

INSPECTION REPORT

BELVIDERE PRIMARY SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123437

Headteacher: Mr D P Hopkins

Lead inspector: Mr J Sorsby

Dates of inspection: 8th – 10th November 2004

Inspection number: 266407

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:	5 to 11
Gender of pupils:	Mixed
Number on roll:	216
School address:	Tenbury Drive Telford Estate Shrewsbury Shropshire
Postcode:	SY2 5YB
Telephone number:	01743 365211
Fax number:	01743 357396
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Holyland
Date of previous inspection:	15 th March 1999

CHARACTERISTICS OF THE SCHOOL

Belvidere Primary School is an average size primary school with pupils taught mainly in single age classes from reception to Year 6. The exception is a combined Year 1 and 2 class. The school has very close working arrangements with a private nursery on site. Approximately nine per cent of pupils have special educational needs and 0.5 per cent of pupils have a statement of special educational needs; these proportions are below average. The majority of pupils with special educational needs have moderate learning difficulties or emotional or behavioural problems.

Four pupils are of a background other than white British or mixed British and all pupils speak English fluently. Although pupils come from a range of economic backgrounds, most live on a local housing estate which is socio-economically below average. Less than four per cent of pupils joined or left the school at times other than normal in the last year, this being low. The school received the Football Association Charter Standard for Schools in 2003. Children's attainment on joining the school is below average.

Deleted: SENTENCE FOR SUMMARY REPORT ONLY: ¶
An average size primary school in Shrewsbury, Shropshire, inspected on the 8th – 11th November 2004 by an inspection team led by Julian Sorsby.¶

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
32692	N Mayfield	Lay inspector	
23273	R Freeland	Team inspector	English Information and communication technology History Music
8056	H Probert	Team inspector	Science Art and design Geography Religious education Provision for pupils with special educational needs Personal, social and health education
19386	T Watts	Team inspector	Areas of learning for children in the foundation stage Mathematics Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Overall, all pupils, including those with special educational needs and higher attaining pupils achieve well because the quality of education is good. They develop very positive attitudes to learning and behave very well. Pupils and parents are very pleased with the school, which provides good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching and learning is good throughout the school
- A well developed curriculum meets pupils' needs and interests and motivates them.
- The foundation stage provides a good start to children's education.
- Pupils with special educational needs are provided for well.
- The school makes very good provision for pupils to learn and use information and communications technology (ICT).
- Links with parents, the community and other schools support pupils' learning well.
- Inconsistencies in assessment procedures and in the use of assessment data result in insufficient challenge for higher attaining pupils in some lessons.
- Monitoring of teaching, the curriculum, planning and pupils' progress lacks rigour.

The school was last inspected in March 1999 since when it has improved well. Areas of improvement include leadership and management, provision for pupils under five, pupils' achievement in mathematics, science and ICT, their attitudes to learning, their behaviour, provision for spiritual and cultural development and pupils' resultant personal development. Other areas of improvement are the quality of teaching, the curriculum and in particular the teaching of literacy and ICT skills, the care of pupils and the school's partnership with parents. All key issues except ensuring that assessment results in lessons that challenge all pupils appropriately have been successfully dealt with. There has been a slight deterioration in the rate of attendance.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	D	D
mathematics	B	B	B	A
science	A	C	C	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.*

Children in reception and pupils in Years 1 to 6 achieve well. Children's attainment on joining the school is below that expected for their age. By the end of reception their standards are below average because of below-average standards in language, mathematical and creative development although in their physical and social development and in their knowledge and understanding of the world they achieve well and their standards are average. No evidence was seen of gifted and talented pupils. In the national tests for pupils in Year 2 in 2004, standards were average in mathematics and below average in reading and writing. They were average in mathematics, below average in writing and well below average in reading compared to similar schools. This demonstrates good achievement in mathematics and satisfactory achievement in reading and writing. Pupils now in Year 2 are achieving well and are working at average standards

for their age in reading, writing, mathematics, science, religious education and history and at above average standards in ICT, art and design, physical education and in their personal, social and health education. Compared to their standards when age 7, pupils in Year 6 in the summer of 2004 made excellent progress in mathematics and very good progress in science but unsatisfactory progress in English. Standards in 2004 were generally better than those in 2003 except in English. Pupils now in Year 6 have achieved well since joining the school and are working at above expected standards in English, mathematics, science, ICT, art and design, physical education and in their personal and social education. Standards in religious education and history are average. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Behaviour is very good. Attendance rates, although lower than previously, are average and punctuality is satisfactory. Pupils have very good attitudes to learning.

QUALITY OF EDUCATION

The school provides a good quality of education; the quality of teaching and learning are good. Not all teachers use assessment data consistently to ensure that lessons are planned to challenge all pupils appropriately; this particularly affects the progress of higher attaining pupils, most noticeably in mathematics. Pupils say that they enjoy most lessons – they are fun. Teachers plan well and motivate pupils well. Because pupils enjoy lessons they behave very well, and an atmosphere very conducive to learning is created. Teaching assistants play a very significant role in supporting pupils' learning, especially that of those with special educational needs and provision for these pupils is good. Consequently they make good progress in most lessons. Learning is enhanced by an interesting and well structured curriculum that is strengthened by good links with the community and other schools. The school is well staffed with teachers and very well staffed with teaching assistants. Learning resources are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher leads and supports the staff well. Some aspects of management are not sufficiently developed, including the monitoring of pupils progress, teaching, the curriculum and planning. The headteacher is supported by a knowledgeable governing body, a highly effective deputy headteacher and skilled subject leaders. All staff work as a very strong team. Governors satisfactorily fulfil all their duties, and see to it that the school complies with its statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express general satisfaction with the school. Pupils enjoy attending school very much.

IMPROVEMENTS NEEDED

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

- Continue the development of comprehensive procedures for collecting and using assessment data to ensure that all pupils are appropriately challenged by their lessons
- Increase the frequency and effectiveness of monitoring of teaching, planning, the curriculum and pupils' work to ensure that lessons enable all pupils to make appropriate progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards achieved are above average. Achievement is good in Years 1 and 2 where standards are average and in Years 3 to 6 where standards are above average. Children reach below-average standards by the time they leave reception, and, given their low starting point, achieve well.

Main strengths and weaknesses

- Children in reception achieve average standards in their physical, social and personal development and in their knowledge and understanding of the world but standards in pupils' language, mathematical and creative development are below average
- Pupils in Years 1 to 6 achieve well in reading and writing, mathematics, science, ICT, art and design, physical education and in their personal, social and health education.
- Standards are above average in ICT, art and design, physical education and personal, social and health education throughout Years 1 to 6.

