

INSPECTION REPORT

**CONDOVER CHURCH OF ENGLAND VOLUNTARY AIDED
PRIMARY SCHOOL**

Condover, Shrewsbury

LEA area: Shropshire

Unique reference number: 123543

Headteacher: Mrs J Potter

Lead inspector: Mr Brian Holmes

Dates of inspection: 8th - 10th November 2004

Inspection number: 266659

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------------|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 5 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 115 |
| School address: | Condover Shrewsbury Shropshire |
| Postcode: | SY5 7AA |
| Telephone number: | (01743) 872 108 |
| Fax number: | (01743) 874 904 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Gareth Pearce |
| Date of previous inspection: | 26 th April 1999 |

CHARACTERISTICS OF THE SCHOOL

Condover Church of England Primary School is smaller than the average primary school, with 115 pupils on roll. There are 57 boys and 58 girls. The school is in the village of Condover, four miles south of Shrewsbury town centre. Some pupils live in the village, but most live in the villages and hamlets around Condover, mainly in private owner-occupied accommodation. The community the school serves is largely rural and three different transport routes bring pupils to school from outlying districts.

Pupil mobility is low. Most pupils are from a white, Christian background and there are no pupils whose first language is not English. The percentage of pupils who are eligible for free school meals is below the national average and overall, the socio-economic status of the pupils is above what would be expected in most schools. Most pupils enter the school with attainment on entry which is above average compared to what is expected for most children at that age.

The proportion of pupils with special educational needs (SEN) is broadly in line with the national average. There are 15 pupils on the SEN register, with seven at the school action plus stage, none of whom currently has a statement of special educational need. Of the seven pupils at the school action plus stage, four have specific learning difficulties related to dyslexia, one has hearing impairment and one had moderate learning difficulties. The school also supports a small number of pupils from a traveller family.

There are close links with the local church and the community in the village and surrounding areas. There is a pre-school playgroup on site, which most pupils attend before starting in the school.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|--|
| 15215 | Brian Holmes | Lead inspector | English Information and communication technology History Geography Physical education |
| 19558 | Michael Hammond | Lay inspector | |
| 23319 | Vince Leary | Team inspector | Foundation Stage Mathematics Science English as an additional language Art and design Design and technology |
| 7269 | Peter Kemble | Team Inspector | Special educational needs (SEN) Citizenship Music |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Condover Primary School is a **good** school which provides a good quality of education. Pupils make good progress throughout the school and achieve well. The school gives **good** value for money. It is highly regarded both by pupils and their parents. There is a strong ethos of care and including pupils in all activities. The leadership and management of the headteacher are very good and she is well supported by the governing body and staff. A consistently good quality of teaching and learning and curriculum provision enhances pupils' experiences and enables pupils to attain standards above average at age seven and well above average by age 11.

The school's main strengths and weaknesses are:

- Standards of attainment are well above average in English, mathematics and science by age 11.
- Pupils achieve well across all phases of the school.
- The leadership of the headteacher is very good.
- The role of governors in holding the school to account as a 'critical friend' is under-developed.
- The role of subject co-ordinators in raising standards in subjects other than English, mathematics and science needs developing.
- The quality of teaching is good across the school, with very good features in the upper juniors.
- Pupils' attitudes to learning, their behaviour and values are very good. Their personal development, including their spiritual, moral and social development, is also very good.
- The curriculum is broad and balanced with very good provision for personal, social and health education and citizenship (PSHEC) and good levels of inclusion.
- Pupils are very well cared for and there is a strong partnership with parents and the community.

Since the previous inspection, there has been a **good** improvement in the school's effectiveness. There has been good progress in addressing the issues raised in 1999. Children's attainment in the Foundation Stage is improved in mathematical and physical development. Marking has been developed consistently across the whole school and there has been good progress in improving provision to raise pupils' multicultural awareness. Good progress has been made in putting a structured scheme of work for geography fully in place, and satisfactory progress in involving the governing body more in the management of the school. Good progress has also been made in raising standards of attainment, particularly in English, mathematics and science, to be consistently well above average. Good improvement has been made to the quality of education provided through the curriculum and partnership with parents and the community. There is good capacity to continue building on achievements and further improve the quality of educational provision.

STANDARDS ACHIEVED

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

Key: A – very high in comparison to other schools; A – well above average; B – above average; C – average; D – below average; E – well below average.*

Pupils' achievement is good by age 11. Attainment on entry to the school is above the average expected. In the Foundation Stage, most children make good progress with all on target to achieve the goals expected of them at the end of reception and many expected to exceed them. Inspection

findings show that by the age of seven pupils make good progress to achieve well and attain standards above the average expected in reading, writing, mathematics and science. In the junior classes, pupils' progress is good, particularly in the upper junior class in English and mathematics. They attain standards well above the average expected. In ICT, pupils' achievement is above the average expected by the age of 11. Pupils with SEN, and those pupils who are gifted and talented, also make good progress and achieve well.

Pupils' spiritual, moral, social and cultural development is very good. The school's ethos promotes pupils' personal development extremely well. They are prepared well for life in a multicultural society. Pupils' relationships with each other and with adults are excellent and this is a strength of the school. Their attitudes, behaviour, values and personal development are very good. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided is good, with very good features. The quality of teaching and learning are good, and very good in the upper junior class. All teachers have high expectations of pupils' learning, engage pupils well in their learning and provide good levels of challenge for pupils of different abilities. Very good use is made of teaching assistants, with good promotion of equality and opportunity for all pupils. Assessment procedures are good in English, mathematics and science, and are used well to set pupils' targets for improvement. Pupils work very hard to produce good quality work. Homework is used well to enhance their learning

The school provides its pupils with a **good**, broad and balanced curriculum, with very good provision for pupils' personal, social, health education and citizenship, and very good provision for pupils with SEN. There is a good programme of extra-curricular activities and enrichment through the arts, which stimulates and motivates pupils well. Accommodation and learning resources are good overall, although some aspects of resources need improvement - large equipment for children in the Foundation Stage. Pupils are very well cared for and supported in a caring environment. There is a strong partnership with parents and the local community and good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, with very good leadership from the headteacher. The headteacher provides a very good role model to pupils and other staff and leads the school with a clear vision and high aspirations, leading to pupils achieving good and very good standards of work. Governors fulfil their role and legal responsibilities satisfactorily but their role in holding the school to account is underdeveloped. Managerial responsibilities have been delegated effectively, with most staff having responsibility for more than one curriculum area. Subject co-ordinators are effective in supporting other staff, although in subjects other than English, mathematics and science, they have not yet had sufficient impact in raising standards of attainment in their subject areas.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views of the school are both very positive. Parents are very pleased with all aspects of the school's provision. Pupils know that they are expected to work hard and that they will get help from the teachers if they are stuck.

IMPROVEMENTS NEEDED

- The role of governors in holding the school to account.
- The role of subject co-ordinators in raising standards in subjects other than English, mathematics and science.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are above the national average at the age of seven and well above average at the age of eleven in English, mathematics and science. All pupils achieve well and make good progress throughout the school.

Main strengths and weaknesses

- Standards are well above average in English, mathematics and science by the age of 11.
- Pupils' achievement in ICT is above average by the age of 11.
- Pupils achieve well in their application of literacy, numeracy and ICT skills across the curriculum.
- Pupils with SEN, and those who are gifted and talented, make good progress throughout the school.

Commentary

1. Since the previous inspection, standards of attainment in national tests have improved well overall and are now consistently well above average for most pupils by the end of Year 2 and Year 6. The tables below show the results achieved in the 2003 tests, firstly, in Year 2, and then, in Year 6. Standards of attainment in Year 2 were well above average in reading, writing and mathematics compared to pupils' performance in all other schools. In comparison to results in similar schools, performance was well above average in writing and above average in reading and mathematics. In science, based on teacher assessments, pupils' performance was above average. The indications are that in the 2004 tests this improvement has been maintained in all the areas of pupils' learning. In the 2003 Year 6 tests, pupils' performance against other schools was very high in comparison to the average in English, mathematics and science. Compared to their own prior learning, and that of pupils in similar schools, their performance was very high in comparison in English and science and ranged from well above average to very high in mathematics. The indications are that for the 2004 tests, standards are not quite as high as in 2003 but are still well above average in English, mathematics and science.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.4 (17.8) | 15.7 (15.8) |
| writing | 16.6 (16.3) | 14.6 (14.4) |
| mathematics | 17.7 (17.6) | 16.3 (16.5) |

There were 22 pupils in the year group. Figures in brackets are for the previous year.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 31.8 (27.0) | 26.8 (27.0) |
| mathematics | 30.6 (27.4) | 26.8 (26.7) |
| science | 32.4 (27.8) | 28.6 (28.3) |

There were 10 pupils in the year group. Figures in brackets are for the previous year.

