

# INSPECTION REPORT

## **KINNERLEY CE CONTROLLED PRIMARY SCHOOL**

Kinnerley

LEA area: Shropshire

Unique reference number: 123481

Headteacher: Mr. A. Sadowski

Lead inspector: Mr. J. White

Dates of inspection: 4-7 October 2004

Inspection number: 267150

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 Controlled  
Age range of pupils: 3-11  
Gender of pupils: Mixed  
Number on roll: 101

School address: School Road  
Kinnerley  
Oswestry  
Shropshire

Postcode: SY10 8DF

Telephone number: 01691 682289  
Fax number: 01691 682250

Appropriate authority: Governing body  
Name of chair of governors: Mr. David Taylor

Date of previous inspection: 11/1/1999

## CHARACTERISTICS OF THE SCHOOL

The school is smaller than average with 101 pupils in the main school, six of whom are in the reception year. Six children attend the part-time Nursery. Pupils are drawn from the village of Kinnerley and surrounding parishes. Almost all pupils are of white British origin. Eligibility for free school meals is well below average. Twenty-four pupils have special educational needs including three with statements, figures just above the national average. However, in Year 6 a half of the pupils are on the special needs register, and most are boys. Attainment on entry to the school varies from year to year but is usually broadly average. The headteacher has been at the school for just a year and the deputy for one term.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17242	Jeffrey White	Lead inspector	Mathematics, science, art and design, design and technology, music, physical education.
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23686	Pamela White	Team inspector	English, information and communication technology (ICT), geography, history, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides an acceptable education for its pupils** but is improving quickly under the good leadership of the headteacher. Overall achievement and standards are satisfactory. However, now that staffing problems have been resolved standards are rising and the pace of achievement has accelerated. The school is well managed and governors are supportive. Pupils behave well and have positive attitudes. Satisfactory value for money is provided.

The school's main strengths and weaknesses are:

- The headteacher is providing good leadership during a period of significant change
- Good teaching and the very effective work of class assistants are helping pupils' achievement to improve
- Standards in mathematics are above average in Years 1 and 2.
- Achievement in writing is unsatisfactory
- Provision for special educational needs (SEN) is good
- Assessment, including marking, is not thorough enough
- The non-core subjects are under-developed
- Links with parents are very good
- Monitoring and evaluation of teaching and learning are not effective enough

The school has improved satisfactorily since its last inspection. Over this period, staffing instability had a deleterious effect on pupils' standards and achievement, especially in Years 1 and 2. The staffing problem is now resolved with the result that standards have begun to rise and achievement improve. Most of the issues in the last inspection report have now been addressed and the school has recognised that monitoring and evaluation of teaching and learning still need improving. Significant improvement has been made in provision for SEN and partnership with parents.

### STANDARDS ACHIEVED

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

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

Please note that, because year group numbers are small, any interpretation of these results should be treated with caution.

**Achievement is satisfactory overall.** Children in the Foundation Stage achieve satisfactorily and are likely to meet many of the nationally defined Early Learning Goals by the time they enter Year 1. They are on course to exceed the goals for speaking and listening and personal, social and emotional development. Overall achievement is satisfactory in Years 1 and 2 but especially good in mathematics. Achievement is satisfactory in Years 3 to 6 but over

time has varied quite widely between year groups. Pupils with SEN achieve consistently well. Most able pupils achieve satisfactorily. Standards in Years 1 and 2 are above average in mathematics, and average in reading and science. Standards in writing are below average throughout the school. Pupils achieve well and reach above average standards in speaking and listening. Because of the high number of pupils with special educational needs, standards in Year 6 are below average in the core subjects of English, mathematics and science. However, Year 6 pupils' achievement is at least satisfactory and often good. In Years 3 to 5, with the exception of writing, standards are average in the core subjects. In the non-core subjects standards and achievement are mainly satisfactory across the school but there is some good work in design and technology.

**Pupils' personal qualities are good and their spiritual, moral, social and cultural development is also good overall.** Attitudes are positive and behaviour is good. Attendance is good and punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good overall** but the use of assessment is not thorough enough. Teachers deal with mixed aged classes successfully and are supported by the very effective work of class assistants. Opportunities for pupils to explain their thinking, brisk pace and high expectations are key features of the good teaching. Pupils are enthusiastic and work diligently. The introduction of targets for their learning in English and mathematics is improving their work but teachers' marking is inconsistent in telling pupils how they could improve.

The overall curriculum is satisfactory but enrichment is good. Appropriately, over the last year, the school has focused on improving provision in the core subjects. There is room now to develop the non-core subjects. Provision for the inclusion of all pupils is good, especially for those with SEN. Girls generally reach higher standards than boys but they outnumber them and have far less special needs. Pupils' care, welfare, health and safety are satisfactory overall but pupils are well supported and given good advice and guidance. Links overall, with parents and the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher, ably supported by his deputy, and with the support of governors, staff and parents has improved the school significantly in a short period of time. Governance is satisfactory and improving. Now that the staffing and budgetary problems have been resolved, governors are rightly looking to be even further involved in helping the school to move forward. Statutory requirements are complied with. Plans for monitoring and evaluating teaching and learning are suitably identified in the school's development plan.

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

Parents are very satisfied with the school and pupils think their views are valued.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing throughout the school, but especially in Years 3 to 6

- Use assessment findings more thoroughly and ensure that marking helps pupils to improve their work
- Develop the non-core subjects
- Implement the plan to improve monitoring and evaluation of teaching and learning



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall achievement is satisfactory and standards are average overall. Writing is below average throughout the school and speaking and listening are above average.