Commentary

1. This school is providing a good quality of education as a result of good teaching and leadership and management. Consequently, children in reception and pupils in Years 1 to 6 achieve well in almost the full range of subjects offered. This represents an overall improvement since the last inspection.

2. Children join reception with standards that are below those expected for their age in their different areas of learning. As a consequence of good teaching they achieve well, and they reach expected standards in their physical and social development and in their knowledge and understanding of the world. However, in their language and communications skills, as with their mathematical and creative development, they end their time in reception with standards that remain below expectations. This is because in these areas of learning the starting standards of many pupils are noticeably weaker than in other areas.

3. It has taken hard work and a developmental process to reach current standards in Years 2 and 6. As recently as the summer of 2004, while improvement had been achieved in a range of subjects, results in the national tests in reading and writing for 7 year olds and English for 11 year olds were disappointing. As the first of the following tables demonstrate, in reading at age 7, while test results improved on those in 2003, they remained below the national average. In writing they fell back slightly both against the school's previous result and against national averages. Only in mathematics did pupils achieve results that were a significant improvement on the 2003 results and were above the national average.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.0 (14.8)	15.8 (15.7)
writing	14.1 (14.4)	14.6 (14.6)
mathematics	16.7 (15.3)	16.2 (16.3)

4. The next table demonstrates the test results achieved by 11 year old pupils in 2004 and compares them to the previous Year 6 in 2003. Again, in English, results fell further behind the school's own previous achievements and against the national average. In mathematics and science there was an improvement against the 2003 results and the national average.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.1 (27.7)	26.9 (26.8)
mathematics	28.1 (27.7)	27.0 (26.8)
science	29.3 (29.0)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

5. Since the summer, standards have improved significantly. Teaching is almost all good, with a significant proportion of very good and even some excellent teaching taking place. Pupils are highly motivated. Subject leaders are managing their subjects well. Consequently, pupils are achieving well and standards are rising appreciably. In Year 2, standards are now in line with national expectations for this time of year in reading, writing, mathematics, science, religious education, and history. In art and design, physical education personal, social and health education, and most notably ICT, standards are above expectation. In Year 6, standards are above expectations in all of these subjects with the exception of history and religious education, because of weaknesses in the planning of the two subjects.

6. Pupils with special educational needs make good progress throughout the school. Most achieve their individual targets and some exceed them. Teachers and learning support staff are well guided by detailed education plans. Progress is checked on a half-termly basis and, when appropriate, targets are reviewed and new provision made. This applies to pupils with both academic and behavioural needs. The special educational needs co-ordinator has good knowledge of the needs of pupils across the school.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes are very good, as is their behaviour. The spiritual, moral, social and cultural development of pupils is good. Attendance is average and punctuality is satisfactory.

Main strengths and weaknesses

- Pupils behave very well throughout the school and develop very good attitudes to learning, although the behaviour of a small minority of pupils' behaviour is sometimes challenging
- Pupils show great respect for each other, adults and the school.
- Provision for pupils' moral and social development is very good and that for their spiritual and cultural development is good..

Commentary

7. Since the last inspection, pupils' spiritual and cultural development has improved and their good standards of social and moral development have been maintained. Behaviour and pupils' attitudes to learning and to school have improved and are now very good. A small minority of pupils do present occasionally challenging behaviour, but this is generally well managed and has little effect on the conduct of lessons.

8. Pupils' rate of attendance, while satisfactory, is lower than it was at the last inspection. Following an improvement in their attendance rates in 2001/2, rates have declined in each of the two subsequent years. They are now average, and are better than in 2000/2001. The school makes appropriate efforts to encourage pupils to attend regularly and their parents to ensure that they do so. However, many parents take their children on holiday during term time and this has a detrimental effect on the attendance rate and on pupils' learning.

9. The school makes good provision for pupils' spiritual, moral, social and cultural development and its effect is seen in pupils' very good attitudes and behaviour and their strong motivation to learn and to succeed. In a small minority of lessons a few pupils occasionally present challenging behaviour, but teachers are skilled in their management of their classes, and little or no disruption ensues. However, 10 boys were subject to a total of 16 fixed period exclusions last year. These largely concerned a single incident of unacceptable behaviour.

10. Teachers and teaching assistants work hard to help pupils develop strong, positive personal qualities. Tolerance and mutual respect, very good attitudes to work, the ability to share and strong respect for the beliefs, values and views of others are characteristics shared by most. School and class rules are well respected by pupils and their social and moral development is good. Pupils' spiritual and cultural development are also very good and contribute well to their strong motivation, their belief in their ability to succeed academically and their desire to contribute to the good of the school and wider communities. Great care is taken by staff to ensure that all pupils, including those with special educational needs, are fully involved in the life of the school, and that each develops into a mature young person ready for the next stage of their education. Pupils with special educational needs demonstrate very good attitudes to school and learning. In cases where pupils have behavioural problems, both teachers and support staff work diligently to implement behaviour management plans to ensure their needs are met in the classroom and wider school setting.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.5	School data :	0.1
National data:	5.1	National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	175	16	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	2	0	0
No ethnic group recorded	14	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing a good quality of education. The quality of teaching is good and pupils learn well. The curriculum is now good, having been developed and enriched well. It meets all statutory requirements. Assessment and the use of assessment data is unsatisfactory overall.

TEACHING AND LEARNING

The overall quality of teaching and learning remains unchanged since the last inspection and is good. Inconsistencies remain in procedures used to collect assessment data and the use to which it is put.

Main strengths and weaknesses

- Pupils are highly motivated by their teachers
- Teaching assistants are very well used to support pupils learning, particularly that of less able pupils.
- Teachers plan lessons well.
- Literacy and ICT skills are reinforced well through other subjects.
- There are significant inconsistencies in procedures for assessment and the use of assessment data resulting in insufficient challenge for higher attaining pupils in some lessons.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6.5%)	4 (13%)	22 (69%)	4 (13%)	0 (0%)	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.