2. Most children begin the Reception class with levels of attainment that are above the average for their age group. Almost all children come to the school with some pre-school, playgroup

experience. Standards on entry are above those expected for children of this age in communication, language and literacy and mathematics. Children do better than expected during their time in the reception class because of the good teaching and the interesting, relevant curriculum, which meets their particular needs. There have been good improvements in the standards attained in mathematics since the previous inspection. At present, whilst outdoor play is planned for, it does not match the quality of other areas of the curriculum. Children's achievement in this area of learning is satisfactory.

3. Inspection findings show that by the age of seven most pupils have achieved well, attaining standards well above average in speaking and listening, and above average in reading, writing, mathematics and science. The indications are that, given the rate of progress they are making, all pupils in the current Year 2 will achieve the expected level by the end of the year and many will achieve the higher levels. In Year 6, standards of attainment for the current Year 6 are well above average in English, mathematics and science and their attainment in ICT is above the average expected. In English and mathematics particularly, many Year 6 pupils are already working at levels higher than expected for their age. Pupils with SEN, traveller pupils and those who are gifted and talented also make good progress and achieve well. Most pupils with SEN attain standards in line with their ability and sometimes better because of the very good support they receive.
4. There are a number of factors why standards have risen since the previous inspection:
 - the quality of teaching and learning in the upper junior class is consistently very good, particularly in mathematics and English;
 - standards have been consistently good for pupils in Year 2, and this has given a firm foundation for pupils to continue progressing and achieving well in the junior classes;
 - in English and mathematics, subject co-ordinators are focused on raising standards and there are good assessment procedures which are being used positively to target individual improvement; and
 - pupils themselves have become involved in the assessment process through the use of the 'traffic light' system where they indicate their own levels of understanding of a topic or task. This has motivated most pupils to achieve even more highly because they are clear about what it is expected of them.
5. The use of literacy, numeracy and ICT in other subjects is good. Pupils develop a good knowledge and use of subject terminology in different subjects, for example, mathematics and science. They are given good opportunities to apply their literacy skills, particularly in history and science, and opportunities to produce extended writing were observed in history and ICT. In mathematics, good practice is evident and effective. In a Year 6 lesson, for example, pupils, with SEN, explored division of number using a computer program to create division calculations. Examples of the use of mathematics across the curriculum were seen in a number of subject areas during the inspection, in ICT in Year 2, in science and in geography in Year 5/6. In ICT, teachers develop pupils' knowledge, understanding and skills well through subjects, for example, in design and technology and history. They also use ICT to support pupils' learning well in most subjects, particularly English and mathematics, although this has been identified as an area for improvement in science.
6. Higher-ability pupils, and those who are gifted and talented, achieved well during the inspection. Planning to meet their needs is effective in all classes. Pupils with SEN achieve well in language and literacy skills and make particularly good progress in developing confidence and self-esteem. Evidence from individual education plans and from talking with pupils indicates good progress for all pupils. Those with difficulties in confidence, literacy, numeracy or behaviour develop well during their school life and leave with a very positive image of themselves. Good achievement is largely due to two factors. Firstly, the support pupils receive in small groups both in and out of the classroom is well planned and matched closely to individual needs. Secondly, individual education plans have achievable targets that are regularly monitored to determine rates of progress.

Pupils' attitudes, values and other personal qualities

Pupils' relationships with each other and with adults are excellent and this is a strength of the school. Their attitudes, behaviour, values and personal development are very good. The spiritual, moral, social and cultural development of pupils is very good. Attendance is good and punctuality is very good.

Main strengths and weaknesses

- The caring ethos of the school permeates all activities, and helps to promote pupils' very good attitudes and personal development.
- The very good role models of the staff and good behaviour management ensure that pupils know the difference between right and wrong and behave well.
- Pupils' attitudes to learning and each other are very good.
- The spiritual, moral and social development of pupils is very good and cultural development is good.

Commentary

7. Pupils' attitudes, values and personal development are very good. They are well behaved, polite and courteous and respond well to the caring ethos of the school. Pupils clearly enjoy school and take pride in their work. As an example, as soon as they come into their class, they immediately start work without being prompted. Pupils are interested and involved in the lessons and out of school activities. Parents are very supportive and happy with the values the school promotes. Staff deal quickly and effectively with any incidents of inappropriate behaviour that occur. No incidents of bullying were seen or raised by parents during the inspection. There have been no instances of racism.
8. Pupils work independently or in groups and their attitude to learning is very good. They are encouraged, from an early age, to become responsible for their own learning and to help each other. As a result, they work well together, sharing and valuing each other's ideas. Pupils with SEN have the same attitudes and values as other pupils.
9. Pupils' relationships with adults and each other are excellent and have a positive impact on their learning. They are supportive of each other; happy and secure; and enjoy an atmosphere where all are valued. The school places a very strong emphasis on promoting friendship in assemblies and during class discussions. Pupils respond well to the help provided, and like being rewarded with certificates and badges for doing their best. They are supportive of each other with older pupils acting as play leaders and helping younger pupils with their reading. Pupils of all ages mix well across the school, and pupils with SEN take a full and active part in lessons and activities at playtimes. They mix well with other pupils in class, at break times and at lunchtime.

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| Mixed – any other mixed background |
| Asian or Asian British – Pakistani |
| Black or Black British – Caribbean |
| Information not obtained |

Exclusions in the last school year

| Number of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|--------------------------|-----------------------------------|--------------------------------|
| 100 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |

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

10. Pupils' personal development is very good. It is fostered well by the very good overall provision for their spiritual, moral, social and cultural development. They have a very good understanding of right and wrong, and benefit from the very good role models set by the adults in school. Pupils are encouraged to be honest, trustworthy and well mannered.
11. A characteristic of the school is the confidence with which pupils ask questions and are willing to express their opinions. This was amply demonstrated during an interview with the chairman of the school council, who talked about the school council and how their opinions were valued. As a result, improvements to seating in the school grounds had been made. Pupils were also very much involved in the writing of the school code of conduct, playtime and class rules. Active use is also made of circle time, where pupils are encouraged to share their views.
12. Pupils are encouraged to accept many responsibilities around the school and readily do so. Pupils return registers, act as monitors, become play pals; older pupils care for younger pupils and read with them, help set up the assemblies and serve on the school council.
13. The curriculum promotes a good understanding of western and other cultures through all subjects, including music and art. In religious education, pupils learn about the major world faiths. Part of the multicultural programme has included both African and Indian visitors and music and dance. Pupils are taken on visits to museums and the local parish church.

Attendance

14. Attendance is good with authorised absences well below the national average. The school puts maximum effort into maintaining pupils' attendance by using well-planned strategies which include first day absence telephone calls to parents. All the pupils are keen to attend school and arrive punctually for the start of school and during lessons. Arrangements for registration and record keeping are efficient and fulfil legal requirements.

| Authorised absences | | Unauthorised absences | |
|---------------------|-----|-----------------------|-----|
| School data | 5.1 | School data | 0.1 |
| National data | 5.4 | National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good** with very good features. The quality of teaching and learning are **good**. Teaching and learning are enhanced by a good, broad and balanced curriculum, with good opportunities for pupils to experience an enriched curriculum and very good provision for their personal, social and health education and citizenship. There is very good provision for pupils with SEN and traveller pupils. Very good levels of support, care, guidance and the very good quality of pupils' personal development strengthen the ethos and climate for learning in which pupils learn and achieve. The school has a strong partnership with its parents and the local community, and has developed good links with other schools.

