

INSPECTION REPORT

THE WILFRED OWEN SCHOOL

Monkmoor, Shrewsbury

LEA area: Shropshire

Unique reference number: 123422

Headteacher: Mr C Huss

Lead inspector: Mr Paul Bamber

Dates of inspection: 17 – 19 May 2004

Inspection number: 258172

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	228
School address:	Hearne Way Monkmoor Shrewsbury Shropshire
Postcode:	SY2 5SL
Telephone number:	01743 353566
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Appropriate authority:	Governing body
Name of chair of governors:	Mr T Ferguson
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

The school has 253 pupils, 50 of whom are taught part-time in the nursery. Many pupils come from severely disadvantaged backgrounds and their average attainment on entry to the school is assessed as the lowest in the local education authority. The vast majority of pupils come from White British backgrounds and none speak any language other than English as their mother tongue. A much higher proportion of pupils has special educational needs than is the norm and nearly five times the average percentage have a Statement of special educational need. There are five pupils in public care. The school received a Department for Education and Skills (DfES) award for good achievement in 2000. The mobility of pupils is around the average, but it is reported that, until recently, a number of higher attaining pupils left the school at the end of their nursery year. Between the pre-inspection visit and the actual inspection several pupils either left or joined the school, which had the effect of increasing the percentage of pupils with special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15064	Paul Bamber	Lead inspector	Mathematics Physical education English as an additional language
19418	Alison Birch	Lay inspector	
12594	Marina Jeavons	Team inspector	English Geography Music Special educational needs
18346	Rod Bristow	Team inspector	Science History Religious education Areas of learning in the Foundation Stage
27292	Jeff Calvert	Team inspector	Information and communication technology Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. It is **very effectively** led and managed by the headteacher and key staff. The overall standards achieved are **good**, but the quality of pupils' writing is below expectations. The quality of teaching is **good**. The pupils enjoy a rich and very inclusive curriculum and are very well cared for. The school provides **very good** value for money. Governance is **good**.

The school's main strengths and weaknesses are:

- Standards in writing are currently below average.
- Pupils achieve well, with those who have special educational needs achieving very well, as a result of their very good provision.
- The quality of leadership and management is very good.
- Pupils are taught well, with teachers being particularly skilled in managing pupils' behaviour.
- The curriculum is very good.
- Pupils are very well looked after and they have great confidence in the adults who care for them.
- The very good links with parents make a good contribution to pupils' learning.
- Information and communication technology (ICT) is used well to help pupils' learning in many subjects.

Improvement since the previous inspection has been good. The majority of the key issues have been fully addressed. The quality of teaching has improved, as have standards in design and technology.

STANDARDS ACHIEVED

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

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

Standards achieved are **good**. In most years children enter the school with the lowest standards in the local education authority especially in their literacy skills. They make the best progress through the nursery and reception classes in their personal and social development, entering Year 1 with broadly expected skills in this area. Despite making good progress in the other areas of their learning, many children enter Year 1 with well below expected attainment in communication, language and literacy and below expected standards in all other areas of their learning. Pupils achieve well overall in Years 1 and 2, very well in Year 1 and the current Year 2 achieve average standards in mathematics and science. Their writing standards continue to be well below the average for all schools, but compare well with schools of a similar type. In the current Year 6, standards are below average in English and mathematics and broadly average in science. This year group, as with that last year, has a very high proportion of pupils with significant special educational needs, which tends to depress average standards. However, pupils achieve well, especially those with special educational needs, as a result of good teaching and support. Standards in ICT are above expectations in both Year 2 and Year 6.

Pupils' personal development is **good**, including their spiritual, moral, social and cultural development. Pupils have positive attitudes to school and behave well. Attendance is satisfactory and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is **very good**. The quality of teaching and learning and that of assessment is **good**. The teachers' very good management of pupils' behaviour and their very effective use of ICT, make a significant contribution to pupils' engagement in lessons and their good achievements. The curriculum is very good, providing pupils with many and varied enriching experiences. The quality of care is very good. The very good relationships the school has established with parents and the community contribute well to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher and key staff provide very strong and purposeful leadership. Systems to ensure that pupils achieve well are very effective. Governance is **good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school, supporting its work strongly. They particularly appreciate the quality of care their children receive and the approachability of the headteacher and staff. Some have concerns about bullying. There are isolated incidents, but they are quickly and sensibly resolved. Pupils confirm this and also report how much they like the school, especially how friendly it is and how much they enjoy their visits and residential trips.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- To raise standards in writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The standards achieved by pupils are **good** overall. However, the quality of pupils' writing is below national expectations, as are pupils' standards in mathematics in the current Year 6.

Main strengths and weaknesses

- Pupils' writing is below average.
- Standards in information and communication technology (ICT) are above average throughout the school.
- Pupils achieve well overall and those with special educational needs achieve very well.

Commentary

1. When compared with national benchmarks, Year 6 test results over the last two years have been well below average. However, when compared with schools in similar circumstances, standards have been comparable or better apart from in English in which standards have been below those achieved by similar schools. Apart from in writing last year, the percentage of pupils attaining expected standards in the national tests has increased year-on-year. It is testament to the school's very good provision, that annually an increasing proportion of pupils with learning and/or emotional difficulties achieve the expected standards. The percentage of pupils reaching expected standards in national tests, together with standards in ICT and design and technology, have risen significantly since the previous inspection.
2. Children in the nursery and reception classes achieve well. They enter the nursery with the lowest attainment in the local education authority, especially in their ability to communicate orally. Good teaching and a very well planned curriculum ensure that they make good progress during their time in the foundation stage. Their personal, social and emotional skills are very well developed and by the time they enter Year 1, are in line with those expected. In all other areas of their learning many enter Year 1 with knowledge, skills and understanding below those expected. In the case of language, literacy and communication skills, many children's attainment is well below those expected, despite them making good progress from their very low starting point.

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

Standards in:	School results	National results
reading	14.9 (14.8)	15.7 (15.8)
writing	13.0 (11.9)	14.6 (14.4)
mathematics	15.0 (15.4)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Test results in reading, writing and mathematics fell below national averages but compared well with similar schools in reading. They were in line with standards those schools achieved in writing and mathematics. The school's efforts to raise standards have been successful over the last two years, especially in reading and the trend in improvements in the tests has exceeded that nationally. In the current Year 2, which has fewer pupils with significant special educational needs than is the norm, standards are above expectations in

ICT, and broadly in line with expectations in mathematics and science. Pupils achieve well in reading and writing despite their standards being below those expected nationally.

