

INSPECTION REPORT

St Peter's CE Primary School

Edgmond Newport

LEA area: Telford and Wrekin

Unique reference number: 123474

Headteacher: Mrs S Jenkins

Lead inspector: Mrs M McNaughton

Dates of inspection: 6th - 8th October 2003

Inspection number: 261308

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 -11 years
Gender of pupils:	Mixed
Number on roll:	177
School address:	Stackyard Lane Edgmond Newport
Postcode:	TF10 8JQ
Telephone number:	01952 811769
Fax number:	01952 811769
Appropriate authority:	Governing Body
Name of chair of governors:	Rev E Ward
Date of previous inspection:	20 th October 1998

CHARACTERISTICS OF THE SCHOOL

This is a small rural village school. Two fifths of the pupils come from outside the immediate area. In recent years a number of children transfer into the school during year 3 and throughout junior classes. The majority of children have above average skills on entry to reception. Edgmond has a high socio-economic profile and many children come from professional families. The greater majority of pupils, 99 per cent are from a white ethnic background. The very small number of pupils from mixed and Asian ethnic backgrounds are all competent in speaking English as a first language. Nine per cent of pupils are identified as having special educational needs which is below the national average. One pupil with a statement of special educational need is integrated part-time from a special school. The school benefits from being part of a small school networked learning community. The headteacher is seconded part-time to the National College for School Leadership¹ and the deputy head has an enhanced management role. The school received an Achievement Award in 2001.

¹ A national organisation providing development and training for school improvement

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1926	Mrs M L McNaughton	Lead inspector	Foundation Stage, science, music, citizenship
19342	Mr T Heavey	Lay inspector	
16971	Mr R Hardaker	Team inspector	Mathematics, information and communication technology geography, history, religious education
32606	Mrs V G Derwas	Team inspector	English, art and design, design and technology, physical education

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	15
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school, which provides **very good** value for money. The majority of children enter school with above average levels of attainment. As a result of very good teaching, consistently high standards are maintained and pupils' achieve very well throughout the school. The school is effectively led and managed and spending costs are kept as low as possible.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are high and pupils' achieve very well throughout the school
- Leadership and management of the headteacher are excellent and supported well by the deputy head
- The quality of teaching is very good
- Pupils' attitudes to learning and their behaviour is very good
- The care, guidance and support for pupils is very good
- There is very good provision for the inclusion of children with specific difficulties and those from minority ethnic backgrounds
- Innovative whole-school projects enhance the curriculum
- Opportunities are missed to use information and communication technology (ICT) to promote learning in some areas of the curriculum
- Leadership roles in subjects other than English, mathematics and science are underdeveloped

The school has made very good progress since the previous inspection and dealt fully with the weaknesses identified. In science standards have improved considerably and investigation skills are now a strength. Pupils' independent learning skills have improved. In years 1 and 2 pupils demonstrate satisfactory skills in ICT. The accommodation and provision for children in reception is now very good. The proportion of pupils attaining the higher levels in national tests is greater than at the previous inspection. The overall quality of teaching has improved with a higher proportion of good and very good teaching. The influential leadership of the headteacher has developed all aspects of the work of the school.

STANDARDS ACHIEVED

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

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

By the time children leave the school achievement is **very good**. Children in reception make very good progress and exceed the levels expected by the time they start year 1. This very good achievement is reflected in the very high standards in reading, writing and mathematics by the end of year 2. Standards in ICT and music are average. In all other subjects standards are above average with some good development of skills so that pupils achieve well.

Good progress is maintained in the juniors and pupils achieve very well. At the end of year 6 standards in English, mathematics and science are well above average. In music and ICT standards are in line with expectations. Pupils achieve above average standards in all other subjects. The A* in

the table above indicates that results are very high and within the top five per cent of schools across the country.

Pupils' personal qualities are **very good**. They show respect to one another and are keen to take responsibility. Pupils are confident and take great interest in their work. Their behaviour and attitude to school is **very good**. Spiritual, moral, social and cultural development is **good**. Attendance is **good** and punctuality **very good**

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. An innovative well planned curriculum results in very good progress by all pupils. The very good provision for care and welfare of pupils makes a significant contribution.

Teaching and learning are **very good** overall. This is because teachers use very good support strategies including very good assessment, appropriate questioning, praise, and encouragement to motivate pupils and keep them on task. In some instances, over direction by the teacher limits pupils' achievement and marking does not always give enough indication of how to improve further.

There are not enough opportunities for pupils to use computers to independently research information in all subjects.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The headteacher has a clear vision and sets high aspirations for the school. The school is very well managed and runs smoothly. The governing body is effective and supports the work of the school well. Not all curriculum co-ordinators are yet in a position to positively influence teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are very positive and supportive of all aspects of the work of the school. A very small minority have concerns about the level of consultation and the information they receive. Information to parents is of a high quality and makes a very notable contribution to the strong home-school partnership. Pupils' views of the school are extremely positive. They are pleased with the school council and the opportunity they have to influence decisions.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are building on existing strengths to;

- Increase opportunities for children to use ICT skills across other curriculum areas
- Further develop the role of subject coordinators to spread the good practice established in English, mathematics and science to all other subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in reception and Year 1 is **very good** and by year 2 standards are **high**. The pupils continue to achieve well in years 3, 4 and 5. Pupils in year 6 accelerate their progress and the achievement of all pupils by the age of eleven is **very good**. When pupils leave the school, standards are consistently **well above average** in English, mathematics and science. They are average in information and communication technology (ICT) and music. In other subjects standards are above average.