#### Main strengths and weaknesses

- Standards in mathematics are above average in Year 2
- Pupils with SEN achieve well
- Overall standards are below average in Year 6 but pupils achieve well in lessons
- Standards are improving and achievement is rising

#### Commentary

1. Over the period 2000 to 2003, Year 2 pupils' performance in the national tests was rarely above average and, compared with performance in similar schools, was especially low in writing. Over five years the school's overall trend in performance was below the national average. These results are explained to some degree by the low year group numbers but mainly by a prolonged period of staffing instability. The staffing problem has been resolved very recently and is reflected in the considerable improvement in the 2004 unverified national tests and in pupils' achievement. The trend in performance in the Year 6 test results up until 2003 was broadly in line with the national trend but in the unverified results in 2004 standards fell. This was largely a result of a higher number of pupils with special educational needs (SEN). Over time, girls in Year 2 have performed much better than boys, and to a lesser degree, also in Year 6. However, most of the pupils with SEN are boys, and the inspection found that, in common with girls with SEN, they are achieving well. The previous staffing problem undoubtedly had a knock on effect throughout the school but the signs are that achievement is improving quickly and standards, especially in English and mathematics, are beginning to rise.

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

Standards in:	School results	National results
reading	13.4 (17.1 )	15.7 (15.8 )
writing	10.7 (12.7 )	14.6 (14.4 )
mathematics	13.1 (17.1 )	16.3 (16.5 )

*There were 15 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	28.8 (26.4 )	26.8 (27.0 )
mathematics	27.4 (24.0 )	26.8 (26.7 )
science	28.8 (27.6 )	28.6 (28.3 )

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

2. The overall good teaching in English is ensuring that achievement is improving and overall standards are average. Pupils throughout the school achieve well in speaking and listening. They listen attentively and contribute well to a good range of opportunities to express their views. For example, in mathematics pupils are encouraged to explain their thinking. In Years 1 and 2 reading is taught well and pupils employ a suitable range of strategies to read unfamiliar words including sounding out letters and looking for contextual clues. Guided reading is used throughout and is helping pupils' progress. Older pupils do not have enough opportunities to read to an adult and to then discuss their reading. Writing is slower to improve than other aspects of English, especially in Years 3 to 6. Pupils write for a reasonable range of purposes and audiences but spelling is generally weak and often, when pupils write independently, for example in science, they do not take enough care. Good and often very good teaching in mathematics is helping pupils' achievement to improve. Strategies to raise achievement, such as, the headteacher's own teaching in the Year 5/6 class, and the introduction of targets, are meeting with success. Key strategies are the good development of pupils' mental skills and opportunities for them to explain their mathematical thinking. High expectations in Years 1 and 2 are helping pupils to reach above average standards. Standards in science are broadly average except in Year 6 where they are below average. Achievement has improved recently, especially in Years 1 and 2, and progress is satisfactory over time. A reasonable balance between scientific enquiry and scientific knowledge is reached but there is little evidence of high attaining pupils pursuing their own ideas. In the work seen in the non-core subjects standards and achievement are broadly satisfactory.
3. Class teachers and class assistants work well together to ensure that pupils with SEN achieve well. Pupils' individual targets are precise and realistic enough for them to make discernible progress. Some of the pupils need firm but sensitive support to help them sustain their concentration and the class assistants do this especially well. In Year 6 where the percentage of pupils with SEN is particularly high their attainment is low but, with help, they work hard and are making good progress. In much of the work throughout the school the most able pupils achieve satisfactorily. However, there are occasions, for example, in science when their work could be more challenging.
4. Children in the Foundation Stage achieve satisfactorily overall and are on course to meet many of the early learning goals (ELGs) by the time they enter Year 1. Personal, social and emotional development is taught well and consequently children's achievement is good and they will exceed many of the ELGs. A good range of opportunities is provided for children to improve their speaking and listening skills so they are achieving well in this area of learning.

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

Pupils demonstrate good attitudes to their schooling. They behave well and there have been no exclusions in recent times. Pupils mature well during their time in school and the overall provision for spiritual, moral, social and cultural development is good. Attendance is good and pupils are usually punctual for school.

### **Main strengths and weaknesses**

- Expectations of behaviour are very high
- Pupils' social development is provided for very well

- Procedures to promote good attendance are effective

## Commentary

5. An ethos of trust and respect has been developed successfully and is now firmly embedded in the relationships between pupils and staff. Expectations of behaviour are very high and there are few controlling strategies evident in routine school life, for example, at the start of the day when pupils organise themselves in the cloak areas and settle into work with little need of supervision from adults. Pupils are involved in devising codes of conduct, which are made clear to all and applied consistently by members of staff. There is generally a settled learning discipline in classrooms, including among the very youngest children, and pupils play harmoniously during break-times. They also respond positively to good role models set by the staff and most behave very well from a desire to be involved. A few pupils, mostly boys, do not always sustain their concentration but staff generally deal with them well.
6. Provision for pupils' social development is very good because pupils are so well included in the school community. All are involved in influencing the work of the school, either through class council discussions or as representatives on the school council. Pupils' views are also sought through questionnaires. They willingly take on responsibilities around the school and can be nearly always seen attending to something, whether acting as a 'buddy' or collecting playground equipment, tending the library, or running errands. Some actions are spontaneous, such as holding a door for people to pass through, and show pupils becoming helpful as a matter of course. Pupils also develop a good sense of right and wrong in lessons on personal and social education, such as the valuable input seen from a visiting speaker on young offenders. Assemblies are used well to present moral issues and provide time for spiritual reflection. In a good class assembly, pupils in Years 5 and 6 wrestled with the moral dilemma of giving up something they value for the benefit of someone less fortunate, which caused them to reflect deeply on their own values.
7. The school recognises the importance of developing pupils' cultural development and has worked hard to raise pupils' awareness of other cultures and different faiths. Pupils are made aware of life styles in communities around the world, including those associated with countries in the current news, such as the Sudan and those suffering hurricane damage in the Cayman Islands. Displays in communal areas of the school are used well to portray features of the Hindu and Islamic faiths, including a western world context.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.0
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.*