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

Standards in:	School results	National results
English	24.6 (25.7)	26.8 (27.0)
mathematics	25.3 (25.0)	26.8 (26.7)
science	27.6 (26.8)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

4. The two previous year's national test results, which were lower than in 2000 and 2001, have reflected lower average standards due to the very high proportion of pupils with significant special educational needs in those year groups. When compared with schools of a similar type, standards were slightly lower in English, but comparable in mathematics and science. Improvement in the Year 6 tests has been broadly similar to that found nationally.
5. Apart from in 2003, when a blip occurred in Year 6 due to the specific difficulties pupils encountered with writing in general and interpreting test questions in particular, standards in writing have improved year-on-year. However, comparatively they are still lower than expected, with pupils' spelling, punctuation and sentence construction showing weaknesses, despite the good provision they receive. Currently, standards in Year 6 are below average in mathematics and broadly average in science.
6. Throughout the school, pupils attain above average standards in ICT and achieve very well. The very good quality of the school's resources and of teaching mean that pupils are enthusiastic about learning and have lots of access to equipment and very good quality instruction. As a result, pupils use their ICT skills well to support their learning across a wide range of subjects.
7. Overall, pupils achieve well. Although a larger proportion than is the norm fail to reach expected standards in national tests, they make good progress from the overall very low standards with which they enter the school. The very good provision for the much larger than average proportion of pupils with special educational needs ensures that these pupils achieve very well. Data indicates that an increasing number attain or come close to attaining expected standards in national tests, than was the case in the past. Some consistently very good teaching in Year 1 promotes very good achievement in this class. Challenging teaching, especially in Year 6, ensures that the more-able pupils reach higher levels in the national tests and achieve as well as their peers.

Pupils' attitudes, values and other personal qualities

As a result of the very high expectations the school has, pupils' behaviour and attitudes to school are **good**. Attendance is **satisfactory** and punctuality of all pupils is **very good**. Pupils' personal development and social, moral, spiritual and cultural development is **good** overall.

Main strengths and weaknesses

- Pupils are very punctual which enables lessons to start promptly.
- Pupils are interested in school life and the range of activities provided.
- Pupils willingly take responsibility for the opportunities presented to them by the school.
- Pupils are free from bullying because positive behaviour is encouraged.
- The school is successful in encouraging good relationships between pupils and very good relationships between pupils and adults.

- Spiritual awareness, social and cultural aspects are good. The pupils understand the moral code of conduct very well.

Commentary

8. The school actively works with parents and carers to stress how important it is for their children to attend school punctually. As a result, almost all pupils arrive on time enabling lessons to start promptly. The headteacher, family liaison officer and education welfare officer work closely with a few families whose children have poor attendance, stressing how this has a negative impact on their children's learning.
9. Pupils are very positive about how good their education is at the school, and how much fun it is. Pupils interviewed during the inspection reported enjoying their lessons, with mathematics, art and design, science and ICT being among their favourites. Their interest in school life remains as good as it was at the time of the last inspection. The school provides a wide range of extra-curricular activities held before school, at lunchtime and after school, which are highly valued and supported by the pupils. The residential visits are very well received resulting in the building of the pupils' personal development through increased confidence and self-awareness.
10. Pupils willingly take responsibilities. For example, members of the School Council are very committed to improving the school through designing the new layout for the junior playground, providing healthy food and snacks for break and lunch-times and purchasing playground equipment and a football kit for the school team. Pupils in Years 5 and 6 accept total responsibility to organise and present a Talent Show, arranging the auditions, performance and buying prizes. The older pupils work with pupils with special educational needs from the neighbouring school. The responsibilities the pupils willingly undertake promote their self-esteem and pride.
11. As a result of the very high expectations the staff have of the pupils, the behaviour and attitudes to school are good. Pupils understand the school's moral code of conduct very well. They strive very hard to achieve their awards for good behaviour, and are certainly deterred from behaving badly due to the consistently upheld sanctions. There were no exclusions in the last reporting year. On the few occasions when bullying occurs it is handled promptly and effectively.
12. The pupils' relationships with each other are good. They support each other well and relate to the pupils with special educational needs with great sensitivity. This results in the total inclusion of these pupils with their peers. The staff, in particular the headteacher, know their pupils so well that very good individual support is provided at all times.
13. Pupils' spiritual, social and cultural development is good overall. Pupils in Year 5 carry out a project studying different places of worship. The residential visits develop the pupils' self-awareness and offer opportunities for spiritual awareness. The Eco and gardening clubs work hard to improve the school's environment. The school has been successful in this area and has won awards for the garden. Pupils have good opportunities to appreciate cultural diversity through the curriculum, assemblies taken by visitors from Canada, America and Borneo, and links with other schools in The Gambia and Australia. The pupils thoroughly enjoyed the recent visit by an Indian dancer.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.1
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

The quality of education is **very good** overall. The quality of teaching and learning is **good**. The curriculum is **very good**, as is enrichment. Pupils are **very well** cared for and receive **good** guidance and support. Overall, the school's resources support learning **well** and accommodation is **satisfactory**. Links with parents are very good.

Teaching and learning

The quality of teaching, learning and assessment is **good**. Teaching is consistently very good in Year 1, ICT is taught very well and the quality of assessment in Years 1 and 6 is exemplary. The very good support pupils with special educational needs receive, contributes significantly to their very good achievements.

Main strengths and weaknesses

- The quality of teaching in ICT is very good, which promotes good learning and above average standards.
- Teachers manage pupils' behaviour very well.
- Pupils with special educational needs are very well taught and supported.
- Marking is used very effectively in Years 1, 2 and 6.
- Lessons sometimes go on too long.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (23%)	20 (59%)	6 (18%)	0	0	0

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

14. The quality of teaching in the nursery and reception classes is good and promotes children's good overall achievement. It is particularly good for their personal, social and emotional development, an area of their learning in which on entry, they have very limited skills but which by the time they reach Year 1, have improved to close to those nationally expected. Children's learning is well structured and provides them with a good balance between guided activities and those that they choose themselves. The system, currently determined by the local education authority, is for children to enter the foundation stage according to their age, in three different terms. This means that in the reception class particularly, the youngest children are sometimes required to sit and listen for too long a time during the formal literacy lessons taught in the summer term.
15. ICT is taught very well throughout the school, promoting above expected standards. Teachers have good technical skills, which they employ very well in using interactive whiteboards in classrooms. Ideas are explained clearly to pupils and they are fully engaged in lessons learning the necessary skills in the specialist ICT suite, where a well-qualified teaching assistant often supports teachers extremely effectively. In a very good English lesson taught in the ICT suite, the class teacher and assistant worked very effectively in partnership to extend pupils' skills in, and understanding of, persuasive writing, using the features available within the text software to enhance learning very well. A strong feature of teaching and learning is the good use made of ICT to support learning in many subjects.
16. Teachers and teaching assistants manage pupils' behaviour very well. Of the high proportion of pupils with special educational needs a significant number have difficulties

behaving sensibly and concentrating well. The sensitive, but firm way in which class teachers and teaching assistants relate to these pupils and the very good organisation of their learning, have a very positive effect on their ability to get the best out of lessons. Many classes contain several pupils with statements of special educational need, either as a result of their difficulties in learning, behaving acceptably or in making positive relationships. Because they have such trusting relationships with teachers and particularly the teaching assistants who most directly support them, they respond positively to teaching and learn well, often achieving very well given their previous standards.