Main strengths and weaknesses

- Standards in English, mathematics and science are very good across the school
- Pupils achieve well in all subjects
- Children in reception achieve very well in most areas of learning
- Children with special educational needs achieve well

Commentary

1. Children usually enter reception with above average attainment, which is especially evident in their language skills and personal confidence. This enables them to achieve well in all areas of learning. Assessment at the end of reception in 2003 showed all achieved the early learning goals² and four out of five children exceeded them in communication language and literacy, mathematical development and knowledge and understanding of the world. This represents very good achievement that is well sustained.

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

Standards in:	School results	National results
reading	20.1 (20.0)	15.7 (15.8)
writing	18.0 (17.8)	14.6 (14.4)
mathematics	19.5 (20.2)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. At the end of year 2 in national tests results have been consistently very high over the last four years. There are no significant differences in the achievement of boys and girls. Pupils achieve exceptionally well. The very good teaching and parental support for learning at home are key factors in this success. In ICT in years 1 and 2 standards are as expected and pupils' achieve appropriately for their age.

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

Standards in:	School results	National results
English	29.8 (30.3)	26.8 (27.0)
mathematics	30.0 (30.1)	26.8 (26.7)
science	31.0 (30.7)	28.6 (28.3)

² Early Learning Goals –the expected outcomes for children by the age of five

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Pupils of all abilities sustain good and often very good rates of progress through years 3, 4 and 5. At the end of year 6, standards are well above average in English, mathematics and science and pupils achieve very well. The proportion of pupils achieving the higher levels in all three subjects is significantly higher than in most schools nationally.

4. From the evidence seen in work books, on display and in discussion with pupils standards are above average in art and design, history, geography, design and technology, physical education and religious education. Standards in ICT and music are average and generally pupils achieve well as they move through the school.

5. Pupils with special educational needs receive very good support and as a result, most achieve well and many very well. They progress at a good rate in relation to their capabilities because work is well planned for individuals and groups. The very few pupils with English as an additional language are very competent speakers of English. This greatly assists their standards and achievement which is equal to or better than other pupils of similar ages.

Pupils' attitudes, values and other personal qualities

Pupils display very good behaviour and attitudes to school. **Good** attendance is well supported by **very good** punctuality, and the school makes **good** provision for pupils' spiritual, moral, social and cultural development. These several attributes combine well to make a strong contribution to pupils' education.

Main strengths

- Relationships are very good
- Very good attitudes to school are evident in very good behaviour
- High expectations result in effective promotion of pupils' personal development
- Punctuality is very good

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

There have been no recent exclusions

Commentary

6. The school expects and receives much effort from its pupils, laying strong emphasis on harmonious relationships, keen attitudes to learning and very good behaviour. In consequence pupils are very well behaved, extremely confident, and sociable young people whose eagerness to learn makes a significant contribution to raising standards across the school. Their enthusiasm for school, very well supported by parents, sees them attend regularly and very punctually so that they draw maximum benefit from their time at school. The school creates an atmosphere of politeness, mutual respect, and a sense of wellbeing that makes pupils feel valued and motivated to give of their best. The very well managed personal social health education (PSHE) programme helps pupils to see themselves as responsible members of a greater community beyond the school, and promotes a

sense of concern for the disadvantaged in society. Pupils express this concern by raising considerable sums of money for local, national and international charities. Involvement in such activities makes a major contribution to the spiritual, moral, social and cultural development of pupils

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** quality of education because of an innovative well planned curriculum and effective teaching, resulting in very good progress by all pupils. The very good provision for care and welfare of pupils and the support from and links with parents make a significant contribution.

Teaching and learning

Teaching and learning are **very good** overall. Teaching is strong in reception, year 1 and 2 and consistently very good in year 6. Assessment is very good.

Main strengths and weaknesses

- Teachers' subject knowledge in English, mathematics and science is strong
- Teachers set high expectations and expect pupils to work hard
- Teaching assistants and other classroom helpers are used well
- Pupils work very well together and undertake activities independently
- Teachers use questions effectively to develop pupils' thinking
- Assessment of pupils' knowledge is very good but marking is inconsistent
- Learning is occasionally restricted by over-direction, slow pace and insufficient opportunities for pupils to evaluate their work

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (27%)	17 (46%)	9 (24%)	1 (3%)	0 (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.

7. Across the school there are significant strengths in teaching and learning. Teachers are confident in teaching most subjects. Very good understanding of the knowledge and skills to be taught in English, mathematics and science contributes to the high standards achieved. Children's abilities are well challenged, including those for whom English is not a first language. Pupils with special educational needs are taught well and often very well and so make good progress. This is because teachers use very good support strategies, including alternative methods of communication, appropriate questioning, praise, and encouragement to motivate pupils and keep them on task. Teaching assistants support pupils very well in class lessons and in group and individual work sessions. On occasions keenness to direct the task, when supporting younger children reduces the opportunity for these children to develop their own ideas and solutions. In satisfactory and less effective lessons in junior classes sometimes the instructions given are too prescriptive, for example in dance and music, and do not allow the pupils to work in their own ways. Overlong explanations occasionally slowed the pace of a small number of lessons and therefore limited the amount some pupils could achieve in those lessons.

