the subject.

53 All areas of the mathematics curriculum are covered but there is less emphasis on investigative mathematics and some younger pupils are not given sufficient opportunities to apply their good numerical knowledge. Assessment systems have greatly improved since the previous inspection and there is a good analysis of assessment results. There are, however, no formal individual or group targets in mathematics to enable pupils to be more aware of what they need to do to improve.

54 The subject is satisfactorily led and managed with regular examination of planning and scrutiny of work. There has, however, been no recent opportunity for the co-ordinator to observe other teachers teach mathematics.

### **Numeracy across the curriculum**

55 There are some good examples of pupils using their mathematical skills in support of work across the curriculum. Block and line graphics support work in history and science categorising reasons for absence in a Victorian school and how daylight changes throughout the year. Time lines enable pupils to place events in an historical context and in geography work on co-ordinates links well with maps, compass points and direction finding.

## **SCIENCE**

Provision is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and attain very high standards by the end of Year 6
- Results by the end of Year 6 have improved significantly since the previous inspection and particularly well since 2001
- Teaching and learning are good overall
- There is now good emphasis on investigative work

## Commentary

56 Standards are above average by the end of Year 2 and well above average by the end of Year 6. This reflects pupils' performance in the 2003 national tests and assessments. There has been good improvement since the previous inspection and standards have improved significantly since 1999, with particularly good improvement since 2001. This is largely the result of consistently good teaching and a greater focus on an investigative approach to science work.

57 By the end of Year 2 most pupils have a good understanding of a variety of animal habitats. They are aware that different living things are found in different places from their studies of mini-beasts. They apply knowledge of fair testing principles well when making electrical circuits and have good awareness of the dangers of electricity. They test different musical instruments in experiments with sound and place them in categories. Pupils in Years 3 and 4 test different surfaces in their work on friction, co-operating well in groups as they set up experiments using identified variables. Pupils in Year 5 know the difference between solid and liquid and know appropriate scientific vocabulary using words such as solvent and dilute. They identify reversible and irreversible changes and categorise them after testing materials in a variety of experiments, for example, dissolving sugar and applying different temperatures. Year 6 pupils have good understanding of the solar system and the earth's place within it. They are aware of changes in the seasons and the impact these have on different environments. Work is very well researched and presented and pupils use their mathematical skills well to measure and record the results of scientific experiments. Pupils, including those with SEN, make very good progress across the range of the science curriculum.

58 Teaching and learning are good across the school and pupils of all abilities achieve well. A greater emphasis on scientific investigation has led to better understanding of scientific processes, which have enabled more pupils to attain the higher levels of the National Curriculum. Throughout the school, teachers plan and prepare well using a good range of resources which are easily accessible to pupils. Classroom management and relationships are good and teachers have high expectations of pupils' behaviour and concentration. Teachers have good subject knowledge and expect pupils to use the correct technical vocabulary. Questions are well focused and in the lessons seen teachers and classroom assistants ensure that pupils are focused on the lesson objectives and are supported well during group experimental sessions.

59 The subject co-ordinator has very good personal subject knowledge, which has had a positive impact on standards across the school. Results of pupils' assessments are carefully analysed and appropriate action taken; for example, there is now a greater emphasis on investigative work. There has, however, been no opportunity for the co-ordinator to see colleagues teach and assess teaching from first hand observations.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory** with good developments taking place.

### Main strengths and weaknesses

- Provision has improved significantly since the previous inspection
- ICT supports learning effectively across the curriculum
- Regular use of the computer suite is improving pupils' skills
- In-service training has improved the expertise and confidence of teachers since the previous inspection
- The co-ordinator is committed, knowledgeable and has a good overview of the subject

## Commentary

60 A more systematic development of ICT skills has taken place over the past two years since the acquisition of the computer suite and additional computers in classrooms. This is leading to improving standards. Findings from the previous inspection indicated that standards were broadly in line with national expectations by the end of Years 2 and 6. This is still the case but the school has done well to maintain standards in the light of greater national expectations in the subject. Resources are now better, the scheme of work is good and pupils' achievements are recorded after each unit of work. This enables teachers to check pupils' progress and ensures greater continuity in learning from year to year. All teachers have benefited from in-service training. This has improved their confidence and expertise well. Owing to timetable arrangements only one lesson in the computer suite was seen during the inspection but individual and pairs of pupils were observed working in classrooms and a scrutiny of previous work was made.