17. Pupils' learning in Years 1, 2 and 6 is considerably enhanced by the quality of the teachers' assessments. Marking is particularly good, giving pupils clear written or verbal guidance about how well they have done, where they need to improve and how to achieve better standards. As a result, pupils noticeably improve, especially in English and mathematics. They respond well to teachers' suggestions by writing comments themselves about their work and assess how well they have progressed in reaching the learning targets set for them. Such interaction between pupils and teachers promotes good achievement.
18. In a few lessons, the amount of time teachers spend introducing work and explaining or reinforcing learning is too long. Subsequently some pupils lose concentration and whilst still behaving well, 'drift off'. Although more-able pupils are usually well catered for and receive work well matched to their needs, it is often these pupils, who already have grasped concepts quickly, who tend to waste some time in these situations.
19. In most year groups, there are examples of very good teaching. In Year 6, very imaginative methods are employed to keep pupils interested and engaged in lessons and pupils' learn very well that subjects relate to each other. In Year 2, very competent teaching of basic literacy and numeracy skills promotes good achievement in these areas of learning. The consistently very good teaching in Year 1 is exemplified by much enthusiasm, very well directed questions, lively pace and engaging teaching methods.

The curriculum

Curricular provision is **very good**. The curriculum provides an extensive and varied range of activities to support good achievement. Resources are **good** overall and are well used. Although accommodation is good in the foundation stage, overall it is **satisfactory**.

Main strengths and weaknesses

- Provision and resources for ICT are very good.
- The curriculum is equally accessible to all pupils and meets their needs very well.
- Good planning ensures effective links between subjects.
- Provision for pupils with special educational needs is very good and makes a real difference to their achievement.
- The match of support staff to the curriculum is very good.
- Support for pupils' learning outside the school day is very good and a wide range of extra curricular activities enriches the school curriculum.

Commentary

20. The curriculum is very carefully planned to meet pupils' needs. There is a strong emphasis on literacy and numeracy skills as well as ICT, which is seen by the school as a key element in its development. Information and communication technology supports teaching and learning in other subjects very well. The very high level of resources for ICT and good overall accommodation enable all pupils to improve and use their skills more effectively to support their learning in other areas of the curriculum. The ICT suite is relatively small, but the creative use of space and resources allows all pupils to benefit from 'hands on

experience'. As a result, ICT is very popular and the accommodation is well used in lessons and by clubs.

21. The curriculum meets statutory requirements and gives sufficient time to all required subjects and activities. The school meets the requirements as regards its religious education curriculum and for acts of collective worship. Currently, extensive planning by teachers provides full coverage of the National Curriculum and meets the needs of all pupils in school. The planning of the curriculum is effectively influenced by the good assessment of pupils' achievements. Assessment opportunities are incorporated well into teachers' planning. The use of ICT in planning is strong and this represents a significant development across the school and is evident in the work observed. Subject plans clearly show how teachers promote pupils' literacy and numeracy skills within different subjects. Although planning already indicates how the links between subjects should be taught, the school is not complacent and intends to further improve planning in order to extend these links. Through their thoughtful planning of the curriculum and day-to-day arrangements, teachers ensure all pupils, what ever their abilities, are given the same opportunities to make at least good progress and the school's provision to ensure this happens is very good. The school is proud that all groups of pupils are included in all areas of the curriculum.
22. Teachers are very well supported by a substantial number of well qualified, effective teaching assistants who work closely with pupils in order to offer realistic challenges to enable them to succeed. They play a vital part in providing work, which is suitably prepared for pupils of different abilities and needs. The accommodation provided for children in the nursery and reception classes is good. It contributes particularly well to the physical development of children in the nursery.
23. There are interesting opportunities for pupils to enrich their learning and development very well through a very good range of educational visits and school clubs. Pupils in Years 1 to 6 participate in ICT clubs and sporting activities such as football and dance. Older pupils represent their school at football, netball and rounders. Pupils, the majority of whom are in Years 3 to 6, take part in an extensive and varied range of extra-curricular activities. In Year 4, a modern languages teacher from the neighbouring secondary school was observed teaching French; such innovative practices provide enjoyment for pupils and effectively broaden their experiences. Opportunities for pupils to work with visiting specialists bring about new insights, helping them to make sense of their world. Visits to places of interest are carefully chosen and integrated into the appropriate areas of the curriculum such as history and geography. Similarly, older pupils experience residential visits, which provide much fun and opportunities for promoting their physical, personal and social development, and clearly extend pupils' learning in a number of curricular areas.

Care, guidance and support

The school offers a **very good** level of welfare to pupils, particularly to those with special educational needs. The support, advice and guidance for pupils are **good**. The level of involvement of pupils in the work and development of the school is **very good**.

Main strengths and weaknesses

- The school is diligent in safeguarding the pupils' welfare.
- There is very good provision for pupils with special educational needs.
- There are very trusting relationships between pupils and staff.
- Induction arrangements for children are good.

Commentary

24. The school safeguards pupils' welfare well through the rigorous child protection procedures. The school is particularly effective in working in partnership with the family liaison officer, physiotherapist and educational psychologist to secure pupils' welfare, educational and medical needs. As a result, those pupils who are potentially most vulnerable are provided with a secure environment in which to learn.
25. There is very good provision for pupils with special educational needs, ensuring that they are well cared for and because of this, these pupils achieve very well. Staff are sensitive to the individual needs of all their pupils, resulting in very trusting relationships. The good induction arrangements for young children are as effective as they were at the time of the last inspection. Given the very low self-esteem of a considerable number of the children who enter the nursery, the sensitive way in which children are introduced to school makes a very good contribution to their learning.
26. Pupils' access to well-informed support, advice and guidance through continual assessment is good. The pupils' good achievements are due to the constant monitoring and assessment of their learning. The school ensures that each pupil knows their personal and learning targets. Parents are also involved in this process each term through meetings. The parents are very proud of their children's records of achievement, which show progress through the school.
27. The school involves pupils very well in its work and development. The school council has a lot of scope to make decisions and implement ideas, resulting in a well-turned out football team, pleasant school grounds and action-packed playtimes.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents have very positive views about the school.
- Parents of all pupils are provided with very good information about the school and about their children's work and progress, but it is not readily available to all parents.
- The school is very good at seeking the views of parents.
- The school is very good at dealing with parental concerns and problems.
- The arrangements for sharing facilities with the neighbouring special school are very good.
- There are a large number of links with the community and other schools.

Commentary

28. Parents are very positive about what the school provides and achieves for their children. All parents interviewed consider the teachers to be very approachable. Parents are provided with comprehensive reports on their children's progress. They are highly detailed, giving clear guidance as to what pupils need to do to improve. Parents attend the termly consultation evenings in large numbers and they feel involved in helping their children achieve the targets set for them. Likewise, the majority of parents with children with special educational needs are involved in identifying and working towards targets set for them. The school is proactive in providing parents with regular information evenings. They have the opportunity to learn about how their children are taught literacy and numeracy. As a result of the 'reading at home' scheme the school has noted a significant increase in the number of pupils who read at home.