Teaching and learning

The quality of teaching and learning are **good**, with very good teaching and learning in the upper junior class. There are **good** arrangements for assessment, particularly in English, mathematics and science.

Main strengths and weaknesses

- There is very good encouragement and engagement of all pupils.
- Staff set high levels of expectation and challenge for all pupils.

- Teaching assistants are used extremely well to support pupils' learning and to work with targeted pupils.
- Pupils work very hard and produce work that is well presented and of a good standard and quality.
- Assessment is thorough and used well; pupils have a good understanding of how to improve their work.
- Homework is used well to enhance and to enrich pupils' learning.

Commentary

15. Since the previous inspection, when teaching was good and 'a major strength of the school', good standards have been maintained. The quality of teaching is **good** and very good in the upper junior class. Both parents and pupils are very positive about the teaching staff. Pupils know that they are expected to work hard and that the staff will help them to make their work better. The table indicates the quality of teaching in lessons seen during the inspection.

Summary of teaching observed during the inspection in 24 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 4 | 13 | 7 | 0 | 0 | 0 |

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

16. The teaching in the reception class is consistently good in all the areas of learning observed. The class teacher works closely with the classroom assistant. Both of them understand the needs of young children well and make learning fun. Children's progress is frequently assessed and the information gathered is used effectively to plan the next step in their learning. Children with SEN are catered for well and are provided with specific support.
17. There are some common strengths of teaching that underpin the quality of pupils' learning in the infant and junior classes. Teachers engage pupils extremely well in their learning through thorough planning of work and high expectations and levels of challenge. This is especially so in the upper junior class, as seen during the inspection when pupils used high level vocabulary to describe the main features of a historical recount - 'orientation', 'chronological order'. Teaching assistants are deployed extremely well to support pupils' learning and work with targeted groups, including pupils with SEN, traveller pupils and those who are gifted and talented. They have a positive impact on pupils' achievement. Most pupils demonstrate very good attitudes to learning and behave extremely well. They work hard in all classes and produce good quantities of work, which are well presented and organised. Where teaching is very good, for example, in a very good English lesson in the upper junior class, where pupils were transforming a story into a play script, very good 'modelling' of the task, use of pupils in role to make the task clear and focused outcomes for the lesson engaged and motivated pupils to succeed. Very good subject knowledge was used well to make the lesson challenging for all pupils, and through the use of 'traffic lights', where pupils indicate the level of their own understanding in their writing, the teacher was able to instantly assess how pupils were progressing in the main task. As a result, most pupils achieved extremely well over the course of the lesson. Occasionally, in a few lessons, the pace of learning slows when introductions go on for too long and in these lessons, pupils' progress is usually satisfactory rather than good, which it is in most lessons.
18. All pupils are involved well in all classes, and teachers and all other staff fully promote the equality of opportunity for all pupils. Teachers know their pupils well, and plan effectively to meet the needs of lower, middle and higher-ability pupils. The quality of teaching and learning for pupils with SEN is good. They are well supported by class teachers and teaching assistants. Teachers are very aware of these pupils' needs and plan conscientiously and carefully to make tasks relevant, enjoyable and helpful. Teamwork amongst teaching and non-teaching staff is very good and makes a significant contribution to SEN pupils' good

achievement. Learning is linked closely to targets in pupils' plans and this helps them to make good progress. Teachers vary the way support for pupils is given, sometimes mixing them with pupils of differing capabilities and sometimes grouping SEN pupils together. Effective, focused group support is characteristic of English and mathematics lessons, with teaching assistants playing a significant role in pupils' achievements. For example, a small group of older pupils benefited from the close attention of a teaching assistant as they worked on number problems in the ICT suite. Gifted and talented pupils are generally well challenged by their tasks and, as a result, they make good progress and achieve well.

19. Assessment procedures are good and used very effectively to improve learning. Pupils' basic skills in English, mathematics and science are assessed each term during 'assessment and review' week. Class teachers use this process to set pupils' learning targets for the following term and to identify target groups of pupils to focus on more closely in working to improve their rate of progress. In other subjects, assessment procedures are satisfactory and focus on assessing pupils' progress against the main expectations in each unit of work. For pupils with SEN, there are detailed records of their achievements and regular meetings are held between teachers and teaching assistants to discuss how programmes of work need adjusting to maintain rates of progress. The marking of day-to-day work is thorough and indicates to pupils what they need to do next to improve their work. Good use is made of a system of self-assessment - 'traffic lights' - where pupils indicate to the teacher how far they understood the task they have completed.
20. Homework is used well in both the infant and junior classes. In the questionnaire, parents expressed a high level of satisfaction with the school's approach to homework. It is effective in promoting the development of English and mathematics and supporting the further development of pupils' learning in all classes in a range of subject areas.

The curriculum

The curriculum is **good**, and particularly strong in English, mathematics and science. The curriculum is enhanced by 'Enrichment Weeks' in the arts and whole-school investigations in selected subjects. There is a good range of extra activities and initiatives that boost skills in sports, arts and personal development. The accommodation and resources for learning are good.

Main strengths and weaknesses

- All pupils benefit equally from a broad and varied curriculum.
- Learning is enjoyable with many varied opportunities, including visits and extra-curricular activities which stimulate and motivate the pupils.
- There is a very good programme of personal, social and health education, which fosters personal growth and self-esteem.
- There is good provision for pupils with special educational needs.
- There has been a good improvement to the school's accommodation and facilities.
- There is still a limited range of resources for outside activities for children in the reception class.

Commentary

21. The school has maintained all the features of the curriculum that were identified as good at the time of the previous inspection, whilst also maintaining and improving standards of attainment in many subjects. This ensures that, for most pupils, the school continues to meet its aim of providing a broadly-based and challenging curriculum. Statutory requirements are fully met in all subjects and in religious education. The curriculum is now complemented by 'Enrichment Weeks', when there are whole-school focuses on the arts and the environment. This linking of subjects motivates the pupils and adds to the strong teaching and learning ethos that pervades the school. Provision for children in reception has improved since the previous

inspection and there is now overall, good and effective provision for all areas of the Foundation Stage curriculum.

22. The curriculum is challenging overall and a clear focus has been given to meeting the needs of all pupils. A particular strength of the curriculum is the way in which it embraces all pupils, regardless of gender or ability. This integration is very successful because it does not highlight or focus on the differences between pupils. Instead, it offers the same curriculum, but takes great care to ensure that those pupils who need support receive it. For example, pupils with SEN and traveller pupils have effective provision. Work is matched well to their needs and pupils enjoy the challenges set for them, based on manageable steps. The school provides well for gifted and talented pupils by ensuring that the curriculum is matched to their needs and identifying opportunities for them to develop their talents, for example, joining the Shropshire Youth Choir.
23. The school enriches the curriculum very well with many varied opportunities. Whenever possible, pupils visit a place of interest to bring alive each topic in geography, history and other subjects, and this puts learning in context. For instance, pupils in Year 2 have visited Severn Valley Railway Centre to support their work in science, history and design and technology. The pupils in Years 5 and 6 participate in a residential visit to Arthog Outdoor Education Centre. These experiences make a significant contribution to their learning and personal development. Pupils receive skilled training from local coaches in a variety of sports and the school is becoming involved in a sports initiative with a local specialist sports college at Lacon Child Secondary School.
24. Parents value the variety of activities offered because they believe they result in interested children who want to learn. The range of extra-curricular clubs has been extended to include a recorder club, football, various other sports, chess, French and sewing clubs. In addition, specialists, for example, theatre groups and other outside speakers, effectively enhance the curriculum with their expertise.
25. The local community plays an important part in the life of the school, making a valuable contribution to the school's very good programme for personal, social, health and citizenship education. The curriculum successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. A sensitively planned programme helps pupils, for example, to discuss personal responses to a variety of issues that affect their health, in an atmosphere of caring and trust.
26. Provision for pupils with SEN is good and is one of the strengths of the school. The quality of provision is an improvement on that reported at the time of the last inspection because of teachers' more effective use of assessment procedures to identify needs and to set achievable but challenging targets. A study of pupils' individual education plans and discussions with the SEN co-ordinator indicate that pupils are provided for well and make good progress towards meeting their individual learning targets. Provision is especially good for those pupils who have specific learning difficulties in English and mathematics, through the intensive support they receive from teaching assistants and the careful targeting of their learning and monitoring of their progress.
27. The school curriculum reflects a very positive approach to inclusion. This is apparent in the way that pupils with SEN are taught and supported. Examples of inclusive support during the inspection were very good. It is also clear from teachers' attitudes within class. For example, every pupil is given a fair opportunity to participate and shine. The withdrawal work provided for pupils experiencing learning difficulties is good, providing them with a quiet area and relevant and enjoyable challenging activities.
28. There is a good match of teachers and support staff to meet the demands of the curriculum. The sense of joint purpose that binds all staff is a strong feature and a key factor in the school's success. The improvements made to the building are extensive and enhance curriculum provision. Resources are good for some areas of the curriculum, for example,

English, and satisfactory in most other areas. For developing children's physical development in the reception class, although there is a designated outside area for purposeful play, there is still a significant shortage of outdoor equipment. This diminishes the opportunities for children's physical development. The school has an action plan in place to address the limitations in this issue.