11. The majority of teaching is good or better; only one in every eight lessons is satisfactory and none are unsatisfactory. The good quality of teaching is consistent throughout the school. Teachers' have high expectations of pupil's behaviour and the progress they will make and pupils respond well. They are highly motivated and work hard because teachers plan interesting lessons that they enjoy. Teachers have good subject knowledge and share their knowledge well; the atmosphere in lessons is one of enjoyment, enterprise and hard work. Less able pupils and those with special educational needs learn well because they are particularly well supported by highly skilled teaching assistants. The assistants play an invaluable role in the classroom and make an equally significant contribution to pupils' achievements as do teachers because teachers and assistants plan together and work as a very strong team

12. Assessment was a weakness at the time of the last inspection and although there has been improvement in some areas, it remains a weakness. This is because the implementation of assessment procedures lacks clear direction. Despite there being an assessment policy there is no whole school procedure that teachers must follow to assess and record what pupils know, understand and can do. Some teachers, in some subjects have developed their own methods of dealing with assessment and in the main, this results in lessons that appropriately challenge pupils of all abilities. However, other teachers do not pay sufficient attention to assessment, particularly in

English and mathematics and consequently some higher attaining pupils are not always appropriately challenged. This detracts from the progress they could make.

13. A notable strength within teaching is the manner in which teachers use every opportunity to develop and utilise pupils' literacy and ICT skills. This adds another dimension to pupils' learning, and because of their interest in and enjoyment of ICT, to their successes in other subjects.

14. Pupils with special educational needs are taught well. Experienced support staff provide extra support, which meets the needs of individuals and small groups. All classes have this additional support and lesson planning ensures that work is differentiated and made accessible for pupils across the range of abilities present. Some pupils get one-to-one support, when appropriate.

THE CURRICULUM

The school provides a good curriculum for children in reception and pupils in Years 1 to 6. A very good range of clubs and after-school activities enrich pupils' learning. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The school very effectively ensures that all pupils have access to the curriculum.
- A very good range of after-school clubs and activities extend pupils' learning.
- The school provides well for pupils in reception and for those with special educational needs.
- There has been a significant improvement in the provision of ICT.
- The accommodation for Years 3 to 6 places constraints on the possibilities for small group work and practical learning.
- In mathematics, too much emphasis is placed on the number element of the subject at the expense of learning other areas of the subject in depth.
- In history there are weaknesses in planning.

Commentary

15. The curriculum meets statutory requirements and there have been improvements since the last inspection. The teaching of religious education meets the requirements of the locally agreed syllabus. Sex and relationships education, and the use and misuse of drugs, are effectively covered in the school's good personal, social and health education programme. This helps to promote responsible attitudes in the school. The school ensures that all pupils have full access to the curriculum and adapts the curriculum well to meet pupils' needs and interests.

16. The curriculum for children in reception is good because the daily programme of purposeful activities is well planned to develop children's enthusiasm for school and it enables them to make good progress in their learning. Particular emphasis on speaking and listening and children's personal and social education prepares them well for their national Curriculum studies.

17. The curriculum in Years 1 to 6 is also good. Of particular merit is the emphasis on literacy and ICT skills and their use in the teaching and learning of other subjects, with the notable exception of ICT in the study of mathematics. All subject policies are in place but the school acknowledges the need to update several of them; for example, in science. Teachers make good use of the literacy and numeracy strategies to plan work to meet the diverse needs of pupils. There has been a significant improvement in the provision for ICT which has enhanced the curriculum well and contributes well to the curriculum meeting pupils' interests.

18. In mathematics, the balance of teaching the various elements of the subject is incorrect. Consequently, pupils' work demonstrates too great an emphasis on teaching and learning number work to the detriment of other aspects such as data handling and the use of ICT. In history, weaknesses in planning result in pupils having insufficient opportunity to study the subjects in depth. Too much repetition takes place as pupils progress from year to year, with too little added depth of study each year. Nevertheless, the very good enrichment of the curriculum through extra curricular activities, the involvement of visits and visitors and the developing use of ICT results in an overall good curriculum that caters well for the needs and interests of pupils.

19. Support for pupils with special educational needs is good. This is because teachers and support staff are sensitive to their learning needs, plan appropriate work and provide good support. Behaviour is well managed and teachers use praise and recognition of success to encourage pupils, thereby enhancing their self-esteem. The quality of individual education plans is good. A particular strength is the inclusion of pupils in lessons. Each pupil has a detailed individual education plan with achievable targets. Explicit targets for pupils whose behaviour is of concern are well identified,

shared with pupils and monitored. The very good range of extra-curricular activities provided by the school is fully accessible to pupils with special educational needs. The one pupil with a statement of special educational need receives good attention and support.

20. Staffing levels are good and the teachers and support staff form an effective team. The support staff are very well matched to the pupils' curriculum needs.

21. Pupils are given plenty of very good opportunities to extend their learning by joining a variety of clubs and after-school activities including cross-country races, football, rugby, athletics, gardening club, music and choir events. A good example is their involvement in the Lego Competitive League, involving the study of robotics, in which they have performed well against secondary school students. Visits to places of interest and the contribution of visitors to teaching further enhance the quality of the curriculum.

22. The school's accommodation is satisfactory and well cared for. However, the shape and size of the classrooms for the large classes in Years 3 to 6 make it difficult to organise groups for practical work and there is no library area available for the lower school. There is also a shortage of electric points to facilitate the greater use of ICT in these classrooms, and the accommodation does not lend itself easily to the study of design technology. Overall, the resources to support learning are good, with the exceptions of religious education and history, where they are satisfactory.

CARE, GUIDANCE AND SUPPORT

Provision for pupils' care welfare, health and safety is good. Support, advice and guidance for pupils is satisfactory. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- Procedures for the care, welfare and safety of pupils are good.
- All pupils enjoy good, caring, respectful relationships with adults in the school.
- Procedures for welcoming new pupils into the school are good.
- There are no formal procedures to consult pupils on their views about the school or to listen to their suggestions.

Commentary

23. The good procedures for ensuring the safety and wellbeing of pupils are good and are thoroughly implemented. A sufficient number of staff is trained in First Aid and the arrangements for the control and administration of medicines is particularly good. Accidents are rare, but when they do occur they are accurately recorded and every effort is made to minimise the chance of recurrence. There is a strong sporting ethos in the school and many pupils enjoy impromptu games of football and netball during break-times. Break-times are well monitored, and pupils who choose not to participate in vigorous activity feel safe and comfortable with their quieter activity.

24. Staff know pupils well and pupils enjoy good relationships with them. Special care is taken with new pupils and those known to be experiencing some personal difficulty. Pupils with special educational needs are well supported by teachers and teaching assistants.

25. The school shares its site with a private nursery school and many new pupils come from there and are thus used to the surroundings. Almost all parents responding to the pre-inspection questionnaire agreed that the school makes good arrangements for inducting new pupils. Pupils confirm this.

26. No formal procedures are in place to canvass pupils' views, and no questionnaire was distributed prior to the inspection. There is no school council through which pupils could develop their skills in consultation and their awareness of the democratic process. Nevertheless, the school understands pupils' views because of the close relationships that exist with pupils and parents

27. The care and support of pupils has improved since the last inspection. The quality of guidance received by pupils is unaltered because of the lack of consistency in assessment procedures and the use of assessment data.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

Links with parents are very good while those with the community and other schools are good.