8. Attendance rates are good and for most very good, mainly because of pupils' enthusiasm for school but also because parents are made very aware of the importance the school places on regular attendance. Unexplained absences are followed up promptly and parents are provided with information about their own children's attendance and patterns of absence for the whole school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good.

### Teaching and learning

Teaching and learning are good overall. The use of assessment is not well developed.

### Main strengths and weaknesses

- Teaching assistants are used very well
- Teaching is good in English and mathematics
- Expectations of writing are too often not high enough
- Not enough use is made of assessment data to help pupils improve

### Commentary

9. The teaching assistants contribute significantly to pupils' academic and personal development. They liaise well with teachers and are well briefed. On almost all occasions when they were observed during the inspection they asked pupils suitably well-focused questions and helped them sustain their concentration. Teachers' lesson structure is usually good and they and the assistants organise pupils effectively. Relationships are positive and teachers insist on good standards of behaviour. Pupils are usually enthused by the lessons and work diligently. Key strengths in the most effective teaching include brisk pace, very clear exposition, very high expectations and encouragement of pupils to talk about their work so as to improve their understanding.

#### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	12	6	1	0	0

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

10. Although more needs to be done to raise standards in writing, the teaching in English is good overall. Standards are rising and achievement is improving. Good use is made of the national literacy guidelines. Well-targeted questioning is a positive feature together with good use of discussion to help pupils develop their speaking and listening skills. Teaching is less successful when the use of worksheets restricts pupils' opportunities to write independently and at length. In the most effective teaching in mathematics time is used productively so that pupils have chance to develop their mental/oral skills in addition to engaging in practical work. In a Year 5/6 lesson the teacher's high expectations ensured that pupils achieved well in their work in decimals.

11. Although teachers and class assistants know pupils well, assessment findings are not used thoroughly enough to make sure that pupils are working to capacity. Target setting is a relatively recent development and only applies to English and mathematics. Marking is used inconsistently to help pupils improve their performance. Not enough information on progress is shared with pupils. There are far too many pupils throughout the school who have little interest in writing. Expectations of the standards of pupils' written work are not high enough and too little urgency is attached to the task of improving their spelling.

12. Teaching in the Foundation Stage is good in personal, social and emotional development and also in developing children's speaking and listening skills. Consequently, children are on course to exceed the Early Learning Goals in these areas of learning. A suitable range of activities is provided in all the areas of learning but daily planning often does not identify precisely enough what children will learn.

## **The curriculum**

The curriculum provided is satisfactory overall but enrichment is good. The quality of resources and accommodation is satisfactory.

## **Main strengths and weaknesses**

- Provision for SEN is good
- Provision for inclusion of all pupils is good
- In some subjects, the required skills and knowledge are not developed progressively as pupils move through the school

## **Commentary**

13. The curriculum is organized and planned satisfactorily throughout the school. It is appropriately broad and relevant to the pupils' needs and meets the requirements of the National Curriculum. Although the curriculum programme for personal, social and health education (PSHE) is sound, pupils' personal development permeates the life of the school and is promoted well.
14. The curriculum in the Foundation Stage is satisfactory. The teacher plans work that is securely based on the Early Learning Goals for the six areas of learning. She provides a range of activities to support the children's learning but the planning for the nursery and the reception children does not always focus sharply enough on exactly what it is they are to learn from some of the activities; sometimes there are not enough opportunities for the children to explore and learn independently. A weakness in the provision is the lack of good quality outdoor play equipment to support their physical development.
15. Overall, the curriculum has developed satisfactorily since the last inspection and the school now makes good use of national guidance and generally plans effectively for the different year groups. The drive to raise standards in English and mathematics is meeting with success and has been timely. However, this has meant that developments and on-going improvements in planning for other subjects, for example, geography, art and design and music, have been much slower.
16. A priority for improvement identified by the school is to link work in different subjects and some teachers have already incorporated this into their planning. For example, Year 5 and 6 pupils used their descriptive and report writing skills as they wrote in geography about the devastating effects of a hurricane. Good links have made between history and design and technology as part of the school's work with business.
17. All pupils have equal access to the curriculum. The school is becoming more aware of the need to boost boys' achievement, for example in writing. Provision for SEN has improved significantly. Pupils' independent education plans (IEPs) are well written and targets for learning are suitably precise. Pupils with SEN are making good progress in personal and academic development. Teachers and support staff work well together and the contribution of support staff to these pupils' learning is considerable.

18. A range of extra-curricular activities and the use of visits and visitors enhance the curriculum. Visits, such as to the Llangollen motor museum, and to Chester and Ironbridge are used well to enrich pupils' learning. Similarly a visit and a talk from a prison officer made learning in citizenship more meaningful. Other enrichment activities include taking part in sports tournaments, a science fun day, a residential visit and after-school clubs for music, sports, creative and Christian activities.
19. There are sufficient members of staff to meet the needs of the curriculum. Teachers' use of the expertise of the learning support assistants and parent helpers makes a positive contribution to the satisfactory and sometimes good achievement of many of the pupils over time. The school's accommodation is satisfactory overall, but storage and additional workspace are too limited. Resources for learning are satisfactory overall.