29. The school has detailed information about what topics will be taught each term. However, this information is not distributed to parents automatically, as they are required to request a copy from school, if they so wish. Many parents rely on their children telling them what they are learning in their lessons. This is a missed opportunity for more parents to become involved in supporting their children's learning at home.
30. The school considers parents to be a central part of the school's work. As a result of this, it is very good at seeking their views and acting upon them, through regular questionnaires. The staff are very good at dealing with parental concerns and problems promptly and effectively.
31. The arrangements for the shared provision between the neighbouring special needs school and this school are very good. Not only are the facilities shared but also the pupils from this school regularly work with the pupils from the other school, gaining greater self-awareness and respect for others.
32. The staff are very highly respected within the local community for their contribution to developing good relationships with the residents and their children. There is a wide range of links with the community. For example, there are many opportunities for local artists, actors, musicians and volunteers to work with the pupils to enhance the environment of the school and its grounds. The school arranges a number of educational visits to local places of interest to support the teaching of the national curriculum.
33. The school has very good relationships with partner institutions, such as other local schools and those in The Gambia and Australia. This develops a greater cultural awareness in the pupils. Local businesses donate funds for materials to be used in design technology, the teaching of basketball and tag rugby and for improving the outdoor play areas.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are **very good**. Governance is **good**.

Main strengths and weaknesses

- The headteacher and key staff provide very strong and purposeful leadership.
- The systems for ensuring that teachers perform effectively and that pupils achieve well are very good.
- The leadership and management of the school's provision for special educational needs are very effective.
- Governors support the work of the school well and ensure good financial management.

Commentary

34. The headteacher is rightly, highly respected by staff, pupils, parents, governors and the local community. In the time he has been leading the school, its reputation has soared, especially for its ethos, its provision for pupils with special educational needs and in the quality of education and of care it provides for all its pupils. The headteacher is dedicated to improving standards and is very effective in promoting high expectations amongst all who work in the school. As the co-ordinator for ICT and design and technology, the headteacher has been very influential in raising standards considerably in both subjects since the previous inspection.
35. Other key staff make a very significant contribution to leadership and management. The foundation stage is very well led and well managed. The co-ordinator and her effective team ensure that the many children who enter the nursery with low confidence and capabilities settle in happily and achieve well. They involve parents effectively in the process. The co-ordinators of English, mathematics and science are pro-active in

monitoring standards and the quality of teaching and learning in their subjects. As a result, effective action has been taken to help pupils overcome difficulties, to improve aspects of teaching and learning and to involve parents more in supporting their children's learning at home. Test data is analysed in detail and effective action taken to improve upon those areas identified as weaknesses. Marking throughout the school has improved as a result of new procedures following a review of existing practice.

36. The deputy headteacher has a key role in leading and managing the very good provision for pupils with special educational needs. The close attention paid to the early, accurate assessment of pupils' needs, the rigorous review of their progress and the very effective support planned to enable pupils to achieve targets set for them in their individual education plans, all contribute very well to their very good achievements. The very good relationships the deputy headteacher has with parents also means that most are fully involved as partners in reviewing their children's progress. The deputy headteacher also leads and manages mathematics very well and has this year very effectively worked in partnership with the new co-ordinator for the subject to ensure that the same quality of leadership will continue.
37. Governors fully support the school's work. They visit classrooms, oversee provision in literacy, numeracy and special educational needs, receiving reports from and holding discussions with, the school managers. With funding considerably below national and local education authority averages, governors have had to be very rigorous in their management of the school's finances. Prudent financial planning and careful budget monitoring ensure that the school is able to meet its commitment to funding the actions planned to raise standards, especially in writing.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	572,293	Balance from previous year	32,002
Total expenditure	587,426	Balance carried forward to the next	16,869
Expenditure per pupil	2,610		

What is the effectiveness of the assessment of special educational needs?

Overall, the assessment of pupils with special educational needs is **very good**.

Main strengths and weaknesses

- Pupils' needs are identified early and accurately.
- Teachers and support staff check pupils' progress continually and adjust the work provided for pupils very well, according to the pupils' needs.
- Parents are kept well informed about their children's progress and involved fully in reviews of their progress.
- Pupils are not sufficiently involved in formal reviews of their own progress.

Commentary

38. The very good provision for special educational needs includes very secure assessment arrangements. Because pupils' needs are identified early after their entry to the school and accurately assessed, action to address them are implemented as soon as possible and this early intervention contributes well to the very good achievements made by pupils. The local education authority's learning support teacher is a valuable resource to the school in that during the 20 half-days he spends annually in the school, he provides very useful

support to both pupils and their parents and members of staff. His very good expertise means that the school is constantly improving and refining its ability to diagnose and meet the varied special educational needs of pupils.

39. Class teachers and support assistants continually check on the progress the pupils make towards meeting the targets set for them in their individual education plans. A daily dialogue about progress occurs and teachers adjust their daily lesson plans to respond to the particular needs of the individual pupils. Because needs vary, the assessments range between establishing the degree to which a pupil with learning difficulties may have incrementally improved in literacy and numeracy skills, in their ability to respond orally, or in being able to concentrate on their work without disturbing others. The diet provided for these pupils is very well matched to their needs and their response in both their endeavour and behaviour is very good.
40. The school sees parents as vital partners in the provision for special educational needs and in reviewing and assessing their children's progress. They are kept fully informed about how well pupils are progressing, both at formal reviews and much more frequently, informally. For those parents whose children have difficulties behaving well and/ or coping with their emotions, the quiet chat at the end of the day can often diffuse potentially difficult situations. Parents are provided with regular effective advice about how to help their children to make progress academically, which cements the very good partnership with parents and helps pupils progress.
41. A relative weakness in the otherwise very good provision is the lack of pupils' recorded involvement at formal reviews of their progress. While there is a lot of dialogue between class teachers and/or support teachers with pupils about how they are getting on, pupils' views were not recorded on any official documents analysed during the inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children is very good in the nursery class and good in the reception class. Home visits and pre-visits to the nursery by children and their parents and carers introduce children calmly into the nursery class. The regulations from a three-term intake are to be relaxed in the coming year benefiting the youngest children by starting them in January instead of April. At present children move termly to the reception class.
43. Teaching is often good or better with activities managed effectively by matching them closely to the needs of children. Teaching was less successful in one lesson, where children in the reception class were taught together regardless of the fact that some children had been in the class since last September and others for less than half a term. At its best children are brought together for the briefest introduction before working in smaller groups at appropriate but challenging tasks. Very good quality teaching was characterised in both classes by the response to the needs of children's wide range of experience and ability and the emphasis on developing personal, social and emotional skills enabling children to feel and become secure and confident. Children in the nursery are effectively supported to become more independent and are trained to organise themselves when looking after equipment and to choose the order in which they carry out the well-planned activities. This is not quite so well developed in the reception class where literacy activities are sometimes more directed. Although this method is suitable for the more-able group of children to prepare them for the more structured curriculum of Year 1, it is less appropriate for the younger children who are less mature and suited to more informal teaching strategies. Outdoor resources for both years are very good, and this is where both teachers excel, using role-play to develop essential language skills. Teachers record the gains made in skills and experiences effectively and then use the information to plan for future learning. They know their children well and provide suitable activities to reinforce or extend activities.
44. The enthusiasm of all adults is reflected in the attitudes of the children. They enjoy their activities and relate well to each other. Most children progress well through the measured stages of development (Stepping Stones) from their low starting points. However, many will not acquire the skills necessary to access the National Curriculum in Year 1 (early learning goals). The transfer of children from the reception class is planned and managed very well.
45. The leadership of the Foundation Stage is very good and management is good. Procedures are secure for planning, recording and assessment and there are effective teams involving teachers and skilled teaching assistants.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a very supportive environment that encourages learning.
- Relationships are exceptionally good.
- Children are confident and feel secure.
- Many will be close to the expected levels by the time they reach Year 1.
- Independence and decision making are promoted effectively, especially in the nursery class.