61 By the end of Year 2 pupils have developed good keyboard and mouse skills and apply these successfully to a variety of programs to support their work, for example, in English, mathematics and art. They edit and format their work using a good variety of the computer tools. Pupils in Year 4 create databases, design rooms and theme parks, and use their word processing skills to write for different audiences. In the one lesson observed they successfully created branching databases based on information from their history work on the wives of Henry V111. They edit and print their final results. Year 5 pupils use a good variety of programs to write and illustrate work in story and poetry and control colour and line well in pictures of landscapes and underwater scenes. Spreadsheet programmes are used well in Years 5 and 6 and pupils successfully create conversion tables for 'holiday money'. They produce their own multi-media presentation on subjects such as football, dancing and horses and use digital cameras to support their work in art. Control and modelling is an area rightly identified by the school for further development, although pupils in Year 2 gain experience of programming a toy vehicle and older pupils are already using a number of new control programs and equipment. Other forms of ICT are used well by pupils, for example, digital cameras and listening centres

62 The subject leader has a clear picture of what needs to be done and has successfully evaluated the areas for development from the previous report. The scheme of work provides a good basis for the development of skills from year to year and access to national databases provides good opportunity for pupils to research work across a range of subjects.

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

63 ICT is used well to support work across the curriculum. It lends valuable support to the development of pupils' literacy and numeracy skills and to investigative work in science. For example, in Year 2 pupils use computers to present information on the life cycle of frogs and butterflies. Pupils in Year 5 create a variety of different graphs in their science and mathematics work saving their work on personal discs. CD-ROMs and the Internet are used to research work in history and geography and a range of programs support learning in art.

**In all the subjects that follow the role of the subject leaders is satisfactory given the number of teachers relative to the number of subjects to be managed. The co-ordinators are enthusiastic and have a secure knowledge of their subjects. They monitor teachers' planning and undertake an analysis of pupils' work. This has given them a general view of standards and curriculum coverage. There have, however, been no formal opportunities for them to see their subjects taught in other classes. This has placed restrictions on their ability to monitor and evaluate the quality of teaching in these subjects and bring about substantial improvement.**

### **HUMANITIES**

Only one lesson was seen in history and none in geography. It is not, therefore, possible to make a secure judgement about overall provision in these subjects. In addition to the one lesson seen,

inspectors spoke to the subject leaders and examined teachers' planning and pupils' work over the year.

64 Standards in **history and geography** have improved since the previous inspection and the work seen during the inspection was similar to that expected for pupils' ages. In both subjects there is now a good scheme of work from which teachers plan their lessons. This has given a consistent approach to teaching and learning and ensured all aspects of the subjects are covered. Resources have improved in both subjects. In both subjects, but particularly in history, teachers use visits and visitors to bring the subjects to life and add a further dimension to learning. **In history** by the end of Year 2 most pupils have a reasonable awareness that things change over time; for example, they compare differences between themselves, babies and adults and toys and household items from earlier times with their modern counterparts. By the end of Year 6 pupils have a good knowledge of life in other periods of history such as the Victorian period, World War Two and ancient civilisations. In a good lesson observed in Years 5 and 6 pupils researched the life of Doctor Barnardo, making effective use of a good range of secondary sources including computers, reference books and pictures and photographs. Through this work pupils developed good empathy with the plight of poor children during this period of history. In Years 3 and 4 some good work was observed on the Tudor period. **In geography** by the end of Year 2 pupils develop sound mapping skills through the study of a variety of local and national maps based on the voyages of an imaginary bear. They are aware of the different ways of travelling when looking at holiday destinations. By the end of Year 6 mapping skills are developed satisfactorily. Pupils know about some of the differences between their own area and distant locations such as Kenya. Through their study of rivers they develop a sound knowledge of pollution, conservation and the main features of a river.

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

Only one lesson was seen in art and design and music and none were seen in design and technology. It is not, therefore, possible to make a firm judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to co-ordinators about their work and to pupils about what they had learnt and looked at pupils' work from last year.