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

Satisfactory arrangements are made for the care, welfare, health and safety of pupils. Support, advice and guidance are good. Pupils are well involved in the work and development of the school.

### **Main strengths and weaknesses**

- Pupils' individual needs are well provided for and supported well
- The school pays good regard to the views of pupils
- Child protection procedures have improved
- The school provides a safe and caring place for pupils

### **Commentary**

20. Support, advice and guidance are good because of the quality and levels of support for individuals and groups across the whole school. Teachers and classroom assistants get to know their pupils well because they are committed to their well-being and forge trusting relationships with them, especially those pupils with SEN. Although teachers record day-to-day notes, from which they monitor significant aspects of pupil's development, there is scope to use assessment findings more widely to help pupils' progress
21. High regard is paid to the contribution that pupils make to school life, and their views are valued. All pupils have some say in how the school is run either through pupil questionnaires or the school council system. Pupils have embraced the school council well since its inception and are proud of the changes brought about, such as providing play equipment and choosing colours for painting the toilets.
22. Child protection arrangements are effective because procedures have been more formally organised using a statement of policy in line with locally recommended procedures. Monitoring is robust so that early concerns are brought promptly to the notice of the designated teacher. The designated teacher has received appropriate training and expertise gained is passed on to the other members of staff.

23. The school provides a safe and caring place for pupils. Procedures for health and safety and first aid training are sound and kept up-to-date for designated members of staff. Staff have also been trained to respond to the needs of pupils with particular difficulties, such as those who have allergies. Formal site inspections are carried out each year and there are informal arrangements for day-to-day matters. Risk assessment of activities is currently being reviewed.

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

Partnership with parents is very good. Links with the community are good and there are satisfactory links with other schools.

### **Main strengths and weaknesses**

- Parents think very highly of the school
- Information to parents is very good
- Very good account is taken of parents' views

### **Commentary**

24. The partnership between school and parents is very effective because parents take a keen interest in how their children get on and the school makes good use of their contribution to pupils' learning. Parents who expressed a view are overwhelmingly supportive of the school. In pre-inspection consultations parents expressed complete approval of most aspects of the school, especially pupils' enjoyment of school, the expectation that they will work hard, and help for them to become mature. Parents are supportive of the headteacher and think the school is well led and managed. They are comfortable to approach the school with ideas or concerns.

25. Information to parents is generally very good. Newsletters are frequent and of very good quality. The prospectus and governors' annual report are complete and very well presented, with useful information over and above that required in law. Information in pupils' annual reports is good overall with detailed information about what pupils can do. Most reports include areas for improvement, especially in core subjects, but sometimes targets are not made sufficiently clear. The school has introduced an additional consultation meeting to discuss progress and target setting and is also introducing termly updates of progress in literacy and numeracy.

26. Parents are consulted very well through questionnaires and newsletters. A working party of parents meets to address issues raised, including homework and information about progress. Homework is generally used effectively to support learning and there is communication between parents and teachers in reading records and journals.

27. Pupils benefit greatly from the help from parents and their support for school activities. Homework is mostly supported well and a few parents provide regular help in classrooms. Parents usually help when needed for special occasions, such as those who supported a recent design and technology project. Parents run some school clubs and there is an active 'Friends' group that organises community events to raise funds for school improvement and provides day to day support for activities, such as subsidising school visits.

28. The school is well involved with the local community and makes good use of opportunities to enrich the curriculum through visits, use of speakers and supporting community events. Links with the church are especially strong. Members of the clergy attend regularly to take assemblies and speak to pupils in class. Pupils also attend the local church for community services. Visits are made to local places of interest, such as to Dewa when studying the Romans. Community groups, including the Shropshire Wildlife Trust, also contribute to lessons. Speakers from charities supported by the pupils, for example, the Red Cross, speak about the work of their organisations. Other visitors include musicians and a theatre group. Pupils take part in community activities, such as the Kinnerley 'Bug Club' (a local wildlife watch group), village fetes and an art exhibition.

## LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governance is satisfactory.

### Main strengths and weaknesses

- Priorities for the school's improvement have been identified well
- The commitment to raising standards is high
- The headteacher and staff work well as a team
- Monitoring and evaluation of the school's work are not yet rigorous enough but are included in the School Development Plan (SDP)

### Commentary

29. The headteacher and deputy headteacher have succeeded well in a short space of time. This good senior management team augurs well for the school's future. The priorities for the school's improvement are highly appropriate and feature very prominently in a very clear and well-focused SDP. Strategic planning is therefore good and time scales are realistic. Parents who have expressed a view think that the school is well led and also feel that the headteacher and staff are working well as a team. Staff and pupils respect the headteacher.

30. The headteacher and governors worked well together to resolve a difficult staffing problem and the picture for the school is now more positive. The headteacher, staff and governors are keen to raise standards and improve achievement. The headteacher in his first year quickly assessed that key improvements were needed in raising standards in English and mathematics, and also in the general ethos of the school. Effective use has been made of LEA help and in-service training for the staff is well planned. The promotion of good behaviour has been successful. The staffing problem inevitably took up a lot of the governors' time and they are now keen to be more actively involved in helping to take the school forward. Governors meet their statutory requirements.