8. A clear, concise learning focus, in well planned and organised lessons results in high levels of interest and good progress in the majority of lessons. In the work seen from last term, pupils generally present their work to a high standard in most subjects. This means that pupils make

significant gains in their learning. Teachers are generally very good at asking open-ended questions which encourage pupils to make choices and express opinions. Since the last inspection, there has been significant improvement across the school in pupils working independently. Science and mathematical investigations are carried out well in groups particularly in year 2 and year 6.

9. The assessment procedures are very good. Teachers know their pupils well and the best lessons involve effective dialogue and marking with structured comments for improvement. In Years 1 and 2 and 6 this is very supportive and rigorous. However, work in books in other year groups shows that often only ticks or 'good, well done' comments are used to mark work. This is not enough information to guide pupils as to what they must do to further improve.

The curriculum

Overall, the curriculum provision is **very good**. It offers an interesting and valuable range of learning opportunities that cater for the interest, aptitudes and particular needs of pupils and ensures progression in pupils' learning.

Main strengths and weaknesses

- Innovative whole-school projects enhance the curriculum
- Provision for pupils with special educational needs is very good
- The school environment, display and range of extra-curricular activities are very good
- The size and location of the library is limiting

Commentary

10. The curriculum is developed through a range of innovative practice as a result of careful evaluation and planning. Effective modification of national literacy and numeracy strategies has led to good provision to extend and consolidate skills. For example, an innovative development in literacy lessons over two weeks enables teachers to plan in depth studies of writing and reading skills. This is significantly improving the achievement of lower and average attaining pupils. Well matched individual learning plans for pupils with special educational needs and the support from dedicated staff make a significant contribution to their achievement.

11. Curriculum review has strengthened the school's approach to teaching subjects through well designed cross-curricular links. A recent major piece of work 'Take one picture' developed very convincing and relevant enquiry skills in geography, ICT, DT, art and design and English, through studying the work of important artists such as Raoul Dufy. This approach gives depth and breadth to the pupils learning experiences. It provides a valuable learning context for pupils' to extend their knowledge and investigative skills.

12. Further enrichment through a wide variety of carefully planned visits and visiting speakers gives very good all-round provision. A variety of sports clubs for pupils in years 1-6 have fifty pupils attending, half of which are girls. A French Club for beginners, intermediate and advanced levels of study has good attendance. Music tuition through the county music service is limited because lessons are only provided for groups of four or more pupils. Regular orchestral ensembles are therefore limited. A satisfactory range of activities for choir, recorders and percussion are available at different times in the year.

13. The accommodation provided is very good and the learning environment is enhanced by the high quality display. However, the library area is rather small and its access is limited, via one of two classrooms. This restricts the opportunities for individual pupils to research information and so minimise disruption to other classes.

Care, guidance and support

The school makes **very good** provision for the welfare, protection, health and personal safety of its pupils. Adults in the school provide very high levels of support, advice and guidance for those in their care and make good arrangements for seeking, valuing and acting on their views.

Main strengths

- A safe and secure environment supports learning
- Very effective systems for support and guidance are based on detailed knowledge of each pupils' needs
- Arrangements for induction to school and transition to the next stage of education are very good

Commentary

14. The effectiveness of provision for pupils in the school is seen from the scrupulous arrangements for risk assessments to the sensitive administration of first aid to a young child with a small graze. The resulting climate of calm, security and wellbeing provides a very solid platform for pupils' education.

15. This school knows its pupils very well and makes best use of that knowledge by tailoring the work of each pupil to identified need. Those with physical disabilities are generally well integrated into school life. The school responds positively once specific needs are identified. Pupils identify their own areas of strengths and weaknesses and parents are also invited to comment. The setting of appropriate challenges is matched by the school's very effective strategy for motivating and encouraging each pupil – an approach much praised by parents and children alike. The benefits are to be seen in the school's high academic standards as well as in the high levels of pupil and parent satisfaction. Parents comment very favourably on the range of experiences provided in the caring induction process when children start school. Similarly, early visits and activities with the secondary school create a smooth transfer to secondary education.

16. The school listens to its pupils, making them feel valued as individuals. The expansion of the school council offers pupils more opportunities to further develop their sense of citizenship and personal responsibility.

Partnership with parents, other schools and the community

The school's **very good** links with parents and the community are a strength that is further enhanced through its excellent links with other schools and colleges.

Main strengths

- Parents and pupils express very positive views about the school on almost every aspect of their partnership
- The school provides very good quality information for parents
- Parents provide excellent support for their children's learning both at home and at school
- The school has forged excellent links with other schools and colleges

Commentary

17. The school's links with parents are in a very healthy state. Parents express very high levels of support for the school. The high quality, informative newsletters and details of work to be studied provided for parents makes a very notable contribution to the home-school partnership. In consequence parents are able to provide very strong support for their children's learning at home, in the classroom and in other school activities.