65 Most pupils achieve well in **art and design**. Standards have improved since the previous inspection and much of the work seen during this inspection was better than is normally seen for pupils' ages. A new scheme of work linked closely to national guidance has ensured that key skills are developed more systematically and pupils are provided with opportunities to work with a variety of materials and in a range of styles. Teachers make good links with other subjects such as ICT; for example, computers are used in Year 4 to develop colourful images using repeating patterns and in Years 5 and 6 digital cameras are used effectively to snap children in action as a model for pencil drawing. Links are made with religious education when pupils produce good designs in the style of Indian Mendhi hand paintings. Teachers in Years 3 to 6 use sketchbooks well to develop observational and sketching skills. Opportunities are provided for pupils to work in three-dimensions, as exemplified by the good glazed clay pots produced by pupils in Years 5 and 6. Pupils in Year 2 produce good pastel pictures and images using random arrangements of painted numbers and letters. The works of great artists such as Monet have inspired good paintings by pupils in Years 3 and 4.

66 There has been insufficient progress in **design and technology** since the previous inspection. Standards remain below average and most pupils underachieve. Little work was available during the inspection, although teachers' planning suggests all key aspects are covered. Weaknesses in teachers' knowledge and a long break between topics means that key skills are not developed effectively from year to year. There are some patches of work that indicate average standards; for example, in Year 4 pupils have produced labelled diagrams of their designs for various chairs and have written good descriptions of the making process and notes as to how their designs could be improved. Pupils in Year 2 have constructed clock faces with moving hands that show simple fastening techniques.

67 In **music** standards have been maintained since the previous inspection and the work seen was similar to that expected for pupils' ages. Pupils sing simple songs from memory with reasonable accuracy of pitch and expression. They understand the meaning and impact of words in hymns and songs that they sing in assembly. Pupils in Years 1 and 2 link music with science effectively when learning about various musical instruments and the sounds they make. In a good lesson for pupils in Years 5 and 6 pupils developed good awareness of music from a different culture when maintaining a pulse and counting beats in a bar to African music. They incorporated appropriate rhythmic movement keeping good time by clicking and clapping to the changing speed of the beat. Teachers plan their own lessons from an appropriate commercial scheme of work designed for non-specialists. They are enthusiastic about the subject and are willing to 'have a go.' Some pupils have the opportunity to play a range of instruments including keyboard, woodwind and strings.

### **Physical education**

The provision is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have opportunities to participate in all aspects of the subject
- Pupils enjoy the subject and work hard to improve
- Teaching is good in the Year 5/6 class

### **Commentary**

68 Three lessons were seen during the inspection and, due to the time of the year, these were all planned to develop pupils' games and athletic skills. From a scrutiny of teachers' planning it is clear that all aspects of the subject receive appropriate coverage over the year. All pupils in Years 3 to 6 have the opportunity to swim and most achieve the expected 25m metres distance award by the end of Year 6.

69 In the lessons seen, teachers were changed appropriately for the lessons and this set a good example for the pupils. Lessons have a good structure with a warm-up session and main activity and a cool-down period. Resources were well organised and used effectively with sufficient for all to be actively involved. In all the lessons, pupils enjoyed the physical activities and participated with enthusiasm and commitment. Where the teaching was strongest in the Year 5/6 class, correct techniques, for example, how to hold and receive a relay baton were taught. The level of challenge was good and pupils were encourage to improve on their past performance. Where teaching was less effective, not enough opportunities were provided for pupils to learn by watching and assessing the work of others in order to improve their own performance. In all lessons there was good emphasis on the importance of teamwork in order to succeed and this made a good contribution to pupils' social development.

70 In the lesson for pupils in Years 1 and 2 pupils demonstrate reasonable ball control showing satisfactory control and co-ordination. Pupils in Years 3 and 4 jog and sprint well and apply this to relay running. They are able to throw for length and accuracy satisfactorily. In Years 5 and 6 pupils are competitive and want to improve as when timing sprints over a measured distance. They demonstrate good relay skills and co-operate well as a team.

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

71 Personal, social, health and citizenship education is not planned as a discrete subject. It is developed effectively in the Foundation Stage through the good provision for children's personal, social and emotional development. This base is built upon satisfactorily in Years 1 to 6 through activities such as circle time, when pupils discuss issues related to everyday life. In the one circle time activity seen in Year 5/6 there was good discussion on feelings related to self-worth, class co-operation, behaviour and feelings about bullying. The lesson helped to develop pupils' self-esteem



well. Sex and drugs education is planned effectively within the science curriculum and supported well by visits from appropriate outside agencies.

## 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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	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	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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