Commentary

46. Relationships are exceptionally good and children thrive in a safe and secure environment. They flourish in an atmosphere in which their contributions are encouraged and valued and they enjoy each other's company and are calm and settled. They sit and listen and sustain concentration when working with an adult. Teachers and teaching assistants very skilfully prompt and encourage children, rather than doing things for them. When given the opportunity children are enthusiastic when making vital choices in the order in which they experience the planned activities. Nursery children pre-register by sticking their names on a board, and reception children gain valuable language experiences when sharing their feelings. They are very effectively reassured and guided to cope when challenged by new experiences. Given the often very low self-esteem with which many children enter the school, this good practice provides them with much needed confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children have poor language skills when they join the nursery.
- Teachers seek every opportunity to promote language development.
- Role-play is given a high priority to promote speaking and listening skills.
- More-able children in the reception class make very good progress.

Commentary

47. On entry to the nursery, most children have very poor language skills. Evidence indicates that although achieving well, most will remain well below the required level on leaving the reception class. Analysis of children's work indicates that despite being well taught and making good progress, less than one third of children will have achieved the early learning goals prior to joining Year 1.
48. Staff provide and direct many opportunities for children to use role-play language when 'acting out' scenes in the 'kitchen', 'café' or when using the very good outdoor play areas. They also manage time well to provide both planned and spontaneous opportunities for the children to develop speaking and writing skills. Reception children were inspired to act out the story of *Little Red Riding Hood* for others and nursery children 'wrote' letters and cards for their 'dear ones', as well as entertaining their friends in the 'café'.
49. Basic skills in literacy are purposefully taught. Children in the nursery remember and are familiar with some words from nursery rhymes, know the days of the week, and recognise their written names. Writing skills are at an early stage with most children realising that they can communicate through words. In the reception class, the teaching of letter sounds effectively helps older children to become familiar with simple words.

MATHEMATICAL DEVELOPMENT.

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children achieve well.
- Many will achieve the Early learning goals.
- They are interested in numbers and confident when counting on in the reception class.

Commentary

50. Children have a wide range of mathematical experiences in the nursery. By the time they leave the reception class many will have achieved or are close to the required standard. They thoroughly enjoy counting numbers in their groups and class and enjoy singing games, which extend their knowledge. On leaving the reception class, many understand number to ten and are secure when matching numbers to given objects. They enjoy the challenge of sequencing the next three numbers forwards and backwards from twenty. A few know numbers to 100 and more- able children record and add numbers to groups of ten. Many understand vocabulary to compare size, and use *above* and *below* to describe position. They know simple two-dimensional shapes such as circle, square and triangle. Where children need to apply their literacy skills their attainment is weaker.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Children in the Foundation Stage are provided with a wide range of experiences, which helps them to develop a natural curiosity of the world around them.
- Standards will be below the required level by the end of the Foundation Stage.

Commentary

51. Children enter school with an uncertain and varied knowledge and understanding of the world around them and are exposed to a range of well-planned experiences. From an early age they use the interactive white board to participate in lessons. Areas such as 'kitchen', 'café', and 'home' are set up to enable them to explore language, different objects and occupations. Parents and carers contribute to the good range of resources available. Nursery children explored the use of footwear when choosing correctly for 'Cinderella', and many were able to identify a range of footwear, such as 'ballet shoes'. Children experience a wide range of construction materials and explore materials and textures on a daily basis. However, most children will not have achieved the early learning goals by end of the reception year. Many visit the local area for the first time and visits to the countryside stimulate their curiosity well.

PHYSICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Opportunities for outdoor play and the practice of physical activities are good.
 - Most children will be close to the expected levels by the end of the Foundation Stage.
52. Resources for outdoor play are very good and children from both classes experience very well planned activities on a daily basis. They play sensibly and use space safely when having 'free' choice and are supervised well throughout. Children are very aware of the need for cleanliness when preparing food and show good dexterity when making sandwiches for their tea party. Most have a very good awareness of the benefits of fruit in a healthy diet. When using apparatus in the hall, nursery children used space safely, waited patiently to take turns, explored different levels and knew they had to 'bend their knees' when landing.

CREATIVE DEVELOPMENT

Provision in this area is **good**.

Main strengths and weaknesses

- Children experience a wide range of media for picture making.
53. Children use a good range of media such as paint, pastels, charcoal and crayons when illustrating their experiences. When illustrating *Little Red Riding Hood*, reception children talked enthusiastically about their pictures and more-able children wrote their own interesting captions whilst younger children were effectively assisted by adults. Most children know colours and nursery children were fascinated when hand printing. They use scissors and brushes safely and they join in enthusiastically when singing action songs. The children enjoyed exploring percussion instruments to make 'storm music'. Most children will be close to reaching the early learning goals when joining Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below the national expectations, but pupils achieve well.
- Teaching is good and sometimes very good and support staff are used very effectively.
- Leadership and management are very good.
- Literacy is taught well in other subjects.