18. Beyond the school gates very productive links have been forged with the church, the pre-school group, the networked learning community, outdoor education centre and other community groups. Where necessary, the school makes appropriate use of outside agencies and other schools to

ensure that all pupils receive the most effective support. For example, pupils with specific needs are integrated into the school gradually with the support of their current school and the respective agencies. The school makes excellent use of such links to enhance the learning experience of all its pupils.

LEADERSHIP AND MANAGEMENT

Leadership of the headteacher is **excellent**. She has the confidence of a very supportive and effective governing body that provide **good** governance. She is also very well supported by a very effective deputy headteacher whose strong leadership skills make a significant contribution to the school's success and its very good improvement. The school is very well managed and runs smoothly.

Main strengths and weaknesses

- The headteacher and deputy provide effective leadership
- An effective governing body helps shape the direction of the school.
- Leadership and management of English, mathematics, science and ICT are very good
- Financial management is good.
- The school plans very well for the future.
- The headteacher, governors and staff strive for continuous improvement.
- The leadership roles of some co-ordinators are underdeveloped.

Commentary

19. The headteacher has clear vision and high aspirations for the school which she communicates well to others. She strives hard to ensure that all pupils fully enjoy the many benefits the school offers. She is very well supported by a very effective deputy headteacher whose management and leadership styles complement her own well. Under this leadership, morale in the school is high. All adults involved in the school are continually striving to improve it. As a result the school has made very good improvement since the last inspection.

20. Governance of the school is good. Governors are well informed and this enables them to make strategic decisions. They concern themselves with standards and whilst recognising the high standards achieved, they are not complacent. They keep themselves updated with curriculum developments and consider at length the implications of decisions they take. For example, they are keen to see that pupils are given appropriate opportunity to develop ICT skills and they carefully consider alternative strategies to this end in order to seek out the best one for the school. This is indicative of the very good way the school plans for the future. The vision of the headteacher, her effective consultation with staff and the depth of thinking given to issues by the governors all combine to enhance the high quality of planning.

21. The overall quality of leadership is very good. Subject leaders in English, mathematics and science are in a good position to influence developments and improvements in their respective subjects as they have good opportunities to monitor teaching, planning and pupils' completed work. The English co-ordinator is not long in the post but she takes over a subject area that in the past has been very well managed and has seen very good improvement since the last inspection. For example, the national literacy strategy has been very successfully introduced and is making a very positive contribution to improving pupils' learning.

22. Management and leadership of all other subject areas is at least satisfactory and in some cases, such as ICT, good. The special educational co-ordinator is committed to improvement and a very good role model to other teachers. Due to reorganisation following the retirement of an experienced teacher, there were five new subject leaders in September. Although opportunities have been planned in the school improvement plan, not all curriculum co-ordinators are yet in a position to exercise the leadership skills displayed by the science and mathematics co-ordinators. They do not at present have opportunity to observe teaching in classrooms, nor do they have opportunity to

display their good and sometimes very good teaching skills to other colleagues in order to positively influence teaching practice.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	398,322	Balance from previous year	28,740
Total expenditure	403,999	Balance carried forward to the next	23,063
Expenditure per pupil	2104		

23. Financial management is very good. The headteacher and governors make prudent, but effective, decisions working within the constraints of a very tight budget. They successfully ensure that high standards are maintained, that all pupils have good opportunity to succeed, and that the school continues to make very good improvement. The governors take good care to see that they get good value for the money they spend.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school provides a **very good** education for children in the Foundation Stage.

The children enter reception with attainment that is above average and they achieve very well. By the end of the reception year all children meet the expectations for the early learning goals. Nine out of ten children exceed them in personal, social and emotional development, communication language and literacy, mathematical development and scientific aspects of knowledge and understanding of the world. These high standards have been sustained since the last inspection. The provision for physical development and outdoor play are significantly improved with an imaginative and safe outside environment. The accommodation is spacious and the addition of two new classrooms has enabled appropriate re-organisation, fully addressing the previous unsatisfactory provision. The leadership and management of the Foundation Stage are very good. This term a new co-ordinator has taken responsibility. She has a secure understanding and clear action plan for the developments needed to meet the needs of the very young children due to be admitted in January.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The environment provides a secure place for learning
- The induction programme and home visits helps children settle extremely well
- A wide range of opportunities are planned to help children to gain the skills necessary to be responsible and mature
- The sensitive approach of the teacher and teaching assistant supports children's self esteem

Commentary

24. Teaching and learning are very good. The children have very strong personal confidence and want to learn. They work well together for example, in the home corner wearing costumes from India and Pakistan they listened carefully to a child naming the items of clothing. They behave well, listen and respond positively to adults and each other. The occasional frustrations are corrected firmly and gently. For instance, a child's keenness to win a game taking turns with a dice was tempered by reminding him to count accurately and praising him when he did it correctly. Children are encouraged to talk through and negotiate their needs which they manage successfully in the majority of instances. They are responsible in selecting the resources they need and tidy away efficiently. They are secure in their surroundings and walk sensibly to the hall and around the grounds. Parents value the early links with school and the support for their child. Consequently the children know where they will be and understand what they will do. This allows a prompt start to learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The environment stimulates language and discussion through interesting displays
- Children have ready access to story and information books
- Role play encourages speaking and listening and opportunities for writing

Commentary

25. Teaching and learning are very good. Children are articulate and their confidence in using language helps them in all areas of learning. They have a good understanding of letter sounds and rhyming words as seen when they made up their own versions of Humpty Dumpty. The teacher supports writing well helping children to sound out simple words and to begin writing independently.