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

Income and expenditure (£)		Balances (£)	
Total income	315,616	Balance from previous year	-2628
Total expenditure	318,243	Balance carried forward to the next	3812



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Expenditure per pupil	2,867.05
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31. The budget has been managed well during a difficult period and now balances. The governors' commitment to expenditure on teaching assistants has been a good example of value for money because the assistants are very effective. Governors are kept informed about the school's work through the headteacher's clear reports and, where possible, by visits to the school. They are planning to give the visits a clearer focus.
32. Procedures to track and record pupils' progress in the core subjects are improving and the results are being stored electronically for ease of access. The headteacher recognises that more needs to be done to ensure that pupils' performance is monitored sufficiently thoroughly and the results used to plan pupils' work more precisely. Monitoring and evaluation of the school's work, especially teaching and learning, are in need of improvement. For example, the subject co-ordinators' monitoring role is under-developed. However, these important steps forward are planned to begin this forthcoming year.
33. The deputy headteacher has taken on the important role of special educational needs co-ordinator (SENCO) and the provision for SEN is managed well. The action plan for future development is well considered. The Foundation Stage is managed satisfactorily. There is scope to improve liaison with Year 1.

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

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

34. Provision for children in the nursery and reception class is satisfactory. The part-time nursery operates in the mornings only. Children are admitted in September and January each year and at the time of the inspection there were six nursery children and six full-time reception children who were being taught in the Foundation Stage class.
35. The quality of teaching is satisfactory overall with some good elements which include the teaching of personal and social skills and the opportunities for children to speak out and to listen to others. The teacher plans a suitable range of activities but daily planning lacks sharpness because it does not identify clearly enough the small steps that children are expected to make towards the broader, end of year learning goals. Satisfactory assessments are undertaken of children's work and play and the information is used to form a profile of their achievements as well as to check their progress. The nursery and the reception children have regular access to a secure outside area, but more challenging and imaginative resources are needed, such as large climbing equipment, which will fully support and extend their physical development.
36. The attainment of children when they start at the school varies from year to year but for those who recently joined the nursery it is broadly average. The children achieve satisfactorily overall with some good achievement in their personal, social and emotional development and in their speaking and listening skills. Almost all children are on course to exceed the goals for personal, social and emotional development by the time they enter Year 1. In the other areas of learning, children are likely to achieve the goals expected of them, with a few children exceeding them. Leadership and management of the nursery and the reception class are satisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Personal, social and emotional development permeates all activities
- Children are happy and settled and their attitudes and behaviour are good
- Children co-operate well with each other and form good relationships with their teacher

#### **Commentary**

37. The children achieve well and are on course to exceed the goals set for them by the time they enter Year 1 because the teaching is good. There is a good emphasis on this area of learning and the teacher takes every opportunity to highlight good manners as well as tolerance and kindness towards each other. Almost all of the children follow instructions and know what is expected of them. They respond well to the class teacher's calm approach, which helps them to settle well in the planned activities. The children learn to share and work together in a variety of situations, such as role-play, playing with sand, or working at the computer. The reception children show care and consideration to the nursery children and all of them show a sound level of independence when dressing for

practical and physical activities. Relationships are good and the children listen and behave well. They have good attitudes and are keen to take part in all the activities. A good example of children's interest in each other was seen in the computer suite when one child asked another; "Are you getting on alright?"

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The majority of children have good speaking and listening skills
- The children are encouraged to develop their communication, language and literacy skills in the other areas of learning
- The teacher uses a range of strategies to enrich the children's vocabulary and to encourage speaking and early reading and writing skills

### **Commentary**

38. The children achieve satisfactorily overall with some good achievement in speaking and listening. Teaching is satisfactory overall but good in speaking and listening. Almost all of the children are likely to reach the learning goals set for them by the time they start in Year 1. One or two of the high attaining children are likely to exceed them. Regular opportunities to listen to the teacher and to each other through the sharing of news, knowledge and information, help children to use and improve their spoken language. Good questioning by the teacher plays a key part in this process. The children's reading skills are developed through the learning of initial letter sounds and key words from early reading books. The teacher also encourages children to use picture clues and to predict what comes next as a successful strategy for understanding what is read. A further good strategy is the use of the computer to reinforce early reading and comprehension skills. A book corner promotes the enjoyment of books and children learn to handle books with care. All the children practise writing patterns and letter shapes and they write lists and labels in order to develop their writing skills. During the inspection the reception children used their knowledge of letter sounds as they attempted to write a list of food for Teddy's party. At this early stage of the school year the children's ability to form words and letters correctly was very limited and inspectors' scrutiny of work further shows that, for several of the pupils, independent writing skills are slow to develop. However, most of the children currently in the reception year write their name unaided. The nursery children are successful in using pencils, crayons and felt tip pens to make marks and to draw and 'write' about what they have done.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Regular activities enable the children to learn effectively about numbers, shapes and money
- Early counting skills are reinforced well and provide a good foundation for developing the children's numeracy skills

- The majority of number activities are teacher-directed and this limits the children's capacity for independent exploration and investigation