Commentary

54. Standards are below national expectations in both reading and writing. Pupils enter the school with the lowest literacy skills in the local education authority, with very poor communication skills. They make good progress and achieve well as they move through the school. As a result of very effective leadership and management and of consistently good teaching, the proportion of pupils attaining expected standards in the Year 2 national tests has increased annually since the previous inspection. Although in the last two years standards have slipped in Year 6, the trend in improvement has been positive overall. Despite the good improvements made a higher proportion of pupils than found nationally, find difficulty in writing more complex sentences, spelling accurately, punctuating correctly, reading fluently or interpreting what they read effectively. The school is currently increasing its efforts to provide pupils with more opportunities to develop their speaking skills. However, in spite of this, many pupils have a limited vocabulary and respond to questions in short sentences or phrases.
55. The quality of teaching and learning is good throughout the school, with some very good teaching observed. Teachers use their good subject knowledge, effective planning, enthusiasm and stimulating teaching methods to promote good achievement. The very good relationships that exist between adults and pupils promote a positive and purposeful atmosphere in lessons. Among the most successful teaching methods used are the use of drama to encourage pupils to speak more confidently, and the very good use of ICT to clarify ideas, to engage pupils' interest and to provide pupils who have particular difficulties with the opportunity to prepare and present a quality piece of work. Many of these qualities were observed in a very good literacy lesson in Year 4, in which pupils made very good progress in their ability to write persuasively, using *wordtext* programmes in the ICT suite. Teaching assistants who support pupils with significant special educational needs work very effectively to help them improve their reading and writing skills and these pupils achieve very well as a result. In Years 1 and 2 particularly, teachers check daily on whether pupils have read at home, expressing a great delight when they have and disappointment if they have not. The liaison established with parents is very good and has encouraged many more pupils to read with parents or carers on a regular basis recently. These strategies are having a positive impact on raising reading standards. The quality of marking is good and constructive comments are used to help and guide pupils.
56. Leadership and management are very good. The school is very aware that standards in English are a weakness in the pupils' attainment. The joint co-ordinators have analysed in depth, the pupils' books, test data and the quality of teaching, in order to identify the areas in which pupils' skills need to improve most. Support has been sought from the local education authority and effective training provided to enable teachers to evolve strategies designed to improve pupils' reading and writing. There has been success in that the standards younger pupils have achieved in successive national tests have improved annually.

Language and literacy across the curriculum

57. Throughout the school, teachers of all subjects provide opportunities for pupils to practise and improve their language and literacy skills. For example, during a history lesson pupils described Anne Boleyn as “very pale but beautiful” as she awaited execution in the Tower of London. Pupils make lists and bullet points in their work on mini-beasts in science, write good instructions in design and technology, and in religious education, pupils re-tell and write Bible stories. Information and communication technology is used extensively to help pupils to draft and re-draft their stories and reports.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are improving and pupils’ achievement is good.
- The quality of teaching and of the curriculum is good.
- Pupils do not apply their existing knowledge to new learning well.
- The subject is very well led and managed.

Commentary

58. Since the last inspection, standards have risen considerably and pupils achieve well. Currently in Year 2, standards are in line with expectations. In the current Year 6, which has a much higher than average proportion of pupils with significant special educational needs, standards are below expectation, but pupils achieve well compared with their prior attainment.
59. The quality of teaching is good. In each class, the structure of the National Numeracy Strategy is well used to provide pupils with a good mix of activities, to keep them interested and which effectively promotes learning. For many pupils, the repetitive consolidation of basic facts is needed. Teachers and their assistants provide this, often in lesson introductions and in the summaries of learning at the end of the lessons. During these sessions, questions are well-matched to pupils’ different abilities, which provide both effective challenge for the more-able and the promise of success for the least-able.
60. Creative teaching methods are used to stimulate pupils’ interest and to consolidate basic number facts, for example, games such as bingo are used to test pupils’ knowledge of multiples and factors. Teachers use ICT very well to engage pupils and to add pace and challenge in lessons. In a well-taught Year 2 lesson, pupils were intrigued by the gradual revelation, on the whiteboard, of different shapes that they were required to identify when very little of them were visible. In a good Year 6 lesson, about interpreting data, the effective use of computer graphics ensured that all pupils made good progress in their understanding of the differences between discrete and continuous data.
61. The biggest weakness in learning is in many pupils’ inability to apply what they already know to new situations. This is exaggerated by their below average literacy skills. Thus, their misinterpretation of problems set out in words, often leads them to arrive at a wrong answer. The school’s analysis of test data reveals this aspect as a weakness and despite extra emphasis in lessons on teaching the skills of problem solving, pupils still struggle.
62. The subject is very well led and managed. Currently a changeover in the co-ordination of the subject is taking place and there has been very good practice in the training and induction of the new post holder. The existing and the new co-ordinator have jointly observed lessons, examined pupils’ work and analysed test data. This has resulted in the

new co-ordinator being very competent and confident about assuming this major responsibility. The action taken as a result of the information gathered from monitoring standards and performance has resulted in rising standards and good achievement.

Mathematics across the curriculum

63. Pupils' numeracy skills are well promoted in a range of subjects. They use their measuring skills frequently in science and design and technology. Their understanding of time is used effectively in history and physical education. In geography and in science pupils' knowledge of how to construct tables and graphs is used well to organise and illustrate information.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By Years 2 and 6 most pupils attain the knowledge, skills and understanding expected nationally.
- Standards in national tests are below expectation.
- Good teaching contributes to good levels of achievement for all ability levels especially those with special educational needs.
- Marking does not always inform pupils how to improve.
- There is good support in lessons so pupils are fully involved.
- Skills of scientific enquiry and strategies for recording are both good.

Commentary

64. When compared with all schools in national tests, standards have been below average in Years 2 and 6, but these do not reflect the improvements that have been made since the previous inspection. These comparisons are more positive when compared with schools of a similar nature. The percentage of pupils reaching expected standards has more than doubled in Year 6 and inspection findings indicate that the quality of work in pupils' books is consistently improving. Standards in lessons, and in pupils' books over time, reflect national expectations in Years 2, 4 and 6. Scientific exploration and investigation skills have improved significantly. Teachers have given a high priority to raising the low literacy skills of a higher than average number of pupils with special educational needs in each class, in order to overcome weaknesses which cause test results to not fully reflect pupils' knowledge and understanding in lessons.
65. An analysis of pupils' work in Year 2 indicates that they have experienced a wide-ranging curriculum. They have investigated materials, have a secure understanding of the need of water and sunshine for the growth of plants and experienced 'forces' when pushing and pulling. Teachers challenge pupils to record their investigations consistently well. Achievement, evident in lessons in Years 2, 4 and 6, particularly for pupils with special educational needs and the more-able, is good. Pupils enjoy their activities and have good social skills when working in groups to discuss or plan their investigations. Pupils are introduced to 'fair testing' and 'making predictions' from Year 2 onwards, recognising that consistent quantities and conditions are required to make a fair test. By Year 6, boys and girls demonstrate equally well that they make decisions built on satisfactory scientific knowledge. When predicting the reversible or irreversible changes of substances they do so from a well-informed basis.
66. The quality of teaching was at least good in the lessons observed in Years 2, 4 and 6 and this is an improvement since the last inspection. Where teaching was at its best, pupils were challenged consistently well and were encouraged to develop strategies to record their findings based on a consistently used framework. Teaching assistants were used

effectively in all lessons and contributed significantly to the standards attained by lower achievers. Pupils with statements of special educational need are well supported and sometimes reach national standards. By Year 6, pupils demonstrate good social skills. They choose partners without fuss and carry out investigations by negotiating responsibilities, discussing their findings and recording logically. Marking, at its best in Years 1, 2 and 6, informs pupils whether they have achieved their targets and indicates to them how to improve.

67. Leadership and management are good. Teachers now follow national guidelines that cover all elements of the science curriculum in a balanced way. Assessment strategies are satisfactory with improvements included in the co-ordinator's action plan. Rigorous analysis of test data and of pupils' work has provided information about attainment, which has been used effectively to improve standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved well since the last inspection and are now above average in Year 2 and Year 6.
- The subject leader has very good subject knowledge and provides very good leadership and management.
- The quality of teaching is very good so pupils are keen to learn and achieve well.
- Resources to support teaching and learning are very good.
- ICT supports other subjects very well.