They are taught to form letters correctly and most have good control with a pencil. The many opportunities for explaining their work, recalling and reading favourite stories ensure that all children make very good progress in speaking and listening. Assessment of children's progress is very good and used effectively to plan appropriately using the national literacy strategy guidance. This high level of challenge meets their needs well and they make good progress. The support from home is very good and contributes significantly to their reading.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children use numbers in a variety of practical activities
- Songs, games and role-play help children to practise their skills
- Teachers use questions well to develop children's play
- Inside and outside environments are used well
- Planning and assessment of what children can do helps them achieve well
- Over-direction by the teacher sometimes limits children's own ideas

Commentary

26. The quality of teaching and learning is good overall. Adults develop the children's mathematical skills, and particularly mathematical language, effectively. Their questioning develops good positional language such as 'before and next to' and an understanding of 'less than', 'longer than', 'more than'. A collection of leaves from an autumn walk were ordered and numbered beyond 20, after the children had estimated how many there were. Ideas of time, shape, space are developed well through role-play. For example, the class laundry gives customers a choice of same day or three day collection. Adults observe and record what children can do carefully and use the information to plan subsequent activities effectively. Good resources with construction toys and activities such as cooking, painting and modeling provide practical opportunities for children to develop their own ideas. However a formal approach to recording number work limits the opportunity for children to show their own solutions and ways of working.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**

Main strengths and weaknesses

- The outside grounds are an excellent resource.
- The teaching of investigation and observation skills is very good
- The use of artifacts and costumes is very good
- Visits and visitors are used well
- There are insufficient opportunities for children to experience a range of ICT

Commentary

27. There is excellent teaching of scientific and investigational skills. Children experience the natural world and experiment with changes in materials and forces. Questions and reasons why things happen are well developed, for example, they discovered flicking the ball of paper sends it further than blowing. They locate and explain exactly the features on their maps from a walk around school. Teacher demonstration using ICT motivates and excites children's learning. For example pictures of fourteenth century costumes prompted observations of similarities and differences of men and women's clothing. Wearing costumes of the Victorian period and handling toys generated sustained

interest. During the inspection there was little evidence of children independently using a range of ICT including programmable toys. A visit to the local theme park linked well to the exploration of forces. The expertise of people in the community, such as the police and grandparents, greatly enrich the curriculum provision.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**

Main strengths and weaknesses

- The new outdoor play area and large climbing equipment on the field is very good
- Regular use of the hall develops their control for movement and small apparatus skills
- Children are taught to use pencils, tools and equipment well
- There is a lack of opportunity for children to choose activities both indoors and outside throughout the day

Commentary

28. Teaching and learning are very good. The outside provision of the apparatus for climbing, the space for role-play and exploration on different surfaces and textures promotes effective learning. The children handle scissors, pencils and modelling tools with play dough competently. Joining skills making puppets and moving figures as replicas of Victorian toys are good. Children have good control when moving in the hall. They know the importance of warming up before exercise. Very good teaching helped them to develop a four movement sequence involving jumping in decreasing height and rolling to a still position. The quality of their movement and imaginative response was very good. At present the outside area is accessed at set times. This limits the choices children make and the frequency and range of experiences offered.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- Role-play stimulates children's imagination
- Art skills are well taught
- The self-selected activities available to children is limited

Commentary

29. Teaching and learning are good. A variety of imaginative areas including a home corner with costumes from different cultures in India and a laundry helps children to act out real and imaginary situations. The children develop good observational drawing and painting skills and know about different artists. They mix colours and use a good range of different medium well.

30. Each day starts with an opportunity to listen to music from different cultures as a welcome to class. Children sing rhymes and simple songs with enthusiasm. Current organisation in the shared area with year 1 has some limitations. The space for practical activities is also used for other purposes. Consequently there is no ongoing opportunity for children to choose to make models or to paint. This limits children's self-selected activities when the task with the teacher has been completed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very high standards are achieved at end of years 2 and 6.
- Teaching is usually good with many very good features
- Pupils with special educational needs and those for whom English is an additional language make good progress because they are supported well.
- Use of literacy skills across the curriculum is very good
- Guided reading sessions are used well
- Subject leadership is very good
- The quality of handwriting in years 1- 4 could be improved
- The small library has limited physical access

Commentary

31. A wealth of interesting activities ensures that the pupils develop their speaking and listening skills well. Teachers make good use of questioning to help the pupils gain confidence in using the spoken word. The carefully planned group work enhances both speaking and listening skills as all pupils are encouraged to discuss issues raised in the lessons in their groups. This helps them use subject related vocabulary accurately.