Main strengths and weaknesses

- The school communicates well with parents
- Good links with the community and other schools support the teaching of the curriculum.

Commentary

28. Parents have great confidence in the school, which is over-subscribed for reception children. Many children join from the private on-site nursery.

29. The school communicates well with parents. The prospectus is very clear and meets all necessary requirements. Parents are kept in touch via monthly newsletters, which give details of forthcoming events. There is an open door policy, which encourages parents to contact school staff informally in the event of query or concern. There are two parents' evenings each year, which are very well attended. The first is mainly directed towards the involvement of parents in target setting, whilst the second focuses on achievement. Parents receive a questionnaire with the annual report, and the school notes that there are very few outstanding issues of concern to parents. Responses to the pre-inspection questionnaire were overwhelmingly positive. There is a very active parent/teacher association, which has funded a mini-bus, used to transport pupils to sporting fixtures and other extra-curricular activities.

30. Extra-curricular sport plays a major role in the life of the school and helps to increase contacts with the local community. The school participates heavily in local sport. It enters several teams in the local football league, and for example, participates in local athletics and cross-country running. Several community groups also use the school's facilities. For example a local group use the school hall for dance lessons. Many parents are involved in these groups and the arrangements help further the informal contact between parents, the staff and the school. There are occasional visits from the community police officer and educational welfare officer. These arrangements are good and support the teaching of the curriculum.

31. Links with other schools, including the local secondary school, are good. Extra-curricular links provide the basis for good contact although the school feels that academic links could be further improved. Transition arrangements to the secondary school are good, and a member of the secondary school's staff visit towards the end of the school year to help with the transition.

32. Parents of pupils with special educational needs are kept well informed about their children's progress and are fully involved in the review process. There are regular parents' evenings and parents are involved in the agreement of pupils' targets.

33. The school's links with parents, the community and other schools have improved since the last inspection.

LEADERSHIP AND MANAGEMENT

The school is well led and satisfactorily managed. The governance of the school is satisfactory

Main strengths and weaknesses

- The school has a strong commitment to the success of pupils and the welfare of staff.
- Agreed developments, incorporated in the school development plan, are well implemented.
- Managers and all other staff work as a very strong team but the monitoring of teaching, planning, the curriculum and pupils' progress lacks rigour.
- Provision for pupils with special educational needs is well managed
- Subjects are well managed within the constraints of the time made available.
- Financial management supports the school's priorities well.

Commentary

34. Since the last inspection, the leadership of the school has strengthened. The headteacher, very competently supported by the skilled deputy headteacher, provides good leadership. As a result staff support him and respect the school's drive for improvement and a raising of standards. The headteacher holds his staff in high esteem and gives due consideration to the impact on staff of every proposed development. Where, through an exemplary democratic process of consultation, a development is adopted and incorporated in the school development plan, it receives the full support and hard work of all in its implementation. All staff work as a very strong team.

35. Within the constraints of the time available to them, subject leaders manage their subjects well. They support colleagues as far as possible and formal and informal dialogues are constantly taking place to develop ways to further improve standards. However, because limited time is available in which to carry out the responsibilities of subject management, monitoring is an element that receives little or no attention. Most subject leaders are unable to spend time observing their colleagues teaching or to monitor planning or pupils past work effectively. This misses an opportunity for those who have developed a specialist knowledge of a particular subject to help colleagues to further improve their teaching of that subject.

36. The management of assessment is a weakness. While some assessment of what pupils know, understand and can do is carried out by most teachers some of the time, there is no whole school procedure in place. Consequently, while the general quality of teaching is good and often very good, some lessons take place where the challenge is not appropriate for all pupils, particularly higher attaining pupils, and the lesson is less successful than it otherwise would be. Those responsible for the management of the school, while acknowledging the importance of monitoring and assessment, and while now planning for their improvement, have not hitherto placed enough emphasis on their development.

37. Governors have a good understanding of the school's strengths and areas that require development. The school's finances are being well managed to meet the priorities highlighted by the school development plan.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	525210	Balance from previous year	28888
Total expenditure	543841	Balance carried forward to the next	10257

Expenditure per pupil	2461		
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38. The leadership and management of the provision for pupils with special educational needs are good. The knowledgeable special educational needs co-ordinator works constructively with teachers and support staff who contribute significantly to pupils' achievements. Her relationships with teaching staff are good so that the priorities set in individual education plans are not only understood by teachers but they are committed to their implementation in classrooms. In this way the policy of integration is successful.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for pupils in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children make good progress in many areas of learning.
- The teaching is good or better in all lessons.
- A good range of subjects is taught.
- Reception is well led and managed.

Commentary

39. Children are all reception age. At the moment, the permanent teacher is on leave, and her post is very ably filled by a temporary, newly-qualified teacher.

40. When they begin in reception, most children's standards are below those expected for their age, and some children who have additional learning needs are well below the expected levels. Children achieve well, especially in their personal and social skills, their listening and speaking, their knowledge of the world, and their physical skills. In these areas of learning, children reach the standard expected by the time they leave reception. Although the teaching is good in all areas of learning, children do not improve sufficiently to reach expected standards in the other areas of learning – their writing and reading skills, mathematical skills, and their creative development. Children with special needs are well identified, and much help is provided for them, to ensure that they make progress that is just as good as their classmates. The classroom assistant is very capable in supporting groups or individual children in their learning.

41. Children achieve well because the teaching in individual lessons is always at least good, and is sometimes excellent. Lessons are planned very well, with clear aims for what children will learn, and what activities they will do. The teacher and support assistant work very well together as a team. They track children's learning very thoroughly to see how well they are making progress in all the areas of learning. The information that they gather is well used when re-planning activities to make them most suitable and challenging for all children, including the most and least able ones. The curriculum is well organised in the long term, and all of the required areas of learning are taught in separate lessons. There are very good links between the areas of learning, and good inclusion of, for instance, language or counting skills in many activities. The way that staff encourage children's social and independence skills in all lessons is especially well done. New children are introduced to reception very well, almost all coming from the on-site private nursery and very good arrangements are made to ease children's transfer into the main classes of the school when they leave reception.

42. The level of provision has been well maintained since the previous inspection. The accommodation is well used and organised in areas for various activities. The accommodation is adequately-sized for the number of children at the moment, but numbers are expected to increase considerably in the near future, and space will be much more crowded then.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress overall.
- The teaching is good.
- A very good range of activities is planned and carried out, both separately and as part of other lessons.
- The very positive relationships in reception are a very good basis for children's personal development.