Commentary

68. Standards at the end of Year 2 and Year 6 are above average. This is particularly due to significantly improved resources since the last inspection and very good teaching across the school. Year 6 pupils demonstrate competently and confidently how to use and apply previously acquired ICT skills. Their good word processing skills mean that they can quickly convert notes into text as they report on the 'Orinoco River and its people' as part of their geography study. They use the Internet for research, for example, to collect data about the weather in three different mountain areas, over a three-day period. Pupils in Year 6 know how to use ICT to improve their own work and say they 'like using ICT because it's neater, quicker and easier to edit and modify'. All pupils have access to an email address, which enables them to communicate with others or seek information quickly for their schoolwork. In the after school 'writing club' older pupils develop journalistic and autobiographical styles of writing using ICT. Year 2 pupils explain confidently how well they are able to use ICT to, not only develop their own skills, but to extend and often accelerate their own learning in other subjects. They believe using a computer is better because 'you can rub out and change colours and drawings'. Pupils know how to edit their work and use a range of skills and techniques to good effect in order to enhance the presentation of their work and use the Internet effectively to find information. Pupils with special educational needs find this aspect of ICT has a major impact on their enthusiasm for, and improvement in, their literacy work, enabling them to achieve success.
69. Pupils' attitudes towards ICT and the understanding of their own learning are very good. They demonstrate the capacity to work very well either alone or with others. In such situations they show respect for others' views, ideas and abilities. Pupils respond very well to encouragement, support and guidance because the teachers' subject knowledge and understanding are at least good. Very good teaching results in very good learning for pupils of all needs and abilities. In the lessons observed, teachers were well supported by able teaching assistants who recognise the needs of pupils of differing abilities, which enables all

pupils to make a least good progress. All pupils are fully included in all tasks and activities. Pupils are very confident in applying their skills and achieve very well by the end of Year 6. They naturally and readily transfer previous knowledge, skills and understanding to new learning, using ICT to extend their learning in other subjects, while building upon and developing their ICT skills accordingly.

70. The subject is very well led and managed by the headteacher, who is a very keen, forward thinking, knowledgeable and very influential subject leader. He has guided and directed colleagues and pupils through a period of marked change and improvement. He has a very clear understanding of how to improve standards, whilst creating opportunities and experiences that are purposeful, challenging and enjoyable. A number of ICT clubs enrich the curriculum where pupils can further increase their skills, knowledge and understanding whilst making their own choices or study, often to research their own projects. Several of the clubs, run before, after school and at lunch time, are led by a capable and qualified teaching assistant who has benefited from ICT training along with all other staff in the school.
71. The school, with the full support of governors, has committed generous expenditure towards new and extensive resources. Since the last inspection, there has been very good improvement and the overall provision for ICT is now very good. ICT remains a strength of the school, which has very successfully kept pace with rapidly changing developments in the subject. The governor with responsibility for ICT, when visiting the school, has noted how well it impacts upon teaching and learning in other subjects, and for pupils with special educational needs, particularly with the very good use of white boards. Each classroom has a projector and interactive white board to support teaching and learning across the curriculum and there are mini-suites in shared work areas, classroom computers and additional new laptop computers for pupils to use in the classrooms. This new technology, which is used very effectively across the school by staff and pupils, has clearly contributed to the increased popularity of ICT, has improved skills and standards and promoted an increased interest in learning.

Information and communication technology across the curriculum

72. Information and communication technology very effectively supports other subjects and is consistently used very well to improve the quality of teaching and learning. The use of ICT in teachers' planning is strong, with good opportunities to develop skills identified. Pupils recognise the value of ICT and the relevance of its use as they regularly use and apply a wide range of skills to other subjects. In Year 2, pupils provide questions and answers about characters and text in English. In Year 6, pupils develop research skills using the Internet. As they explore the technology, they download relevant pictures and cut and paste information in order to prepare their own project for a *Power Point* slide show, which they will present to their class. Many pupils, in all year groups, were observed using the interactive white boards in lessons, for example, in English, in Year 2 and in mathematics, in Year 4. Other pupils in the clubs used computers well for writing or artwork. In one lesson observed, the teacher used ICT creatively to enable pupils to organise sound and compose a piece of music. Detailed portfolios of pupils' work and displays around the school highlight a varied range of subject links, including science, history, geography, art, mathematics, literacy and design technology to enhance pupils' work very well.

HUMANITIES

RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education contributes well to pupils' spiritual, personal and social development.
- Marking does not fully inform pupils how to improve.
- Literacy skills are used widely to promote speaking and writing skills.
- Pupils have a good knowledge of Christianity.

Commentary

73. In the lessons observed in Years 3 to 6, teaching and learning were good. In a good lesson observed in Year 5, the pace of the introduction was very brisk and pupils were very well motivated. There was clear evidence during the lesson that pupils had a good understanding of the Bible and Christianity. In both lessons observed, there were good links with pupils' spiritual, personal and social development especially relationships, pupils were eager to contribute and a range of good strategies enabled pupils to share their opinions and thoughts with others in pairs or small groups. Pupils recalled the parables of Jesus and older pupils discussed the need to care for and respect the qualities of others. Pupils with special educational needs and more-able pupils were fully involved and achieved as well as others. Speaking and listening skills are taught well and Year 5 pupils took notes whilst watching a video on the Bible. There are satisfactory procedures for recording pupils' knowledge and understanding as they progress through the school. Marking is thorough, but does not fully inform pupils how to improve.
74. Years 1 and 2 pupils celebrate the main festivals of Christmas and Easter and are introduced to the stories of Jesus. Whole school worship contributes to pupils' wider understanding, and global issues are introduced through links with Gambia. Pupils have a good knowledge of their own faith, but only satisfactory awareness of other faiths. All pupils benefit from visits to places of worship of other faiths and are introduced to the culture and traditions of Islam and Judaism. Pupils in Year 6 sensibly compare the Creation as detailed in the Qu'ran and the Bible.
75. The quality of leadership and management is satisfactory. The recently appointed co-ordinator has prepared adequately for the newly introduced locally agreed syllabus. In their planning, teachers have responded appropriately to the guidelines produced nationally and by the local education authority, which means that pupils receive a wide ranging curriculum.

GEOGRAPHY

76. Only one lesson was observed in geography and though work was analysed it is not possible to make a secure judgement about overall provision. From the analysis of pupils' work and talking to teachers and pupils, it is evident that work in geography is varied and interesting. The youngest pupils investigate their immediate area and learn simple mapping skills. A Year 2 class was observed following this up by programming a turtle to follow a planned route. Older pupils compare and contrast life in the nearby village of Upton Magna, with Chembakolli, a village in India. The study of rivers is the main thrust of the older pupils' project work, which links geography, English, ICT, art and design and science. In a Year 6 lesson, pupils worked well and made good progress during their investigation of the course of a river as a result of the teacher's enthusiasm, knowledge and use of interesting teaching methods.
77. Management is good and several visits, both day and residential, are arranged to promote and enhance pupils' geographical skills. An Indian dancer also visited and performed for the pupils to enhance their study on Chembakolli, an Indian village.