32. Pupils achieve very well in their reading because the teachers promote skills methodically. They take books home regularly and are given adequate times to read to adults in school. Teachers have a good and often expert, command of the subject and skillfully choose extracts for whole class reading. This helps the pupils focus on the lesson and encourages them to be fully involved. In year 2, pupils recognise the effect of punctuation on the meaning of stories. Lower ability pupils and those with communication difficulties are effectively supported by teaching assistants. This keeps them on task and enables them to take full part in the activities.

33. The national literacy strategy has been implemented very well and has been appropriately adapted to support effective learning. The guided reading sessions that start each school day in all classes is a good use of time because pupils are reading, discussing and reviewing books. This has an impact on literacy across the curriculum, enabling pupils to access texts from other subjects such as science and history.

34. Attainment in writing is well above average. Year 2 pupils know that all sentences need capital letters and full stops and all pupils sequence sentences accurately. Structured support when writing aids lower attaining pupils, whilst the more able pupils write imaginatively using correct sentence punctuation. In year 6, the pupils write confidently about the differing approaches two authors took towards describing the sea, including explaining the use of personification, onomatopoeia and the use of sentence structure and vocabulary to infer meaning. The teacher's very good planning and support meant that all pupils are confident to write in paragraphs when writing biographies of family members. Higher attaining pupils use complex sentences and words chosen imaginatively to gain the reader's interest. For example, one pupil began his biography of his grandfather with *Throughout his childhood... wanted to be a train driver* before going to describe how his grandfather pursued his dream. Teachers' marking is generally supportive, although untidy written work is sometimes accepted in the lower part of the school.

35. Teaching in English lessons is at least good overall and is often very good. This is reflected in the very good levels of achievement. Teachers encourage the pupils using a good range of teaching techniques and resources such as the interactive whiteboards. The expert knowledge many teachers bring to their teaching, the positive attitudes of all pupils towards learning and careful planning mean that pupils are confident about using new skills and sharing ideas.

36. Standards have improved since the last inspection. The innovative use of the literacy strategy has improved writing and reading skills and is raising standards across the school. The very detailed assessment procedures used throughout the school for English allied to the rigorous tracking systems, mean that all pupils' performance is monitored and difficulties are acted on promptly. This has a positive impact on pupils' achievement.

Language and literacy across the curriculum

37. The promotion of literacy skills across the curriculum is a strong feature enabling pupils to develop and strengthen their skills very effectively. Links across subjects is a very impressive route to developing literacy skills. Deeply poignant poems were written by year 6 pupils after reading about the environmental impact on the decline of tigers, provoked by the painting 'Tiger in a tropical Storm' by Henri Rousseau. One pupil wrote:

*'A tiger soul cries, concealed,
Camouflaged by its death,
A tiger vision sneaks in forest of the dead'....*

MATHEMATICS

Provision in mathematics is **very good**. Very high standards have been maintained and pupils are doing very well during their time in the school.

Main strengths and weaknesses

- Standards are very high
- Pupils achieve very well
- Teaching is very good
- Pupils enjoy mathematics
- Management and leadership of the subject are very good
- Although sometimes very good, the quality of teachers' marking varies
- More use could be made of ICT to promote learning

Commentary

38. Pupils in years 1 and 2 make very good progress and attain very high standards in all aspects of mathematics in national tests. Pupils continue to make very good progress in learning as they move through the junior classes and manage to maintain these very high standards. Almost all of these pupils in national tests at the end of year 6 reach at least the expected level and about six out of every ten exceed it. Achievement overall is very good.

39. Teaching and learning are very good throughout the school. Teachers are confident, having very good subject knowledge and a very good understanding of the national guidance for developing numeracy. They apply this guidance very effectively. Teachers give very clear explanations and use a good range of resources well in order to help pupils understand mathematical ideas. In planning, teachers sometimes arrange to use computers to help pupils learn. These are used well by pupils, for example to organise large arrays of numbers and amounts in pictorial form by producing graphs. However, opportunities to use computers to help develop mathematical thinking and understanding are sometimes missed. There are some inconsistencies in the way teachers mark books. Some teachers do this very well and give pupils a very good indication of how well they are doing and what they can do to improve their work. However, not all teachers use marking as effectively as this.

40. The subject co-ordinator is enthusiastic and knowledgeable. Under her leadership the school manages to maintain its very good provision in this area. The school analyses test results effectively to find out what pupils need to learn to improve. Pupils are set realistic and challenging targets and these are regularly reviewed. This makes a significant contribution to the very good progress they

make. Teachers motivate pupils very well and pupils' attitudes are very good. They are enthusiastic workers in the classroom.

Mathematics across the curriculum

There is effective use of mathematics in other subjects. For example, it is used well in geography. Year 6 use their understanding of position and grids when using Ordnance Survey maps. Year 5 pupils do traffic counts and present their findings in graphical form. Pupils use their measuring skills in design and technology both when making things and when designing. Pupils measure accurately in science.

SCIENCE

Provision in science is **very good**. High standards have been maintained and pupils develop very good scientific skills.