## Commentary

39. The reception children achieve well and at least two of the current group are on course to exceed the goals set for them by the time they enter Year 1. From the start, nursery and the reception children learn the importance of 'pointing, matching and counting' to ensure accuracy. For example, when they count the number of children present. Most children can count to 10 and the high attaining reception children count confidently well beyond this. From the start, both the nursery and the reception children are taught to use correct mathematical language. This ensures that the children's mathematical knowledge and understanding develop well. The reception children use the vocabulary of 'taller', 'shorter', thicker and 'thinner' and effective, small group teaching reinforces the children's learning of how to group by size. Two high attaining pupils achieved well as they grouped pencils according to length and thickness. The teacher's good questions helped their understanding of the concept of size as well as allowing the children to practise the correct vocabulary. The children also consider size, shape and capacity when playing with shapes, large bricks and when emptying and filling containers in the sand play area. During the inspection, the teacher directed almost all of the mathematical activities and this meant that the children missed opportunities to explore and work with numbers independently.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The planned activities are effective in improving the children's observational skills and in stimulating their curiosity
- The use of the computer helps the children's early understanding of new technology
- The children have a good relationship with the class teacher who is a good role model and is a knowledgeable source of information
- Opportunities for children to develop independent enquiry skills are too limited

## Commentary

40. Most of the children will achieve the goals set for them in this area of learning by the beginning of Year 1. Teaching is satisfactory overall but the teacher has a good understanding of the range of experiences children need to develop and supports them well in their practical activities. The children are familiar with stories from the Bible such as 'The Good Samaritan' and they learn about the major festivals in the Christian calendar such as Christmas and Easter. The nursery and reception children gain sound early computer skills and reinforce their learning as they control the mouse and click and drag icons across the screen. They learn about plants and growth and reception children's learning about different materials shows some good understanding of different textures as well as the use of certain materials such as wood, metal and plastic. All the children learn about the passage of time through celebrating birthdays and the changing seasons. Drawings by the reception children show further understanding about changes over time as they compare modern day fire engines with equipment used during the Great Fire of London.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- The children's confidence and dexterity develop well through the planned activities
- There is a lack of good quality equipment in the outdoor play area

### Commentary

41. The children are on course to attain the expected levels in their physical development by the time they start in Year 1. Teaching is sound and children's achievement is satisfactory. The outdoor play area is small and lacks a range of good quality equipment for playing and climbing and this affects the children's overall achievement in this area of learning. All the children have regular daily outdoor play but this is simply designated as 'playtime'. The organisation and use of the outdoor area lack purpose, challenge and imagination and it is not clear from planning what the children are expected to learn from the play sessions. Better use is made of the hall for indoor movement lessons and here the quality of teaching is good. Lessons are well managed in order to develop the children's awareness of space and also their ability to listen and follow instructions. The teacher provides a good role model for the children as she demonstrates the activities and gives praise and confidence to them. In the classroom, malleable materials, simple tools and construction materials are available to help children develop control over smaller movements. The nursery and reception children make sound progress and show their developing dexterity as they use pencils and crayons to colour pictures and as they use glue and scissors. For example, some of the reception children are beginning to use scissors with a degree of skill and control when they cut out computer generated illustrations of party food.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- There are good opportunities for drama and imaginative play
- The children enjoy songs and rhymes

### Commentary

42. The children achieve satisfactorily in the creative area of learning and all are likely to attain the goals set for them by the time they start in Year 1. Teaching is satisfactory overall. Children have numerous opportunities to develop their creative skills through art and design, music and construction activities, and work individually or with others. There are good opportunities for imaginative play in the home corner. For example, the nursery children become absorbed and talked readily as they organised a party. They co-operated well together and shared roles as they prepared food and drink, banners and invitations. Both the nursery and the reception children enjoy singing a range of songs and action rhymes. Many of them achieved well as they recognised nursery rhymes from picture cards and joined in the singing enthusiastically. A range of materials is available for children to use to explore colour and texture and all mix colours as they paint and talk about the results.

Even the youngest children handle the brushes and the paint confidently. Few opportunities for dressing up were observed during the inspection and the costumes and outfits available to the children were largely unexciting

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Pupils underachieve in writing across the school
- Standards are beginning to rise in Years 1 and 2 due to the improved quality of teaching
- Most pupils listen well and become confident speakers
- There are weaknesses in the pupils' spelling skills
- Marking does not show consistently how pupils can improve their work

#### **Commentary**

43. Standards in English are below average in Year 6 and average in Year 2. Overall standards are lower than they were at the time of the last inspection. One reason for this is that the school now has a greater number of pupils with SEN. For example, in the current Year 6, half of the pupils have SEN and this adversely affects overall standards. Also, the school has been through an unsettled period of staff absence and change and is only now regaining its equilibrium. In Year 2, standards are rising after a period of decline and this is mainly due to the current good teaching and the high expectations. Furthermore, the small number of pupils in each year group means that there can be wide variations in standards from year to year. The school's unverified data shows that in the most recent tests (2004), it met its target for the number of Year 6 pupils achieving the average level or above. Test results and the inspection findings show that girls perform better than boys.. While the school is trying to address this through the choice of more 'boy friendly' texts and topics, it is also the case that the majority of pupils with SEN are boys and, consequently, they do not always achieve at the higher levels.
44. Across the school there is some good achievement, mainly due to the impact of the whole school focus on the subject. Training and support have motivated and improved the expertise and confidence of the staff, particularly in working to raise standards in writing. The school is making effective use of national initiatives such as the further and additional literacy strategies, progression in phonics and the word attack programme. These are helping to further raise the achievement of some of the low attaining pupils.
45. The majority of pupils achieve satisfactorily but the scrutiny of work shows that this has not always been the case. The work of some pupils, particularly in Years 1 to 3, shows some previous underachievement when the teacher's expectations were too low and much more could have been expected of the pupils. It is only recently that the rate of achievement has accelerated and during the inspection some of the pupils achieved well. Pupils with SEN achieve well because they are well supported by effective learning support assistants who plan and work closely with class teachers.