Care, guidance and support

The school's provisions for the care, welfare and health and safety for pupils are very good. The support, advice and guidance for pupils is very good. The involvement of pupils through seeking and valuing their views is very good.

Main strengths

- The school is a safe and secure environment where pupils are very well cared for and where they receive good pastoral support.
- There is a strong emphasis on pupils' personal development and each one is clearly valued.
- Each pupil has a good and trusting relationship with one or more adult in the school.
- Pupils with SEN are very well supported.
- Pupils are positively encouraged to express themselves about school.

Commentary

29. The school's procedures for ensuring the safety and wellbeing of pupils are very good. Members of staff are well aware of the welfare and medical needs of each of the pupils. Health and safety procedures fully comply with local authority and statutory requirements; members of the school management and governors have a high level of awareness of this aspect. The school has a very good child protection policy and its procedures meet the requirements of the local area committee; the school exercises its responsibilities with vigilance and care.
30. Induction into the school and transfer arrangements to local secondary schools are good. New pupils are invited into the school before they start and are encouraged to spend one half day per week in their new class. Transfer arrangements to Church Stretton Secondary school include open days, parent and pupil evenings and an induction day where pupils can experience the travel arrangements to their new school. Secondary school staff from this, and other local schools, also come to the school to talk with the pupils.
31. The friendliness and courtesy of the staff and pupils is a strong characteristic of the school. As a result, the school has been successful in developing excellent and trusting relationships between pupils and staff. The excellent relationships between all members of staff and the pupils contribute to the quality of the pupils' experiences and to the calm atmosphere felt in the school during the inspection.
32. In their questionnaires, the vast majority of pupils indicated that they have the confidence to seek support and guidance if they have any concerns about their work, or a personal problem. Members of staff provide good responses to such requests and, through their very good knowledge of pupils as individuals and monitoring of pupils' personal development, provide well-informed support, advice and guidance.
33. The systems in place for monitoring pupils' academic development are very effective and play a crucial role in the development of pupils' achievement and attainment. Staff use information about pupils effectively to make sure that they are looked after in a happy environment and that they have access to well-informed support, guidance and advice. For instance, pupils that show particular strengths in their social development are selected to help other pupils who are experiencing friendship difficulties and staff seek pupils' views through the school council. Pupils with SEN are supported well and benefit from teachers' effective liaison with outside

agencies. As a result, relationships between staff and pupils are excellent and make a significant contribution towards pupils' good achievement. Gifted and talented pupils receive well-planned activities in class lessons, sometimes benefiting from focused support from teaching assistants. Teachers liaise effectively with these pupils' parents, providing them with suggestions and guidance about opportunities outside school for talented pupils to extend their learning, for instance, by joining a choir.

34. The involvement of pupils through seeking, valuing and acting on their views are very good. Pupils are encouraged to ask questions and to express their opinions throughout the school. This was evident when talking to members of the school council when they very confidently gave their very positive opinions about the school. Pupils on the school council are responsible for deciding the agenda, controlling the meeting and writing the minutes.

Partnership with parents, other schools and the community

Parents are very happy with the school and the education it provides. The partnerships between school, home and the community are very good and play a positive role in supporting pupils' learning at school and home. Links with other schools are good.

Main strengths and weaknesses

- The open door policy of the school encourages parents to come into school and liaise with staff.
- The quality of information provided for parents is very good.
- Parents are welcomed as volunteers in the school.
- Links with the community are very good.

Commentary

35. The vast majority of parents see this as a very good school where the staff care deeply for their children. During the parents' meeting, it was said that the children have an enthusiasm for learning' and really enjoy coming to school. There are three parents' meetings each year and the vast majority of parents feel they are kept well informed about their children's progress. Parents appreciate the open door policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions.
36. The general information provided for parents through weekly newsletters, up-to-date notice boards and informal contact is very good. There is a comprehensive school prospectus containing details of the curriculum, school routines, SEN, school performance and targets, and an informative Annual Governors Report to Parents. Very good use is made of the homework and reading diary to record pupils' progress and to pass messages to and from the school. During the Spring term, parents, teachers and pupils discuss future targets which the pupils agree are appropriate.
37. Parents of pupils with SEN are kept fully informed of their child's progress. They have sight of their children's plans and sign them. They are invited to all meetings and reviews concerning their child's progress. Parents are appreciative of the school's efforts.
38. A very active 'Friends of the School' organises, with the school staff, regular social and much appreciated fund raising events which include a Christmas Fair and Ceilidh. Parents regularly support school functions and celebrations and a number of parents work in the school as volunteers or help on educational visits. .
39. Links with the community are very good and these include the local Church, pre-school playgroup, Primary and Secondary Schools, local quarry, Post Office, Yoga Group and local villagers. Pupils also took part in a National Petunia growing competition. Links with the

community, visits and visitors provide very good levels of enrichment of the curriculum and support pupils' personal and social development.

40. Links with Church Stretton Secondary School and other the local schools are good. Links with Dorrington Primary School include a shared residential visit, inter-school matches and Year 6 sending e-mails to each other. The school is involved in a physical education initiative with the local Specialist Sports College. The school also provides placements for teacher-training students from NEWI College, Wrexham.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides **very good** leadership and the leadership of other staff is **sound**. Management is **good**. Governors fulfil their role in leading and managing the school **satisfactorily**.

Main strengths and weaknesses

- The headteacher has high aspirations and a clear vision for the school. She provides a very good role model for the pupils and other staff.
- The role of the governing body, in holding the school to account as a 'critical friend', is under-developed.
- There are very good procedures for analysing and monitoring pupils' performance and taking action to improve achievement.
- Finances are managed well and resources are deployed for the benefit of all pupils.
- All staff are fully committed to inclusion.
- Subject co-ordinators of subjects other than English, mathematics and science are insufficiently involved in raising standards in their areas of responsibility.

Commentary

41. The headteacher provides very good leadership. She provides a very good role model to pupils and other staff and has raised the level of her leadership and management since the previous inspection. She leads by example in her role as class teacher for the upper junior class three days a week and subject co-ordinator for English, design and technology and PSHEC. She has a clear vision for the school and has overseen two building programmes since the previous inspection to improve the school's accommodation and facilities. She has also worked extremely hard to create a shared vision and direction with other members of staff which has resulted in a strong sense of teamwork among all adults who work in the school. The impact on pupils' achievement is that there is a clear philosophy for attaining high academic standards and also for pupils' personal development and valuing their all-round achievements. As a result, standards of attainment have been maintained at a consistently good level for pupils at age seven and are now consistently well above average for pupils at age 11. The headteacher's leadership and management are highly regarded, by governors, parents and the pupils.
42. The reflection of the school's aims and values in its work is good. The commitment to ensuring that pupils feel valued and develop as individuals underpins its life and contributes well to pupils' standards of attainment and achievements. There are excellent relationships at all levels throughout the school. All staff are fully committed to providing pupils with inclusion and equality of access to all the opportunities the school has to offer, with the result that all pupils make good progress and achieve well.
43. The headteacher leads the curriculum extremely well and managerial responsibilities have been delegated well. She works closely, and effectively, with the deputy headteacher as a senior management team on the key aspects of the school's work. The headteacher is subject co-ordinator in three curriculum areas and is well aware, as a result, of the strengths and weaknesses of the subject co-ordinator's management role in school. The performance

management process is used effectively to provide the basis of monitoring pupils' progress and the impact of teaching through lesson observations, analysis of data and sampling of pupils' work. Pupils' progress is 'tracked' effectively and targets set for improvement. All of these measures result in a good level of school self-evaluation and improvement in standards. The school improvement plan is an effective document and is produced collaboratively by staff in consultation with the governing body. Staff have appropriate opportunities for professional development, both in their class teacher and leadership roles.