HISTORY

78. It is not possible to make a judgement on the overall provision of history as no lessons were observed. However, from talking to pupils, the subject co-ordinator, and reviewing previous work in pupils' books, it is evident that standards are at least in line with national expectations by Year 2 and Year 6. Teachers' plans indicate satisfactory coverage of National Curriculum requirements and that skills and knowledge are built on year-on-year.
79. There are very good links with other subjects especially literacy and ICT. Pupils in Year 2 use descriptive sentences when writing about the Great Fire of London in their 'personal diaries'. In Year 4, 'letters from Anne Boleyn' written in the Tower of London, indicate a growing control of language skills - 'very pale but beautiful'. Pupils in Year 6 have the opportunity to reflect on their experiences by looking at contrasting views. A discussion on the rights and wrongs of human sacrifice resulted in good persuasive writing to illustrate the views of the Aztecs when compared with those of the Conquistadors. Pupils develop their own opinions using the medium of poetry. ICT is used very well to research information and teachers and pupils use interactive whiteboards confidently. The Internet is used widely to encourage research skills.
80. Leadership and management are good. The co-ordinator has monitored work; talked to pupils, and monitored the quality of teaching and learning. Development of pupils' skills has been given a high priority and satisfactory procedures are in place to record pupils' progress. Visits broaden pupils' cultural experiences and encourage 'first hand' research. Photographs have become important to record pupils' experiences and the portfolio depicting Year 1's visit to Shugborough highlights the quality of experiences planned for them, including using a dolly-tub on 'wash day', or dressing up with petticoat-frames and hip-pads. Their enjoyment and enthusiasm was impressive when talking about their experiences. Older pupils have gained a wider appreciation of life during World War II and Tudor times.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Judgements on provision, achievement and quality of teaching and learning are not possible for art and design or design and technology, as neither of these subjects was a focus for inspection.

ART AND DESIGN

81. Pupils' sketchbooks are well used and work in books shows that standards overall are average, although there are several examples prominently displayed of group work where standards are good. On these occasions, pupils across the school benefit well from the expertise, support and guidance of specialists or 'Artists in residence'. A particularly impressive display of a woven collage demonstrates careful and sensitive use of colour to depict 'Earth, Wind, Fire and Water'. All pupils in school worked together in four groups to produce a high quality piece of art during 'Art Week'. That pupils' artwork is valued is evident in the interesting and varied displays in the classrooms and around the school. Year 2 and Year 6 pupils report how much they like art and older pupils appreciate that they experience and enjoy a full range of opportunities. They mention making three-dimensional Egyptian jars with clay when in Year 5. This is one example of several, which highlights meaningful links with other subjects. Pupils of all abilities have opportunities to choose and explore a variety of media and materials in order to express their ideas through art.

DESIGN AND TECHNOLOGY

82. In design and technology there is a substantial amount of evidence around the school, particularly in classrooms and corridor displays and the results of previous projects and lessons, which indicate standards are in line with those expected in Year 2. Also standards in Year 6 are clearly in line with those expected nationally, which represents a considerable

improvement since the previous inspection, where they were reported to be below average. The projects undertaken provide opportunities for pupils to understand the full design and technology process while developing appropriate skills associated with designing and making. Pupils also have opportunities to make their own choices and decisions about their design and evaluate their work. The subject is taught in a consistent way so that pupils extend their knowledge about their own learning within each focused practical task. Design and technology makes a very good contribution to pupils' personal and social development because pupils are actively encouraged to work closely together, share ideas and help each other in designing and making of the finished item. Thorough planning, which makes good links with other subjects, identifies how a specialist from local industry will lead a workshop for Year 6 pupils on 'electric controlled buggies' in the summer term. This builds on the good use of computer technology to control their 'fairground rides' while on their residential visit in the spring term. Year 6 pupils recognise the purpose and value of evaluation as an integral part of the design process and use their literacy skills to explain how they made a shelter, the difficulties they encountered and how they will be able to improve it. It is clear that the school places great emphasis on pupils' written evaluation.

83. The subject is very well led and managed by the headteacher who has a clear understanding of how design and technology is taught and how much pupils enjoy their work. Year 6 pupils say they "liked making pizzas best because they chose their own ingredients, did their own cooking and designed the packaging". Effective analysis of the work covered and purposeful monitoring enables the staff to recognise how far the subject has developed since the last inspection so that it provides maximum opportunities for all pupils to gain full experience of the design and making process and raise standards.

MUSIC

Only two music lessons were observed and it is therefore, not possible to make judgements on all aspects of this subject.

84. In the short lesson in Year 1, pupils were taught effectively to appreciate loud and quiet music and to copy a simple pattern. The quality of teaching and learning were good and by the end of the lesson, pupils demonstrated with tambas, that they could use loud and quiet music to beat a simple rhythm. Year 5 pupils thoroughly enjoyed learning the calypso rhythm and managed to identify entry points to sing a round successfully and catch the 1,4,7 beat because the teacher was enthusiastic and encouraging. Pupils report that they enjoy singing lessons and using ICT to develop their music skills. Pupils enjoy performing in Christmas and Harvest productions and enjoy listening to visiting musicians.

PHYSICAL EDUCATION

85. It was not possible to make a secure judgement about all aspects of provision in this subject. Evidence from the three lessons observed, indicates that in Year 2 pupils' standards in swimming are above those expected for their age and that expected standards prevail in gymnastics in Year 6 and in ball skills in Year 5. The quality of teaching was satisfactory in Year 2 and Year 5 and good in Year 6. Pupils receive a good curriculum, which covers all areas of the subject. The range of after-school clubs is very good, providing pupils from Years 1 to 6 with good opportunities to participate in team games, individual pursuits and more cultural activities such as country dancing. The residential visit Year 6 pupils make to an outdoor pursuits centre provides them with very good opportunities to engage in more adventurous activities such as orienteering and wall climbing. The efforts the school makes to ensure that all pupils, including those with physical limitations, take full part in such activities is an excellent example of how well included all pupils are in the school's curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

86. It was not possible to make secure judgements about provision in this area of the curriculum. The school sees pupils' personal development as a vital part of its work. The PSHE and citizenship programme helps pupils develop a safe and healthy life-style, gain confidence and interact with others. In a Year 4 lesson about road safety, the teacher used interesting resources to successfully show pupils the safest way to cross roads, while in a Year 3 lesson exploring relationships, pupils discussed the importance of sharing. The teaching of PSHE and citizenship permeates the curriculum with teachers listening to pupils, respecting their views and encouraging good relationships. A sense of citizenship is fostered by the school inviting older residents to Harvest and Christmas productions, raising money for various charities. There is an effective school council that represents pupils' views and lobbies successfully for improvements to the school environment and resources.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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