Commentary

43. Children make very good progress and many of them become very confident, secure and independent youngsters. They achieve very well because this aspect is given a high priority in all lessons. The very well focused teaching helps children to learn how to behave together, how to share toys and activities, and how to cooperate with each other and with staff without fussing. Children begin to take responsibility for themselves, their belongings and their work. They take turns in doing little tasks around the classroom each day, and organise their own time on the computer. In class discussions they take turns to speak without being interrupted, and hand on the teddy bear to the next child whose turn it is to speak. They become very pleasant youngsters who have good self-esteem, and are keen to join in and learn together. Staff expect children to behave very well, frequently reminding them of their own targets, and the general class targets. They give children many opportunities to work and play independently, without fussing or squabbling. Children respond very well, and behave beautifully. The whole thrust is to encourage children's cooperation, attention, and ability to get on well together.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress in their speaking and listening skills.
- Teaching is good, and communication skills are also well taught in combination with other activities.

Commentary

44. Overall, children progress well in their speaking and listening skills and reach expected standards but their writing and reading skills lag behind. Through very well planned and taught activities, the teacher and support staff concentrate their efforts on getting children to pay attention, to listen to what is being said to them, to follow instructions, and to answer questions. Children take part in discussions, listen to stories in literacy lessons, anticipate the next rhyming word in a song or rhyme, and talk about what they have been doing at the weekend or on holiday. Staff are very good at encouraging children to listen and speak in every activity they take part in. By the time they are ready to leave Reception, they are used to paying attention and joining in literacy lessons; they talk to each other clearly; and listen to what they are being told. Progress in learning how to write and to read is satisfactory, although children do not generally reach expected level. Some read a few familiar words, but none can read independently. In writing, many children form recognisable letters, and put words together when writing about what they have been doing. The

writing makes sense, but it is at a very early stage, usually needing the child to “translate” what has been written. Less able children learn to make marks on paper, and know that they can have meaning. They look at books, and talk about what they think they are about.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children make satisfactory progress, but do not attain at nationally expected levels.
- The teaching is good.

Commentary

45. Although children make good progress and achieve well in reception, they do not reach target levels by the time they leave Reception. This is because most have a low level of skills in number when they first come to reception. The separate teaching is good: it is aimed at improving children's counting skills as well as other mathematical ideas. As well as the good lesson that was seen during the inspection, good reinforcement of mathematical skills was seen in other lessons. Staff use a great variety of toys and equipment to help children's counting skills, and in beginning to develop their wider understanding of mathematics concepts such as "full", "bigger", "on top", "heavier", "in front" and "longer". Many children learn to name different colours and shapes, although the 3D shapes are too difficult for most of them. More able children learn to count to ten without simply chanting the numbers, but struggle to recognise all the numerals consistently. They can add and take away in ones, and perhaps in twos, with help. Less able children need a lot of staff help and repeated activities to understand the whole idea of counting, and in recognising the numerals 1, 2, 3.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children make good progress.
- The teaching is good and imaginative.

Commentary

46. Children make good progress across a wide range of knowledge, and they reach their targets by the time they go into Year 1. On joining reception some children have little awareness of anything beyond their own home. The teaching, however, is well planned and very well organised to increase their knowledge of, for instance, different areas of the school being for different purposes. They learn that people do different jobs, both in school and outside, and have a visit to a place of interest each term, such as a recent walk through a local woodland to look at autumn colours, leaves and animals. Some visitors enhance children's learning well, such as visits from an animals and pets service, and a mobile museum. In one good lesson during the inspection, children were learning well about light and darkness, and showed very good understanding of the sun and moon and things around them that make light artificially. These activities have wider benefits, especially in developing children's language skills and practicing their social skills. Many children are developing very good computer skills, including making creative pictures and patterns related to their other work. They learn stories about Jesus, as well as stories from other cultures, such as about Divali, the festival of light, linked with their "dark and light" topic. Their understanding of time develops well. More able children understand that clocks are used in telling when different activities are due to start or finish.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children make good progress and enjoy their activities.

Commentary

47. No teaching was seen during the inspection. Some children lack physical skills when they begin reception, both in balancing and running and in gripping and handling small items. With good progress they mainly reach their targets by the time they leave reception. As no lessons were seen during the inspection, it is not possible to comment on the overall standard of teaching. However, discussions with staff and children, lesson plans, and a brief observation of one lesson, indicate that the lessons are exciting, challenging and imaginative, allowing children to develop their abilities, demonstrate their skills to each other, and watch and learn from each other. Records and notes indicate that the lessons are also used very well for developing children's language skills, counting skills, and their social skills in relating to each other. Children develop their finer handling skills well when handling brushes, instruments, building bricks, scissors and the computer mouse.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children make satisfactory progress.

Commentary

48. Children make satisfactory progress, achieve soundly but do not reach their targets by the end of reception. This is because they have a low level of skill and creativity when they arrive in reception, and because staff often use creative sessions as times for developing children's personal, social and language skills, at least as much as developing their creative skills. With good encouragement from staff, children quickly become willing to explore many different activities, and to take part in imaginative games and role play activities such as making up stories to act out. They learn to hold a crayon, paintbrush and pencil properly in creating pictures and patterns; they make simple models with play dough, using rollers and cutters, and stick materials together to make collage pictures. In music lessons, children learn how to play percussion instruments, and join in with a variety of songs. Often, the songs are to do with counting. The "creative" lesson that was observed during the inspection was good, more for its well-aimed personal, social and language support than for the focus on creative skills: children sorted out their own tasks, helped each other to put aprons on, chatted very amicably, painted pictures of rainbows and faces, and used play dough together. Other children worked independently on the computer, making patterns and pictures, and taking part in interactive games.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach above average standards by the end of Year 6.
- Pupils' attitudes to work are very good.
- Teaching assistants are used very well to help include all pupils.
- The teaching of reading is good.
- There is no appropriate library facility for younger pupils.
- Assessment of pupils' progress is not consistent.
- English skills are reinforced well through other subjects.
- The management and leadership of the subject are good.

Commentary

49. Present standards in speaking, listening and writing are in line with those expected nationally at the end of Year 2. This represents good achievement as pupils enter Year 1 below the expected level. Standards in English at the end of Year 6 are good and represent good improvement during Years 3 to 6. This steady improvement throughout the whole school is very marked in reading and writing. The school challenged itself to improve and has been successful. The quiet spell at beginning of each afternoon is used for whole school reading. During this spell every teacher and teaching assistant as well as a number of volunteers read with small groups of pupils throughout the school. Pupils read with concentration, enjoy the experience and develop their reading skills.