46. In Year 6, pupils' standards in speaking and listening are good. From Year 1 onwards, most pupils are interested listeners and show confidence in speaking out. Throughout the school, they mostly listen well to their teachers and to other adults and make a good contribution to discussions. Some of the low attaining pupils are less able either to challenge ideas they do not agree with or to put forward their own opinions in an articulate, fluent manner. In almost all classes teachers use pertinent questions to encourage pupils to express their thoughts and opinions. The pupils' knowledge and use of words improve as they move through the school and they achieve well orally.
47. The school has invested in additional reading resources to support improvements in standards and as a result, pupils mostly enjoy reading from a range of graded or free reading material. Many older pupils read fluently and a few of them talk about the stories of popular authors such as Jacqueline Wilson, Roald Dahl and Dr Seuss. Pupils in Years 1 and 2 have a range of strategies to help them read unfamiliar words. These include using their knowledge of sounds in order to build words as well as using picture and context clues. The pupils all have a home-school diary that provides a record of reading progress. This is used well in the infant and younger junior classes but is used less effectively by the older pupils. The older pupils have a reading journal that is used to write book reviews or to complete reading exercises. All the classes have regular guided reading sessions but many of the older pupils do not read sufficiently regularly to an adult who can talk to them about their reading and check their comprehension. As a result, even some of the more competent readers lack the inferential understanding that is necessary when reading more complex texts. The library has recently been refurbished and restocked but it is small and not regularly used by the pupils for independent study or research.
48. Older pupils write for a range of purposes and audiences but, for the majority, the standard of their work is below average. They write recounts, letters and factual pieces but inspectors' scrutiny of work shows fewer examples of poetry or sustained, imaginative writing. A writing task for the Year 5 and 6 pupils was to produce a set of instructions. Some pupils found the exercise challenging but many of them achieved satisfactorily as they used capital letters, colons, commas and imperative verbs in a correctly ordered sequence of instructions. In the infant class, the quality of the pupils' writing is very variable. When the Year 1 and 2 pupils re-draft their writing about plants the work of the high attaining pupils shows some good achievement as they improve the style and content of their writing. However, some of the lower attaining pupils cannot use capital letters or full stops confidently. The scrutiny of the pupils' work in Years 1 and 2 shows recent accelerated improvement and greater levels of achievement in response to higher teacher expectations.
49. The pupils have regular lists of key words to learn for reading and spelling and have ready access to dictionaries and a thesaurus during writing tasks. However, they do not apply their learning to their written work and spelling standards are weak across the school. Similarly, pupils have regular handwriting practice but their independent written work is frequently, untidily presented.
50. The overall quality of teaching is good. This results in some good achievement from pupils of all abilities and is helping standards to rise again. There were no unsatisfactory lessons during the inspection. All lessons are carefully planned according to the national literacy guidelines. The pupils are clear about what they are going to learn and the work is usually purposeful and enjoyable. In the best lessons, it stimulates and motivates the pupils so that they want to succeed. Almost all of the teachers use well-targeted questions to make pupils think more deeply and they use learning support assistants very effectively to support the less able pupils in order to help them achieve their best. Discussions and the plenary sessions are used to share information, views and ideas as well, as to encourage and improve pupils' speaking skills. Where the teaching is less effective it is often because pupils of all abilities are completing the same task. This means that the work is either too easy or too hard for some of them and leads to underachievement by the high and sometimes the low attaining pupils. Occasionally, the over-

use of worksheets restricts the pupils' ability to write freely and independently and this has a negative impact on achievement in writing.

51. The co-ordinator leads the subject satisfactorily. She is relatively new to the role but has a very clear idea of the strengths and weaknesses in the subject and what needs to be done to improve. Together with the headteacher and the deputy, she is part of the Primary Leadership Strategy, looking at the use of assessment information and monitoring procedures as a focus for continued improvements. These are recent initiatives that have yet to become fully embedded in the school's practice. Currently, assessment information, including information from marking, is not used regularly by all teachers to plan the next steps in learning. Consequently, few pupils are clear either about the targets set for them or what it is they need to do to improve.

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

52. There are some opportunities for the pupils to use their spoken language and their writing skills in a range of other subjects. For example, in a Year 5 and 6 geography lesson pupils wrote a descriptive piece about the effects of adverse weather, such as hurricanes, on people's lives. In religious education the pupils used their knowledge of adjectives to produce a mind map to illustrate different kinds of personal relationships. In assemblies and in the plenary sessions of lessons, many pupils speak out confidently and share their views.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good overall
- Standards in Years 1 and 2 are above average
- Achievement in lessons is good overall but progress is satisfactory over time
- Standards in Year 6 are below average overall but half of the pupils have SEN

### **Commentary**

53. Staffing instability in Years 1 and 2 has, over time, had a negative effect on pupils' achievement and standards. Since the new deputy headteacher took over the class, from the beginning of the last Summer term, standards have risen and achievement is better. For example, scrutiny of the current Year 3's work over the past year shows very clearly a marked improvement during the Summer term.
54. Pupils in Year 1 and Year 2 are making good progress in number, shape and measures. Several Year 1 pupils order numbers beyond 10 accurately and undertake simple subtraction successfully. High attaining pupils progress towards taking one digit from two digits. Pupils are progressing well with the use of non-standard measures. In a very good lesson Year 2 pupils counted accurately in fives to 50 and moved on to counting successfully in 10s to 100. They made good use of mental recall and caught on quickly as the teacher skilfully helped them to multiply larger numbers, for example, 5 multiplied by 6. Pupils of all abilities achieved very well in this lesson because they made discernable gains in their knowledge and understanding. For instance, Year 1 pupils with the very effective help of a class assistant improved their use of money using silver coins to make



30p. Scrutiny of Year 2's work from the last term shows that they accurately recognised two-dimensional shapes and identified their properties.