Main strengths and weaknesses

- Standards are very good and pupils achieve exceptionally well
- Pupils plan their own investigations and carry them out knowledgeably
- Teaching is very good
- The curriculum is well organised and very good links are made to other subjects
- Leadership and management of the subject are very good
- Good assessment procedures are used inconsistently and marking does not always help pupils to extend their thinking
- More use could be made of ICT

Commentary

41. Pupils achieve well in science. Young children enter year 1 with well developed science skills and knowledge. Standards are very high by the end of year 2. These standards are well maintained so that at the end of year 6 all pupils achieve the expected level and about six out of every ten exceed it. A significant reason for their very good achievement is the emphasis teachers give to developing pupils' investigative and enquiry skills.

42. Teaching and learning are very good in years 1 and 2. The pupils' enthusiasm is stimulated by investigating their own questions as year 2 pupils did when experimenting with the effect of forces on different surfaces. Skills in investigation and experimentation are taught well in the junior classes. Investigation into the effects of salty water on floating objects, materials and their properties show that pupils have good understanding of variables, hypotheses and fair testing. These skills are highly developed in year 6 because of the degree of challenge and the teachers' knowledge. All teachers have benefited from science training as part of the Small School Managing Improvement Group (SSMIG) and this has contributed to pupils' achievement. Effective assessment procedures have been developed. In year 6 the marking of pupils' work is informative. Evaluations of what pupils know, before and after an area of study is effectively used to set personal targets for each pupil. Assessment and marking in years 3-5 is inconsistent and limits the progress pupils might make.

43. The curriculum is well planned and makes very good links to other subjects, particularly personal, health and social education. The pupils use their literacy and numeracy skills effectively, for example using tables, histograms and decimals to record results. ICT is used appropriately but greater use, for instance of sensor equipment, would benefit the more able pupils. There has been very good improvement since the last inspection due to the effective leadership of the co-ordinator. The confidence with which pupils work independently, collaboratively and act as investigating scientists is now good throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**. By the age of eleven most pupils attain average standards with some exceeding them. This represents good achievement.

Main strengths and weaknesses

- Pupils achieve well
- Teaching is good
- Pupils are keen to learn
- Leadership and management of the subject are good
- Opportunities are being missed to use ICT to promote learning in some areas of the curriculum.

Commentary

44. From year 1 all pupils have satisfactory opportunities to develop a range of skills and understanding. The youngest pupils quickly become familiar with working on computers and use them successfully to draw, write and change images. This builds their confidence and sets them up well to learn effectively as they move through the school. When pupils leave school, standards are in line with national expectations. Prior to the previous inspection, staff training and resources had been limited. However, since 1998, significant investment in ICT resources has led to interactive technology and a mini-suite of computers linked to the internet being installed in every classroom. This provision is enhanced by the use of the computer suite and additional support by older students at a nearby grammar school. This has improved the rate of learning. Consequently, achievement by the end of year 6 is good.

45. Effective training contributes to good teaching. Teachers use equipment well and with confidence, especially the electronic teaching aids sited in every classroom. Teachers use them very effectively to help pupils in their learning and to make explanations clearer. Pupils respond very well in lessons. They work very well together or independently, as appropriate. They are keen to learn and enjoy using computers to enhance their written work. The year 5 and 6 pupils use their publishing skills very creatively to produce attractive posters.

46. The subject co-ordinator leads by example being a good teaching role model. She has a good indication of the subject's strengths and weaknesses as she effectively monitors planning and pupils' work. Good assessment procedures are in place and these contribute to its effectiveness.

Information and communication technology across the curriculum

47. Satisfactory and sometimes good use is made of ICT in most subjects, for example, in English. However, the use of ICT is not yet featuring strongly in teachers' planning across all areas of the curriculum. The range of programs available is not yet being used to full advantage. Pupils do not use computers in lessons to find out information for themselves frequently enough.

HUMANITIES

No geography lessons were seen, but inspectors looked at a sample of pupils' work in years 3 to 6. One lesson was seen in religious education in year 5 and two lessons were seen in history. One of these was in year 2 and the other in year 6. Provision in history is **good**. Provision in religious education is **good**.

Main strengths and weaknesses

- Year 6 pupils have good knowledge of Christianity and other world religions
- Eleven year olds attain above average standards in history and geography
- All the subjects contribute well to pupils' personal development
- Good use is made of the local region in studying history

- Pupils apply their mathematical skills well in geography
- ICT is being used to study the humanities but it is not being fully exploited

Commentary

48. A good range of pupils' completed work shows that the school follows closely the required agreed syllabus. It also shows that by year 6 pupils have good knowledge of bible stories from both the Old and New Testament. As a church school, pupils effectively learn about faith and worship in the Church of England.

49. Religious education contributes well to personal development. Year 5 learn about Creation stories from a range of sources and follow this study by reflecting in some depth on theirs and others' responsibility for looking after the Earth. This is helping them develop good environmental awareness.

50. At the last inspection some concern was expressed that the school did not have a sufficient range of available resources with which to teach pupils about the principal religions. This issue has now been satisfactorily addressed.

51. In history year 6 pupils use a range of sources to find out about the past. This includes using the Internet and visiting local places that are steeped in the history of the Industrial Revolution. They are able to use their existing knowledge of history to make links and draw distinctions between different periods.