50. Teaching is good, and sometimes very good. Lessons are carefully planned and take account of the different needs of pupils allowing all to be challenged and to make progress. Those with special educational needs are well supported by a team of very competent teaching assistants who are well prepared and effectively support all the classes. Pupils' work is marked well with very supportive comments. This aids assessment but assessment of individual progress is not consistent across the age groups. Lessons have clear objectives which are known to all the pupils. All pupils have targets for improvement; they understand their targets and try to achieve them. Teachers use questions effectively and frequently use very creative techniques to enhance the learning. For example, puppets were used in a good Year 1 lesson to prompt pupils with clues to recognising initial letters. In a lesson with links to the history topic, pupils in Year 2 enjoyed the difficult challenge of writing as if they were Samuel Pepys. Big books are used effectively to focus the pupils' attention on key words and sentences, for example to explore an adventure with teddy which later provided stimulation for some ICT work. In a very good lesson in Year 5 the pupils were challenged to find synonyms as an aid to developing better quality of writing. Year 6 further developed the use of speech with impressive results as they wrote dialogue for a discussion between two people, one assertive and the other submissive.

51. Leadership and management of the subject are good. It is led by two teachers, who have a firm grasp on the subject and have enlisted the support of a local authority advisory teacher to support its development. This has been effective and the work undertaken has been followed up and developed. While the progress pupils make is monitored, coordinators do not have the opportunity to work alongside their colleagues and support their work. Resources are mainly good although there is no effective library for Years 1 and 2. This was an issue during the last inspection and is still a concern. The overall quality of provision and pupils' achievements are unchanged since the last inspection.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

52. There are many very good examples of pupils' English skills being enhanced and practised through the teaching of other subjects. The work by Year 1 and 2 pupils on The Great Fire of London enhances writing and speaking while at the same time developing an understanding of a historical event. The work on ancient Egyptian gods includes writing about the characteristics displayed by Egyptian deities. Pupils use computers to display and enhance their stories, adding pictures from the internet and redrafting their work. Displays throughout the whole school contain examples of pupils' writing and poetry and help to create an exciting learning environment. The school's integrated approach to many subjects in the curriculum strengthens the teaching of English.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils achieve well and their standards are at or above national expectations by the end of Years 2 and 6.
- The subject is led and managed well.
- Assessment of pupils' progress is not consistently carried out through the school.
- There is a marked emphasis on basic number work throughout the school, often at the expense of other aspects of mathematics.

Commentary

53. Provision in mathematics, and the progress pupils make, is similar to that at the time of the last inspection. Pupils in Year 2 are working at expected standards for their age while those in Year 6 are working at above average standards. These standards represent good achievement.

54. Teachers usually plan lessons well, with activities that challenge pupils with work that makes them think and try hard. Lessons are characterised by teachers using their good relationships with their pupils to motivate them well, and using their good subject knowledge to ensure that pupils develop a good understanding of what they are learning. Teachers manage pupils' behaviour well and support assistants are used very effectively in helping individual and groups of pupils, including those with special educational needs. Pupils' work is marked regularly, but not always with comments to help pupils understand how to improve. Teachers use a good range of resources well in making lessons more lively and relevant for pupils' learning. There is also, however, an over-reliance on commercially produced worksheets that do not always present higher attaining pupils with sufficient challenge. At other times the worksheets used are designed by staff and do take account of individual pupils' prior knowledge and the necessary next steps in their learning. ICT is used to support pupils' learning, and the school is in the process of installing a new range of software to extend its use.

55. In intervening years since the last inspection, pupils have not attained in line with national expectations, especially at the end of Year 2. However, the school recognised this, and saw that as well as there being few high-ability pupils in the relevant years, there were actions that could be taken to improve standards. Through good leadership and management, these now include providing all staff with clear targets for their pupils, additional "booster" classes for some pupils, and a reorganisation of all the resources and text books that are available. The coordinator also monitors a sample of pupils' work each year to check their progress. It is now seen that pupils are

making good progress, and are attaining in line with, or above, national expectations, although some more able pupils are not sufficiently challenged in all lessons.

56. Although leadership and management are good, lesson planning and the quality of teaching are not monitored. Similarly, teachers are expected to check their pupils' progress using their own system of assessment, instead of there being a consistent system through the school that would enable long-term progress to be checked thoroughly. The curriculum is satisfactory, with all required areas being covered. However, there is a considerable emphasis on number work at the expense of other aspects, such as data handling and pupils' use of computers. Consequently, pupils' progress in the various elements of mathematics is not consistent.

MATHEMATICS ACROSS THE CURRICULUM

57. In other lessons such as science and geography, teachers make a satisfactory effort to broaden and reinforce mathematical skills. The newly acquired mathematics software has the potential to further enhance the teaching of mathematics through other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Strong emphasis is given to the practical skills of scientific enquiry across the school.
- Teaching and learning are very good in Years 5 and 6.
- A well-developed scheme of work gives structure and progress to teaching and learning.
- The co-ordinator leads and manages the subject well.

Commentary

58. Standards and the quality of provision are as reported at the time of the last inspection. Pupils in Year 2 are working at standards expected for their age, while those in Year 6 are working at above average standards. This demonstrates pupils' good achievement throughout the school.

59. A particular strength of the subject are the numerous opportunities for pupils to acquire the skills of investigation and experiment. Two lessons observed in Years 2 and 6 provide good examples of this approach. Year 2 pupils were being introduced to the ideas of working collaboratively to answer questions such as which car will travel further from a high or low ramp? A heavier or lighter car? Does a high or low ramp make a difference? By the end of the lesson groups of pupils understood the ideas of a fair test, predicting outcomes and recording their results. Year 6 pupils were revising their knowledge of eight different forces. They were able to identify different types of forces and the importance of gravity. In both lessons, emphasis was given to practical enquiry and questioning.

60. Teaching and learning are good overall, and particularly good in Years 5 and 6. Here, the teachers have very good subject knowledge which allows lessons to be planned in detail. In these lessons there was an emphasis upon the systematic collection of evidence. For example, Year 6 pupils were able to draw the arrows on force diagrams showing the direction of the force and to identify which type of force it was. Year 5 pupils were investigating sound, how it travels and how it is possible to change the pitch. The lesson was extremely well prepared with good use of resources so that pupils were highly motivated throughout the lesson.