44. Subject co-ordinators fulfil their roles well in core subjects, but those responsible for other subjects are not yet sufficiently involved in monitoring provision, with the result that they are not as well informed about pupils' standards of attainment in those subjects. As a result, their planning for subject development is not as well informed as it is for the co-ordinators of English, mathematics and science. Leadership and management of the Foundation Stage are good and children's progress is carefully monitored. The SEN co-ordinator is relatively new to her post, but she has settled quickly into her role and provides a good level of leadership and management. The co-ordinator manages a comprehensive programme of reviews well, with parents fully consulted and involved about their children's progress. She works closely with the SEN governor. Funds identified for pupils are used appropriately and the school has shown impressive willingness to spend additional funds on staff and resources to support SEN pupils.
45. Statutory requirements are fully met, and the governing body performs its role satisfactorily. The issues identified in the previous inspection that the governing body should become more involved in the school and be able to make judgements about the quality of initiatives were addressed satisfactorily, with the governing body taking a prominent role in the management of the building programmes to improve the school's accommodation and facilities. The governing body has a clear view of the school's strengths and areas for improvement. They share the headteacher's vision for the school. However, due to changes in personnel, particularly in key positions, the present governing body is not yet fully holding the school to account in all aspects of its work as a 'critical friend'. The chair of the governing body is very recently in post and is very enthusiastic and committed to the development of the school. He accepts that there are aspects of the governing body's work which need improvement if it is to be fully effective as an equal partner in the school's development, along with the headteacher.

Financial information

46. Financial planning and management are good and the headteacher works closely with the governing body and the local education authority to achieve this position. The school budget is managed well, with efficient systems in place to make sure that the finances are carefully controlled and expenditure regularly reviewed. A major priority in recent years has been the improvements to the school's accommodation and facilities. The principles of best value are applied effectively and the school considers its spending carefully, retaining a good level of staffing. Day-to-day administration and systems of financial control are both efficient and effective, with the school administrator working very closely with the headteacher. Taking into account the very good standards achieved by pupils in Year 6, the consistently good quality of teaching, curriculum provision, and leadership and management, set against the expenditure per pupil, the school continues to provide good value for money

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 296,660 |
| Total expenditure | 291,817 |
| Expenditure per pupil | 2,560 |

| Balances (£) | |
|--|-------|
| Balance from previous year | 5,903 |
| Balance carried forward to the next year | 4,843 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

47. Almost all children come to the school with some pre-school, playgroup experience. Standards on entry are above those expected for children of this age in communication, language and literacy and mathematics. Children do better than expected during their time in the reception class because of the good teaching and the interesting, relevant curriculum which meets their particular needs. There have been good improvements in the standards attained in mathematics since the previous inspection. At present, whilst outdoor play is planned for, it does not match the quality of other areas of the curriculum, but is satisfactory.
48. The teaching in the reception class is consistently good. The class teacher works closely with the classroom assistant. Both of them understand the needs of young children well and make learning fun. Children's progress is frequently assessed and the information gathered is used effectively to plan the next step in their learning. Children with SEN are identified early, catered for well and are provided with specific support.
49. Leadership and management are good. There is now a clear view of what the Foundation Stage provision should be. The provision and the achievement of children in the Foundation Stage have both improved well since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very positive relationships throughout the Foundation Stage.
- Adults provide very good examples for children to follow.
- There are good opportunities for children to develop independence and to take responsibility for their actions from a very early age.

Commentary

50. There is good teaching and learning because of very high expectations of children's attitudes and behaviour. The classroom has a very warm, welcoming atmosphere in which young children feel safe and secure. Despite this being their first term in the reception class, they very quickly learn to abide by class rules, consider how their actions affect others and follow routines. Children's independence develops well, as does their ability to work and play alongside others. They respond readily in whole-class activities and, when given tasks, are eager to be involved, work together and share resources. Children play happily with the many stimulating activities in the classrooms, and are good at changing activities by themselves. They learn to tidy away the resources that they have used, efficiently and with the minimum of fuss. Children's confidence develops rapidly so that by the time they start in Year 1, all have achieved the early learning goals for their age and most will have achieved beyond this.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The school builds effectively on children's prior learning and most children achieve above average standards, especially in speaking and listening and in reading.
- Teaching and learning are very good.
- The home-school reading system is well established.

Commentary

51. Teaching and learning are very good and children achieve a high standard of speaking, listening, reading and writing. Children listen attentively to stories and join in excitedly when given the opportunity. The use of big books, like 'Barnaby Bear to the Rescue', fires their imagination and develops their speaking and listening skills well, as they re-tell the story and think about the events. Good opportunities are provided for children to improve their speaking and listening skills through role-play, stories, poems and rhymes. Effective questioning encourages them to give considered answers and builds firmly on prior learning. Staff insist that children listen to each other. The very good relationships established between adults and children mean that children grow in confidence, because adults are interested in what they have to say.
52. The development of reading skills has a high priority and is effectively supported by parents. In the reception class, children are becoming confident at handling books and have a different sound to learn each week. Children learn to read from a very early age. Most children have already embarked on a systematic reading scheme and are making very good progress with their reading. Adults devote time to extend the children's vocabulary. Children practise the sounds of words and this helps them to write new words. The staff provide many opportunities for children to learn to write. Nearly all children write their own name and a few are able to write simple sentences. One child wrote a birthday card for Barnaby Bear using simple sentences and punctuation.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching ensures children's learning is good, with the provision of a good range of opportunities to learn about numbers, and to sort, match and compare groups of objects.
- Many children exceed the goals they are expected to reach by the end of reception.
- There are good practical activities provided for reception children which help them learn and a clear emphasis on appropriate mathematical vocabulary.

Commentary

53. Teaching is good, with the teacher making good use of a variety of practical activities to promote children's mathematical development throughout the Foundation Stage. This ensures children's learning is good and contributes to the progress they make so that all children achieve the goals expected of them by the end of reception and many exceed them. The teacher and learning assistant provide a good range of practical activities to promote children's understanding and are good at helping them use appropriate mathematical language. They take every opportunity to reinforce children's understanding in counting and ordering numbers. Number lines are used effectively to reinforce understanding of number and counting. Many children count in twos and understand doubling.

54. Good displays of words, such as *empty* or *half full*, effectively promote children's learning. In practical lessons, staff use an interesting range of teaching methods and resources, including ICT, so that children develop a good understanding of all aspects of mathematics. During the inspection, children were seen working practically in the outdoor area using skipping ropes to reinforce their knowledge of shapes. Most children name shapes such as squares, triangles and circles. One boy 'drew' an outline of a pentagon, named it correctly and announced it looked like his house. Mathematical language is woven into everyday activities well and this makes learning much more relevant.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good balance of teacher-led and child-initiated activities.
- Good use is made of the local area to provide first-hand experiences.
- The outdoor area lacks resources to promote and support children's learning effectively in this area of the curriculum.