52. In geography pupils develop good mapping skills. When working with and studying maps year 6 pupils apply their mathematical knowledge of position and co-ordinates well. Pupils use their geographical knowledge and understanding to reflect on problems and to consider a range of solutions. For example, year 5 considers in depth the problem of traffic accumulation and pollution. They use mathematical skills in carrying out a traffic count and traffic survey, using their knowledge of gathering and counting numbers and ways of presenting results in pictorial fashion. They use ICT to help them in this task and they also use computers to help them organise and structure their ideas.

53. Pupils are using and applying their ICT skills across the humanities but the full potential of the use of ICT is not yet being fully realised. The use of the Internet for independent research skills in most year groups is underdeveloped .

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology (DT), music and physical education (PE)

Only one lesson was seen in art in year 6 and one in year 3 in design and technology. In music, two lessons in years 2 and 5 were observed and three lessons in physical education in years 1, 4 and 5. Evidence available, including displays shows that provision in art and design, DT and PE is good. Provision in music is satisfactory.

Main strengths and weaknesses

- Pupils achieve well in art and design, DT and PE
- Curriculum planning is good and ensures a systematic development of skills

- Pupils have positive attitudes to the subjects
- Use of ICT in music and DT is limited
- Music resources are inadequate

Commentary

54. Standards in art and design by the age of eleven are good. Display shows that pupils in all year groups achieve good standards. The quality of teaching and learning is good overall. In a discussion with year 2 pupils, they explained how they investigated a range of materials and processes to produce a picture in the style of the artist Paul Klee. They talked about differences between their own work and that of others and knew how to improve what they had produced. This is good achievement and reflects the careful planning by the class teacher. By year 6 pupils skills in using water colours, clay and textiles is good. The co-ordinator is a good role model and the subject is well led and managed.

55. In design and technology standards of attainment throughout the school are above average. All pupils achieve well, including those with special educational needs. Pupils plan, design, make and evaluate their work carefully. Teaching and learning was satisfactory in the lesson seen. Pupils collaborated well, completing a sequence of lessons focusing upon the design and making of picture frames. The curriculum co-ordinator is a recent appointment but she has inherited a well-managed subject. Good use is made of national guidelines.

56. Standards in music are in line with expectations by the age of seven and eleven. Pupils in year 2 achieve well. In a lesson on pitch, effective resources motivated pupils to 'read' the symbols and accurately make their voices follow the changes from high to low. Good musicianship skills were taught very well when pupils had frequent opportunity to refine, improve and offer their personal views about what they noticed as they sang the song. Year 5 pupils developed rhythmic patterns based on South Asian rhythms. However, pupils were not encouraged to evaluate their group performances. Too much teacher direction limited improvisation and slowed the pace of the lesson.

57. The co-ordinator has recently revised planning using supportive commercial schemes. It effectively provides for assessment and a systematic development of skills. The co-ordinator has not yet had an opportunity to support and monitor the implementation of the programme. School concerts and assemblies provide good opportunities for listening to and performing a range of music. ICT is underused and the range of resources is inadequate

58. Standards in physical education in the lessons observed were mainly good. In most lessons, teachers plan very well to enable all pupils, including those with physical disabilities to make good progress. Teaching assistant support is very well targeted and positive. Good behaviour management skills encourage pupil participation and enable them to successfully achieve the objectives set for the lesson.

59. In all lessons and extra-curricular clubs pupils show positive attitudes. Skilled teaching with good pace enabled year 4 pupils to improve their control, balance, and movement whilst also developing self-awareness and collaborative working. In all year groups pupils are very aware of the safety of others and the importance of warm-up at the start of the lesson. They use previously learned skills well. When pupils comment about their own and other pupils' movements, the best teaching effectively extends their vocabulary. However, in a weaker lesson in year 5 insufficient planning, and the lack of opportunity for self and peer group evaluation restricted pupils' achievement.

60. The use of outside expertise has a positive impact on the achievement of pupils. Provision for swimming, athletics, and cricket are well planned to improve pupil participation in sport and develop confidence and skills. The co-ordinator has not had opportunity to demonstrate her expertise across the school to further raise standards. Resources for physical education are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**

Main strengths and weaknesses

- Regular opportunities to discuss personal and social issues in 'circle time' and through drama
- Sex education and education about the misuse of drugs and alcohol are well taught in the science curriculum
- Health education and the promotion of the 'healthy school' initiative is very good
- Leadership by the co-ordinator is very good
- There are no significant weaknesses but as yet children in reception, years 1 and 2 are not members of the school council

Commentary

61. Pupils' personal, social and health education is well promoted through all aspects of the curriculum. Effective and sensitively handled programmes such as the 'Stop Think Act Reflect (STAR) project in Year 6 prepare pupils well for adolescence on issues of drugs, tobacco and alcohol misuse. Pupils show mature attitudes and sensible responses in their written work. Younger children are knowledgeable about the effects of safe and harmful substances on their body. The well organised curriculum planning and effective leadership ensures lessons are challenging and appropriate for the age of the children.

62. Citizenship, responsibility and a sense of community are strong features in the school. Each class develops and maintains its own 'golden rules' which contribute to the order and well being in the school. Issues are resolved in discussion and through acting out the consequences of actions upon others. The extension of the children's voice through the school council is a positive initiative further developing their understanding of rights and responsibilities.

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	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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	1
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