61. The subject leader has done much to ensure that provision in science is good. There are termly procedures to monitor planning with particular reference to the monitoring of scientific enquiry and the provision of resources to support learning. For example, there are CD-ROMs to cover all the science topics. Training has been provided for staff in the use of the digital microscope and camera. There is a systematic assessment of pupils' attainment and progress. Work in Year 5 and 6 is carefully graded against the national expectation and arrangements are made to ensure that each unit of work is monitored and assessed. There have been no opportunities for the co-ordinator to monitor teaching and learning in lessons as part of a strategy to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- There has been a very big improvement since the last inspection.
- Standards are good with outstanding work in Year 6.
- Resources are very good.
- The support from teaching assistants is very good.

Commentary

62. The quality of provision in ICT has improved very significantly since the last inspection, and so have the standards being achieved by pupils. The school has invested well in a range of new hardware and software that support pupils' learning in ICT and in a range of other subjects such as art and design. Staff training has resulted in teachers and teaching assistants having confidence to teach the subject and in their good subject knowledge. Planning ensures that ICT is made use of across the curriculum, with the one exception being its underutilisation in mathematics. All these improvements, together with pupils' interest in the subject, have resulted in pupils achieving well and standards being above expectations throughout the school.

63. Year 2 pupils' above average standards are characterised by their secure basic skills and their knowing how to write text, enter data and use a range of word processing skills. Pupils in Year 1 followed up a Literacy lesson by drawing simple pictures on the computers, to illustrate a background for their text. During this exercise pupils showed an ability to use the computer to draw outlines and fill in the areas with different colours. They took great pride in drawing such things as trees with trunks and branches. In a Year 2 class, pupils had further developed these skills and could use the brush, pen and fill techniques to design a fire engine as part of a design and technology project. With help they could modify these designs changing the shapes and colours.

64. Pupils in Year 6 also attain standards that are above national expectations with outstanding work researching Greek Gods to produce a PowerPoint slide show. These pupils could use the internet to find text and pictures. They could then use the downloaded information to create slide shows and modify and animate these. In a Year 3 lesson pupils learned effectively how to insert clip art into text and adjust the size of the pictures within script.

65. Teaching was at all times good with excellent work in Year 6. The quality of the teaching contributes to the good standards in the subject. All the teachers have received specific training and are helped by the very good teaching assistants two of whom manage the ICT suite.

66. At the time of the last inspection the provision for ICT was a weakness, it is now a strength. This very good improvement is due in large measure to the very good leadership and management of the subject by the co-ordinator. While he has not had the opportunity to monitor teaching he has

created a very full file of pupils' work that illustrates the breadth of work undertaken and which acts as a record of the school's achievements. Through the discussion, monitoring of planning and the guidance he provides, he has a detailed understanding of what each teacher is teaching. The coordinator also has a clear understanding of the way he wishes ICT to develop. The school's big commitment in resources and training has succeeded in raising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

67. Skills in ICT are used well to develop a deeper understanding in many subjects. Text editing supports the development of writing; the internet supports the investigations in both geography and history. Pupils are able to manage data to support mathematical understanding of graphical representation. Posters have been created to warn of the dangers of fire and smoking. Year 4 pupils have used drawing programs to represent the Greek temples drawing the columns and adding the geometric shapes for the roof. Pupils are enthusiastic about ICT and demonstrate this in all their work.

Example of outstanding practice

An outstanding example of the use of an ICT suite to enhance both the pupils ICT skills and their skills of investigation

During earlier History lessons the pupils had undertaken research in various aspects of the life of the Ancient Greeks. During an earlier ICT lesson they had learned how to create a PowerPoint slide show. Pupils were now challenged to create a digital presentation for the whole school of different aspects of Ancient Greek culture using the Internet, text and their own knowledge. They worked in pairs and concentrated deeply on their tasks. Excellent teaching supported by a very able teaching assistant contributed to the pupils extending their knowledge of the Ancient Greeks and enhancing their ICT skills. The pupils' enthusiasm was clear and they were disappointed when the lesson had to finish.

HUMANITIES

RELIGIOUS EDUCATION

68. Due to constraints of the timetable, only one lesson was observed in religious education so it is not possible to make an overall judgement on provision in religious education. A scrutiny of pupils' work, lesson plans and discussions with pupils indicate that standards of attainment throughout the school are in line with the expectations of the locally agreed syllabus. Thus, the school has maintained its satisfactory standards since the last inspection. All pupils, including those with special educational needs, achieve at least satisfactorily. There are no significant differences between the achievements of boys and girls. By the end of Year 2, pupils have made studies of the Bible and what it contains. They learn about the story of Joseph and his coat of many colours and the parable of the good Samaritan. They develop their understanding and ideas of 'helping others' through topic work. Consideration is given to being thoughtful and kind to friends at school and people at home. Their studies of Sikhism during the Faith Week reaffirm the importance of the Sikh faith and the need to share with the poor. In Years 3 to 6, pupils achieve satisfactorily. They have a satisfactory knowledge of aspects of Christianity, Judaism and Islam. They also make studies of the Maori and Kiwi peoples in New Zealand and the importance of gods to the Ancient Greeks. In the one lesson observed during the inspection, Year 3 pupils were learning about 'being good friends' from the Buddhist story 'A Fool in Fine Feathers'. The lesson was well prepared with appropriate reading materials for all pupils. The teacher showed a good understanding of the story. Higher attaining pupils wrote up to ten lines showing their understanding of the story while less able pupils were

appropriately challenged to produce pencil drawings and speech bubbles to demonstrate their understanding. Satisfactory progress was made by all pupils, those with special educational needs being given good support to ensure that they benefited from the lesson.

69. School assemblies make an important contribution to the development of spirituality and good links are made with other subjects. During the inspection, which coincided with Remembrance Day, Years 1 and 2 pupils were learning the personal story of a man working for the Red Cross during the 1914-1918 War. This was linked to the story of the poppy. There was a moment of quiet reflection as staff and pupils thought about the impact of the war on the lives of the people in the true story. The leadership and management of the subject are satisfactory. There are two co-ordinators who work together to implement the policy of the Shropshire Standing Advisory Council for Religious Education. For example, they are developing procedures for assessment based upon pathways for knowledge and understanding. This process is at an early stage of development and is not used consistently across the school. Some use is made of the ICT program of 'World Religions'. Good progress has been made on the development of 'Faith Boxes' with appropriate artefacts for the various religions, but there remains a shortage of books to support the study of different faiths. The co-ordinators have not had opportunities to monitor teaching across the school.

GEOGRAPHY

70. Because geography has not been taught since the beginning of the academic year, no evidence was available for inspection.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The organisation of what is taught and when is in need of revision.
- There are good links with other subjects in the curriculum.
- ICT is used to very good effect to enhance historical investigation.