Commentary

55. Most children achieve the required standards in this area of development and a significant minority achieve high standards. There are appropriately-planned opportunities for children to learn about the world from first-hand experiences. For example, they use the locality to explore their immediate surroundings and are introduced to the different areas within it. The rural environment offers unlimited opportunities for them to explore and investigate. The children are knowledgeable about farm vehicles and animals. A recent visit to the Severn Valley Railway Centre stimulated a topic on movement. In their follow up work, they produced a detailed collage of a steam train and carriages, enabling them to compare and contrast old and new public transport.
56. There are good opportunities to manipulate play dough as they use the tools to roll it or cut it into shapes. They demonstrated good skills in manipulating small and large construction toys to create scenes for their imaginary play when constructing holiday homes for Barnaby Bear's friends, for example. When using the computers in the ICT suite, most children are confident as they learn effective mouse control and perform simple functions. Many demonstrate high achievement in this area.
57. The school's outdoor area is an underdeveloped resource for promoting learning and encouraging children to use all their senses.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy the range of activities provided for them.
- There are good opportunities planned for painting, printing, drawing and model-making.
- Children enjoy participating in action songs and rhymes.
- Children work co-operatively at times as they develop their play in the sand and water or with other resources provided.

Commentary

58. Teaching in this area of learning is good, although it was not possible to observe many activities. Staff plan an appropriate range of activities, which stimulate children's imagination. As a result, their learning is good and they make good progress. Some children exceed the standards expected of them by the end of the reception year. Children experiment with colour mixing, as they paint or print, for example. They enjoy the role-play opportunities they have, using the props provided to support their play effectively. These stimulate good interaction as children work together in pairs or small groups. Staff provide good opportunities for children to sing simple songs and rhymes, which they enjoy, and these also contribute to their creative development. Children show good concentration as they work at their pictures or models and they manipulate the available tools well. They enjoy exploring the sand, especially when they use some of the equipment provided for them. Children relate well to each other, for example, as they work in the role-play in the village.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children use tools well in a range of activities.
- There are limited resources in the outdoor area to support children's physical development.
- The hall is used well to develop children's control and co-ordination skills.

Commentary

59. Teaching is good overall. Children have an appropriate range of opportunities to extend their skills with various tools and equipment in the classroom. They use the tools well to roll or cut the play dough into shapes and paint 'happy' and 'sad' faces with attention to detail. They use the domestic play equipment effectively in the role-play area. These activities are effective in helping them to develop their hand and eye co-ordination. However, their development in this area of learning is not well promoted outdoors because of the lack of suitable equipment. There are lessons in physical education in the hall, which are well organised allowing opportunities for children to explore space, direction, speed and balance for themselves. The majority of children achieve the goals expected of them by the end of reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Guided reading is well managed and has improved standards of attainment in reading.
- Pupils' work is well presented and organised.
- Pupils make good use of a wide vocabulary in both their written work and in their speaking and listening.
- Assessment procedures are good at identifying targets for pupils to work towards and marking makes clear to pupils what the next step in their learning is.
- The subject is well led and managed by the headteacher, who is focused on raising standards of attainment further.
- Language and literacy are used well to support pupils' learning in other subjects.

Commentary

60. Standards of attainment in English seen during the inspection were above average at the age of seven and well above average by the age of 11. This represents good progress since the previous inspection, when standards were above average at age 11. Standards of attainment have risen for pupils by the age of 11 because of very good teaching in the upper junior class, a focus on improving specific aspects of the subject such as guided reading and writing, and the setting of improvement targets for individual pupils, which has helped them to focus on what they need to do to improve their work. Progress and achievement is also good for pupils with SEN.
61. Inspection findings are similar to the results of the 2003 tests at age 11, when pupils' attainment in English was very high in comparison to the performance of pupils in all other schools and in similar schools. The indications are that, in the 2004 tests, standards have been maintained at least well above average for Year 6 pupils. In Year 2, standards of attainment are above average, compared to test results in 2003 that were well above average, and indications are that these results will be repeated in the 2004 tests. With the good progress pupils are making in the Year 2 group, there is every indication that the current Year 2 pupils will attain similar results to those of previous year groups by the end of the year.
62. At the ages of both seven and 11, pupils' speaking and listening skills are well above average. Pupils progress, and achieve, well. Teachers effectively plan speaking and listening opportunities into lessons. Year 2 pupils work well in pairs suggesting adjectives to expand sentences. In Year 6, pupils engaged well with talk partners to discuss the main features of historical recounts, using a wide vocabulary to describe the main features - '*orientation*', '*chronological order*.'
63. Standards of attainment in reading are above average at seven and well above average at 11. Pupils are making good progress in their reading through the guided reading sessions. Most pupils read accurately and fluently with good understanding. In Year 2, pupils' understanding of how a poem is structured is above average. Year 6 pupils read with accuracy, fluency and good expression. The focus of their guided reading sessions is to develop their comprehension and research skills, and higher-attaining pupils demonstrate good inference skills in analysing a text about the Siege of Troy.
64. Standards of attainment in writing are above average at the age of seven and well above average at the age of 11. Pupils make good progress and achieve well throughout the school, with the rate of progress increasing in the upper junior class. Pupils' standards of presentation are consistently good and writing is well organised with good development of ideas through use of a wide vocabulary by different levels of ability. Writing is a constant focus in the school to maintain high standards of attainment. Important strategies which the school has put in place to achieve this are:
- A consistent approach to the use and application of basic and more advanced punctuation and spelling.
 - Regular assessment of pupils' writing by teachers, leading to group targets within classes focused on specific attainment levels.
 - Clear use of learning outcomes with pupils to produce focused targets for improvement.
 - Planned opportunities for extended writing in a range of different genres and writing linked to work in other subjects, notably history.
 - Opportunities to discuss ideas and develop vocabulary with talk partners.
65. The quality of teaching and learning observed during the inspection was good, and very good in the upper junior class. This judgement is supported by the analysis of pupils' work. Most pupils show very positive attitudes to their learning, concentrate extremely well and enjoy their lessons. Assessment procedures are good and pupils have targets for their learning, which are regularly monitored. The marking of pupils' day-to-day work is thorough and indicates to pupils what they need to do next to improve their work. Good use is made of a system of self-

assessment - 'traffic lights' - where pupils indicate to the teacher how far they understood the task they have completed. The main characteristics of the good and very good teaching are:

- Good subject knowledge and its application to make lessons accessible and challenging for all pupils.
- Very good use of teaching assistants to support individual pupils and groups of pupils - SEN, traveller pupils, gifted and talented.
- Clear learning objectives and demonstrations of tasks using a variety of approaches to engage pupils and make expectations clear to them.
- A clear focus on developing pupils' basic skills of grammar, spelling and punctuation as the basis for more extended, complex and challenging work for a range of reading and writing tasks.
- Thorough planning which meets the needs of different abilities, including those of pupils with SEN and those of lower and higher-attaining pupils in all classes.

66. Leadership and management of the subject are good. The headteacher is the subject co-ordinator and she has a clear view of standards across the school in different aspects of the subject based on her monitoring of provision. She has identified raising further the proportion of pupils attaining higher levels in writing both in Year 2 and in Year 6 to maintain rigour in improving pupils' levels of achievement. She leads by example in her teaching of the upper junior class and has led the development of guided reading to raise reading standards further.

Language and literacy across the curriculum

67. Provision for language and literacy across the curriculum is **good**. Pupils develop a good knowledge and use of subject terminology in different subjects, for example, mathematics and science. They are given good opportunities to apply their literacy skills, particularly in history and science, and opportunities to produce extended writing were observed in history and ICT.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average in Year 6.
- The high expectations of teachers and the very good teaching of basic skills mean that pupils achieve well.
- The excellent relationships within classrooms ensure that pupils are eager to succeed.
- The school uses assessment data skilfully to strengthen pupils' learning.

Commentary

68. The results of national tests for Year 6 pupils are well above average compared with all schools and similar schools. Inspection findings show that standards in the current Year 6 are well above average, with achievement being very good in this age group. This improvement is due to two factors. The quality of teaching is very good and good use is made of assessment and data analysis in order to provide work that matches closely to pupils' learning needs. Pupils are very confident with solving practical mathematical problems, for example, when asked to use percentages. As a result, they make very good use of enquiry and investigative skills in most other situations and this enhances their learning, resulting in well above average standards in this aspect.

69. In other age groups, most pupils achieve well and have good basic number skills. By the end of Year 2, standards of attainment are above average. Teachers have clear and high expectations for all groups of pupils. The school has recognised that more emphasis should be given to involving pupils in using their numeracy skills to solve problems. A survey of previous work shows that a greater emphasis has been given to this aspect of mathematics.