Commentary

71. The quality of teaching of history is satisfactory and pupils only achieve satisfactorily because there are weaknesses in the planning of the curriculum. Pupils in Year 2 reach standards that match national expectations and their achievement is satisfactory. In Year 1 pupils understand, for example, how the Great Fire of London was caused and gain an appreciation of how the fire was fought. These pupils could cut out and put pictures of the events in chronological order and then explain why they had done this. Year 2 pupils showed a particular interest in Samuel Pepys and were able to write sentences in his style, that accounted for the happenings. Pupils showed particular fascination by unusual facts, for example that food was buried to protect it from the encroaching fire.

72. Pupils in Year 6 are also working at average standards as a consequence of their satisfactory achievement. In Year 4, pupils recognised the key characteristics among the Ancient Greek gods and explained why the owl on Athena's shield represented her wisdom. Their interest in the subject was developed by well planned cross curricular links. For example, these same pupils were making masks of the ancient Greek gods in design and technology. Pupils in Year 6 undertook research on many aspects of ancient Greek culture while using the internet and were preparing slide shows to illustrate their discoveries. In this class the quality of historical research and investigation was excellent and was leading towards very good understanding.

73. The leadership and management of the subject is satisfactory. There is a justified awareness that the policy and scheme of work need to be developed and brought up to date. The present policy allows for too much repetition of work across the age groups, potentially stifling enthusiasm. At the time of the last inspection the need to update the policy was also noted. The co-ordinators have had no opportunity to monitor teaching and learning. There is no assessment of pupils' progress. Resources are satisfactory and the school uses the facilities of the library service to support the teaching of history. There has been no change in the quality of provision since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. No lessons in **design and technology** were observed during the inspection, and there was little work to be evaluated at this time of year. It is not therefore possible to comment on the provision for this subject, except to note that the accommodation does not include good facilities for learning design and technology. No lessons in **music** or any musical activity was seen during the inspection. Therefore, no judgements have been made.

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are good and pupils achieve well.
- Observational drawing is a strength across the school.
- Strong links are made with other subjects and a wide variety of materials is used.
- The subject co-ordinator provides skill, enthusiasm and good leadership but does not have the opportunity to monitor lessons.
- Sketchbooks are not used as a tool to support learning.

Commentary

75. The work seen on display and in pupils' books show that standards are good. Pupils use a wide variety of materials and techniques, including clay, fabrics and textiles. From the range and standard of work observed, pupils feel empowered by their work in the subject. Years 1 and 2 pupils make studies of colour and study Van Gogh's Sun Flowers and the work of Andy Goldsworthy, the artist and sculptor. They make clay tiles and understand the change in clay when it is fired. Year 3 pupils make sculpture figures with wire in the style of Alberto Giacometti. Years 4 and 5 pupils make papier-mâché masks linked to their Greek topic. There is evidence of Year 5 pupils' high quality observational drawings of hands and feet and work on shells. Year 6 pupils produce cubism pictures using three colours and two-dimensional shapes and make good quality drawings to illustrate their topic on electricity in science.

76. Two lessons were observed during the inspection, one in Year 1 and the other in Year 4. In both lessons, the work was well prepared and effective use was made of the teaching support staff. All the pupils, including those with special educational needs, were fully involved and made good progress. Year 1 pupils were making a 'Fire Picture'. They discussed the dangers of fire before using a variety of paper, felt and cellophane to create their pictures. The pupils were managed well during the lesson and were enthusiastic about their tasks. The Year 4 pupils were completing their Greek masks having previously been taught about the history of theatrical masks. Pupils worked well together in pairs and could explain how papier-mâché is made and what other things can be made from the same materials. They worked enthusiastically.

77. The subject co-ordinator provides strong leadership and support for colleagues, although she has not had opportunities to monitor teaching in other classes. She has particularly good subject knowledge and her enthusiasm for the subject is boundless. She ensures that art and design has a high profile in the school. She collates work for external exhibitions, has links with the local photographic society and maintains a portfolio of high quality work produced by pupils. The resources for art and design are good and pupils make good use of ICT programs and some do research on the Internet. The co-ordinator is rightly aware of the need to develop portfolios of assessed work to help teachers assess their pupils' progress and the need to develop sketchbooks as a tool for learning.

78. The quality of provision in art and design has improved since the last inspection as has pupils' achievement.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The teaching is good.
- Pupils make good progress, and reach above average standards by the end of Years 2 and 6.
- There is a very good range of activities on offer outside the normal school day.

Commentary

79. Pupils achieve well as a consequence of good teaching. This is characterised by good lesson planning, and a clear structure to lessons. Most teachers have a good knowledge of the subject, and lessons begin with a good warm-up, and a series of activities that are generally challenging to all pupils. Sometimes, however, pupils wait around too long for their turn – such as for a game of football - or whilst watching demonstrations by the teacher or classmates. Teachers do not always remember to carry out the cool-down or review what has been learned at the end of a lesson. Pupils enjoy their lessons, and behave very well. They make good progress in a satisfactory range of aspects from dance and gymnastics to games, athletics and swimming. Some pupils are very keen, and achieve very well. They are helped in this by the school's very good range of activities that take place outside the normal school day, with several clubs taking place each day. At different times of the year these include football, girls' football, tag rugby, basketball and netball. Pupils take part in athletics, cross-country and swimming competitions against other schools, either regularly in a league, or in annual galas.

80. The quality of provision and pupils' achievement have improved since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

CITIZENSHIP

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

Main strengths and weaknesses

- The school promotes positive relationships and respect for each other
- Adults in school act as good role models for their pupils.
- Provision for personal, social and health education and citizenship is well planned within the curriculum.
- The leadership and management of this area are good.

Commentary

81. Standards throughout the school are good and contribute well to the calm, caring atmosphere in which pupils are able to achieve well. Pupils contribute well in lessons and make good progress in their personal development and their understanding of matters such as relationships and sex education and the misuse of drugs. They act maturely for their age and are polite to each other and to adults. They value each other's contributions to class discussions. Teachers lead lessons with appropriate sensitivity to the personal concerns of young people.

82. Teaching and learning are good. Lessons are well planned. Teachers use their good knowledge of their pupils to ensure that all pupils, including those with special educational needs are well supported and enabled to participate fully without concern or embarrassment. Personal, social and health education lessons are characterised by the strong caring ethos of the school.

83. The leadership and management of the subject is good. There is an appropriate policy in place and sex education and an awareness of drugs and their appropriate use are well taught. The co-ordinator does not have time made available to monitor the teaching of the subject by colleagues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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