Teachers use alternative methods of calculating and problem-solving and this has been successful in raising standards in mathematics. Pupils with SEN achieve well through the very effective support of the classroom assistants.

70. The quality of teaching is good. Teachers effectively plan lessons to cater for a wide range of age groups in the classes. The day-to-day planning is detailed and pupils are presented with a similarly high level of challenge, whilst making sure that less-able pupils have the maximum support. In this way, pupils experience considerable fulfilment when they master new concepts and strategies. Teachers have a good knowledge and understanding of the subject and question sharply to encourage pupils to think through their answers. In the best lessons, teachers are highly skilled in targeting questions at specific pupils in order to challenge all levels of attainment. For instance, they involved pupils in Year 6 in reading and plotting co-ordinates for a range of shapes. The use of group target setting has improved provision and heightened the profile of the subject. Teachers' marking of pupils' work consistently informs pupils why mistakes have been made and how they might extend their learning.
71. Classrooms are happy and purposeful places and pupils are eager to learn. Teachers focus pupils' attention very well by using resources like floor robots to support and clarify learning. For example, pupils in a Year 1/2 lesson mastered clockwise and anti-clockwise turns because they had practical opportunities to control a floor robot entering instructions and then describing what happened. They thoroughly enjoyed estimating how far the floor robot needed to travel before executing a turn.
72. The subject co-ordinator is knowledgeable. She provides good leadership, monitors planning well and formally analyses strengths and weaknesses across the subject. Good use is made of the school's assessment systems to ensure pupils are provided with appropriate strategies to help them improve. There are close links with the local authority's mathematics advisor and training initiatives like whole-school mathematical problem-solving activities for staff have taken place, which has improved teaching.

Mathematics across the curriculum

73. The development of mathematics through other subjects is good. Good practice is evident and can be very effective. In a Year 6 lesson, for example, pupils with SEN explored division of number using a computer program to create division calculations. Examples of the use of mathematics across the curriculum were seen in a number of subject areas during the inspection, in ICT in Year 2, in science through the use of data handling, and in geography in Year 5/6 through the production of bar charts resulting from a land use survey.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By the end of Year 2, standards are above average and well above average by the end of Year 6.
- Teaching is good and pupils achieve well.
- The curriculum is planned well with a strong emphasis on learning through practical investigations.
- Assessment information is used effectively to identify strengths and weaknesses.
- The use of information and communication technology is underdeveloped.

Commentary

74. The high standards in science have been maintained since the previous inspection. The work seen in books during the inspection confirms that standards in Year 6 are well above average

and that pupils are achieving well. There is no significant difference in the performance of boys and girls. Pupils with SEN achieve as well as other pupils. A major strength of the subject is pupils' good scientific knowledge and opportunities for pupils to raise their own questions. A survey of work shows that ICT is not used well to support learning.

75. In Years 1 and 2, pupils cover a good range of scientific topics and undertake a varied range of investigations. Discussions held with pupils from Year 2 showed that they enjoy their work, especially as they are given many opportunities to engage in practical activities. Evidence from previous work demonstrates that pupils have frequent opportunities to express their own ideas and initiate conclusions. Pupils in Year 6 know how to make a 'fair test'. They understand the importance of changing only one variable when carrying out an experiment. A survey of previous work shows clear evidence that pupils are asked to draw their own conclusions when undertaking scientific enquiry. For instance, a pupil challenged to make a magnetic games board wrote: *it could have been improved by using stronger magnets so that everything could move around better*. There are many opportunities for pupils to use their writing skills.
76. Teaching is good. Teachers plan lessons well and are clear about learning intentions. A consistent feature of all lessons is that pupils are given the opportunity to engage in scientific enquiry including close observation. For example, pupils in Year 6 enjoyed being asked to work in groups to identify the properties of metals and discuss factors that might be responsible for the corrosion on some metals. Good teaching in the Year 1/2 class ensured that pupils made good gains in their knowledge of the essential role electricity plays in our everyday life. Most pupils identified appliances which use electricity. Pupils work very well together to complete their investigations. A notable characteristic of all lessons is that pupils with SEN and travellers are given good support so that they work successfully alongside their peers and achieve well. The learning support assistants and class teachers make sure that they are fully included in the work of the class.
77. The leadership and management of the subject are good. The co-ordinator provides effective support for teachers on a day-to-day basis. There is a structured approach to monitoring provision and evaluating test results. As a result, the co-ordinator is well informed about the strengths and weaknesses in science. The use of information and communication technology is underdeveloped and has been recognised as an area for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There has been a good improvement in provision since the previous inspection.
- Standards of attainment are above average at age 11 and have improved well since the previous inspection.
- Teachers have good subject knowledge, which is applied well.
- Pupils' attitudes to learning are very good and they use the computers well independently.
- Assessment procedures are in place but have not been formalised to systematically record pupils' progress.
- The subject co-ordinator is insufficiently involved in monitoring provision in order to raise standards of attainment.
- The use of ICT across the curriculum, to support learning in other subjects, is good.

Commentary

78. Pupils' standards in ICT are broadly in line with the average at age seven and above average at age 11. Pupils in the junior classes, including those with SEN and the traveller pupil, make good progress in developing their ICT skills and understanding. This represents a good

improvement since the previous inspection, when pupils' attainment at 11 was judged to be satisfactory. This improvement in standards has been enabled, largely, by the concentration of the school's ICT resources into a dedicated ICT suite to which each class has access at least two or three times per week, both for developing their ICT skills and to support learning in other subjects. Evidence of pupils' attainment in the infant classes was limited because of the topics covered so far in the school year. Most of the evidence available related to pupils' achievements in the communication strand of the subject. From the analysis of the scheme of work, it is clear that there is planning to provide the necessary coverage of all aspects of the programmes of study and develop pupils' learning continuously and progressively.

79. Pupils in Year 2 demonstrated the ability to use a digital camera independently and to add text to the imported image. In their mathematics work, they programmed a sequence of instructions into a floor robot and re-wrote the program independently to improve it, learning that computers only respond to the instructions they are given. By Year 6, pupils undertake their own internet research and import digital images into a document, overlaying the text against a digital background. Images are repositioned and re-sized to suit the purpose of the document. They create a spreadsheet to record land use in their study of Barmouth and produce a variety of charts and graphs to show the results. They use a graphics program well to create design for sandwich packaging. In their control work, they use software to monitor temperature in their science work.
80. The quality of teaching and learning, observed through lessons and the analysis of pupils' work, is good. Teachers have good subject knowledge and apply it well to provide pupils with appropriate learning experiences which build on their prior learning. They make good links to subjects in order to develop pupils' knowledge and understanding of ICT. In the ICT suite, good use is made of demonstration to show pupils exactly what is expected of them and most pupils, as a result, are clear about what they need to do. Pupils' learning is good. They are given sufficient time to practise their skills and most show good knowledge and understanding of the programs they are using, particularly in the junior classes. Most pupils show very good attitudes to learning with computers. They work productively at the computers, either independently or in pairs, and show sustained interest and concentration in the activities they undertake.
81. The leadership and management of the subject are satisfactory. The subject co-ordinator supports colleagues well and has amended and developed the scheme of work further. She liaises with the technician who provides technical support and organises staff development, for example, training for the recently-installed interactive whiteboard. Assessment procedures have been put in place, although there is, as yet, no formal process for recording pupils' achievement in ICT. Opportunities to monitor teaching and pupils' standards of attainment are also limited.

Information and communication technology across the curriculum

82. The use of ICT across the curriculum is **good**. Teachers develop pupils' ICT knowledge, understanding and skills well through most subjects. For example, in design and technology, graphics programs are used to improve the design skills of Year 6 pupils. In Years 3 and 4, researching information on the internet was used during the inspection to improve pupils' ability to use historical evidence as a part of their topic on Ancient Greece. They also use ICT to support pupils' learning well in most subjects, particularly English and mathematics, although this has been identified as an area for improvement in science. For example, Years 5 and 6 pupils used a music program to develop their composing skills and a spreadsheet program to show the results of a land use survey in geography.

HUMANITIES

83. History and geography were not part of the main focus for the inspection and few lessons were seen. Therefore, it was not possible to make judgements about all aspects of provision in these curriculum areas.

Geography

84. Good progress has been made in geography since the previous inspection in identifying the weakness identified then. A structured scheme of work is now in place. From the evidence of the analysis of pupils' work for Year 6 and the lesson seen in Year 2, standards of attainment are above average, both at age seven and age 11. There is thorough coverage of the programmes of study with an appropriate balance between increasing pupils' knowledge and understanding of people and places, and developing their geographical skills. Opportunities to develop literacy skills are used: for example, key terminology in their topics by Year 6 pupils. Numeracy and ICT skills are applied to producing bar charts and graphs in a study of land use in Barmouth.
85. Pupils in Year 2 show good locational knowledge of different countries and parts of the United Kingdom in their work on the travels of Barnaby Bear. Higher-attaining pupils also identify continents using an atlas. By Year 6, most pupils have continued to make good progress and have good knowledge of places in the United Kingdom and beyond. They show good understanding of environmental issues and draw both similarities and differences in comparing the 'favelas' of St Paulo with their own locality. The curriculum co-ordinator provides sound leadership and monitors some aspects of provision - planning to ensure topics are covered. However, she has had little opportunity to monitor standards of attainment and to influence the raising of standards and achievement further.

History

86. From the analysis of pupils' work in Year 6 and the lesson seen in Year 3/4, pupils in the junior classes attain standards above the average expected. Too little work was seen to make a judgement on pupils' attainment in Year 2. This is similar to the findings of the previous inspection when pupils achieved more highly in the junior classes than in the infant classes. Analysis of pupils' work shows that in both the infant and junior classes, pupils make sound progress in developing their historical knowledge and understanding through their study of the past. Literacy skills and ICT skills are applied effectively to support pupils' learning, for example, in a Year 3/4 lesson where pupils were researching aspects of gods in Ancient Greece. Good use was made of a variety of teaching approaches in this lesson to make sure that all pupils were included in the lesson and had opportunities to increase their knowledge and understanding. Visits are used effectively to enrich pupils' learning experiences: for example, visits to Attingham Park by infant pupils and to the Coalbrookdale Museum by junior pupils.
87. In Year 2, pupils have studied the Gunpowder Plot and sequenced the events in the plot in the correct order. By Year 6, most pupils show above average knowledge and understanding of the features of everyday life in the Victorian period. They use artefacts well to make deductions and draw conclusions about life in the past, both in their work on the Victorian period and in their study of Ancient Greeks. The subject co-ordinator provides satisfactory leadership and management. She checks that topics are covered to ensure that the scheme of work is implemented, but has had no opportunity to monitor pupils' standards of work and achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Art and design, design and technology, music and physical education were not part of the main focus for the inspection and few lessons were seen. Therefore, it was not possible to make judgements about provision in these curriculum areas.

Art and design

89. In **art and design**, the available evidence shows that standards are above average throughout the school and have been sustained since the previous inspection. Pupils in Years 1 and 2 develop good skills in painting, as well as appreciating how different colours and

textures can be used for effect. They make models from observations. For example, pupils in Year 2, using clay, made models of the 'Condover mammoth' showing skills in observing visual clues and created a good likeness to this prehistoric animal. There are strengths in painting, using watercolours to depict their feelings about landscape, and good examples of pupils using a range of art forms such as weaving and collage work. The school has extended the curriculum provision in recent years by the introduction of a number of initiatives to improve standards in art and they have been effective. For example, there has been an Art Week with a whole school focus on several artists. There are displays of pupils' work around the school, producing a stimulating backdrop to learning. For instance, pupils in Year 6 produced good quality paintings and sketches of Ancient Greek artefacts. Information and communication technology is used effectively to support teaching and learning in art and design.

Design and technology

90. Pupils have good skills in making a variety of items in **design and technology**. Discussions with pupils show they have a good understanding of the planning, design and evaluating aspects of the subject. For instance, pupils in Year 6 show a good understanding of the components required to produce mobile buggies, using technical language like *cam*, *chassis* and *axle* correctly. They also show understanding of their designs, such as for sandwich packaging. There are opportunities for pupils to create their own models, and this results in highly motivated learners. For example, pupils in Year 1/2 made good quality wheeled vehicles. Pupils evaluate their work upon completion so that they can learn from their mistakes. This is good practice. The subject benefits from good resources which are organised efficiently by an enthusiastic co-ordinator.

Music

91. A scrutiny of lesson plans, discussions with staff and pupils and evidence from assemblies indicate that standards in **music** are broadly in line with expectations. Pupils' learning is extended by a programme of concerts and performances, visitors, after-school clubs and opportunities for them to combine with pupils from other schools in musical activities. A good number of pupils are learning to play a musical instrument. The lunchtime recorder club is well attended.
92. Although there are no music specialists amongst the staff, teachers successfully maintain pupils' good attitudes to the subject by effective use of national guidelines and a commercial music scheme of work to provide a wide range of musical activities. As a result, pupils enjoy music and generally sing well in lessons and assemblies. In a lesson for Years 3 and 4 pupils, all took part with enthusiasm, working well in small groups to compose an accompaniment to a Greek myth. Good planning ensured that all pupils were involved and engaged in the lesson increasing their knowledge and understanding and working more independently and collaboratively with others. The close link between the activity and pupils' history project helped to sustain interest and provide relevance to their work. Information and communication technology is used well to support learning, with pupils having access to a computer program that develops skills of composition.
93. Pupils develop good listening skills in assemblies and lessons. For instance, pupils of all ages listened attentively to music being played in the assemblies seen during the inspection.

Physical education

94. Two lessons were observed during the inspection, in Year 1/2 and in Year 5/6. From this evidence, a discussion with the subject co-ordinator and an analysis of documentation, progress in physical education has been satisfactory since the previous inspection. The standards were judged to be above average at both seven and 11. There is insufficient evidence to make a judgement about pupils' attainment in all aspects of the subject, but there

are good plans in place, and being implemented, to improve provision and raise pupils' attainment further.

95. In the Year 1/2 lesson, all pupils made good progress in developing their dance skills, practising and performing and producing a short, linked sequence of movements by the end of the lesson. They collaborated with each other in paired activities and demonstrated good, sustained, attitudes to the learning. In the Year 5/ 6 lesson, most pupils made sound progress in an introductory lesson on 'tag' rugby. They worked well with partners and demonstrated positive attitudes to their learning, showing good concentration and sustained interest in the activities. A good pace of learning was maintained by the teacher through good management and structure of the lesson, and good demonstration of activities, making expectations clear to pupils.
96. There is a satisfactory range of extra-curricular sports activities at present, including football, rounders, cricket and cross-country running. Leadership and management of the subject is satisfactory. There are clear plans for its development in place, which include links with a local secondary school to improve provision and performance in dance and gym activities, increasing the range of activities on offer outside school hours and more competitive team sports with other schools. However, the subject co-ordinator has limited opportunities to monitor the quality of provision in the subject in order to raise standards of attainment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

97. Personal, social and health education and citizenship (PSHEC) are promoted very well and provision is a major strength of the school. Overall, the curriculum successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. A sensitively planned programme helps pupils, for example, to discuss personal responses to a variety of issues that affect their health in an atmosphere of caring and trust.
98. Reception children and pupils in Years 1 and 2 develop a good knowledge and understanding of how to care for themselves through, for example, science lessons about healthy eating. Pupils in Years 3 to 6 learn to live harmoniously, for example, discussing ways of giving and receiving compliments, how to listen thoughtfully to other people's points of view without expressing prejudice and considering the reasons for and consequences of bullying. In assemblies and religious education lessons, pupils are encouraged to reflect upon issues such as caring and valuing the beliefs of others. The school's very good provision for pupils' spiritual, moral, social and cultural development makes a significant contribution in promoting PSHEC.
99. The school council promotes citizenship well. Pupil representatives take their responsibilities very seriously and other pupils learn to present views for and against proposed changes to school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 2 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| 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 | 2 |

| | |
|--|----------|
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 3 |

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|--|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 4 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 3 |

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