55. Progress over time is satisfactory overall in Years 3 to 6 but varies from year to year. Pupils' work in Year 3 improved during the last Summer term and was helped by more positive marking. In their recent work pupils have worked with numbers beyond 100 and have carefully checked their answers using inverse operations. Pupils in Year 3 talk confidently about their work and feel that the introduction of targets has helped them. Pupils in Year 4 have made good progress over time, for example, in understanding place value and fractions, and solving problems in standard units of measure. However, they did not achieve as well as they could have done in a lesson where time was not used well. Year 5 pupils achieved well in a good lesson in which they worked with equivalent fractions. They reached average standards overall. Pupils with SEN were very well supported in this lesson. They were helped to concentrate on their work and the class assistant asked well - focused questions.
56. Standards in Year 6 are below average overall because 50 percent of pupils have SEN. Many of the other pupils reach average or close to average standards. A good feature has been the introduction of targets for pupils' progress and in discussion pupils indicate that they find these helpful. Pupils show reasonable speed in mental recall and are quite swift at converting fractions to decimals and percentages. Very good teaching is helping them to explain their thinking and try out methods of calculation for themselves. In a very good lesson they worked very hard as they worked out decimals lying between two others, for example, between 5.5 and 5.6. Pupils also used calculators appropriately as they undertook a range of estimations.
57. Lessons are usually well structured and in three of the four lessons observed, time was used productively. In the most effective teaching expectations are very high and discipline is very good. Lessons usually start briskly and pupils are kept on their toes in the mental /oral sessions. Direct teaching of skills is undertaken clearly and pupils are encouraged to talk about their work. The headteacher's decision to involve himself in the teaching in Years 5 and 6 is proving to be successful. In almost all the lessons pupils worked diligently and showed good attitudes to the subject.
58. The standards at the end of Year 2 are better than at the time of the last inspection. Although standards at the end of Year 6 have fallen there are, as indicated earlier, good reasons for this. Pupils' progress is similar. The leadership of the subject is satisfactory. The co-ordinator has not had opportunity to monitor the teaching and learning but monitoring in general is now planned for. Little use of ICT was seen during the inspection.

### **Mathematics across the curriculum**

59. There was not a great deal of pupils' work, in mathematics across the curriculum, available during the inspection. In science, pupils undertake a reasonable range of recording that includes charts and graphs. Graphs are also produced in work in history. In ICT, pupils in Year 6 made use of their mathematical skills as they created scale models of their classroom.

### **SCIENCE**

Provision in science is **satisfactory**.

## Main strengths and weaknesses

- Standards are good in some aspects of the work
- Standards at the end of Year 6 are below average but half of the pupils have SEN

## Commentary

60. Teaching in science was observed in just one of the three classes in Years 3 to 6. This evidence was supplemented by discussions with pupils especially in Year 3 and Year 6 and scrutiny of pupils' work in all year groups.
61. Pupils' work in Years 2 and 3, since the beginning of the last Summer term, improved significantly as the staffing situation became more stable. Prior to this time, although pupils had undertaken a reasonable amount of work, their progress had been held back by poor writing skills and fairly ineffective scientific enquiry. Since this time standards have risen and achievement has improved. Year 2 pupils' work includes investigation of growing cress and predicting what would happen. An able pupils' own information book shows his understanding of how plants grow in different conditions. Year 3 pupils, in discussion, showed good knowledge of testing materials and magnets. A girl explained clearly the difference between attract and repel. Pupils made predictions and showed developing understanding of fair tests. In the one lesson seen Year 3 pupils reached average standard in their work on forces.
62. In Years 4 to 6 pupils have undertaken a reasonable balance of work between scientific enquiry and acquiring scientific knowledge. In much of the scientific enquiry there is little evidence that the most able pupils are given opportunity to explore their own ideas. Good work was undertaken in Years 5 and 6 in a study of light including thorough investigations of shadows. Over time there is some improvement in written reporting of investigations but pupils' writing is often too careless. Year 6 pupils talked quite well about recent work on forces and showed good knowledge of living things, for example, parts of plants and different habitats. However, they showed insecurity in how to set up their own investigation, for example, in separating materials. They also had little idea about how they could improve their work. Generally, high and average attaining pupils reach close to average standards. Throughout Years 1 to 6 pupils with SEN achieve at least as well as their peers. In the one lesson seen, teaching was satisfactory. A good feature was the teacher's use of clear and pertinent questions to assess what pupils had learnt from a video about forces. Resources were also used well to support the learning. Opportunities to inject greater challenge in the work were not taken. Pupils' work over time indicates that teaching has been mainly satisfactory but has especially improved in Years 1 and 2.
63. Except for the understandable fall in standards at the end of Year 6 the provision in science is similar to that seen during the last inspection. The deputy headteacher has responsibility for co-ordinating the subject and has made a good start. A good up-to-date policy has been produced and the action plan is good. The deputy headteacher rightly plans to improve assessment and the use of scientific enquiry. ICT is under-used.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

## Main strengths and weaknesses

- Classroom assistants are used well to support teaching and learning
- Effective use is made of computers to support learning in other subjects
- Some of the school's hardware is old and in need of replacement
- The pupils do not know how they can improve

## Commentary

64. In Year 2 and Year 6 standards are in line with what is expected. Overall, pupils, including those with SEN, achieve satisfactorily although during the inspection groups of pupils in Year 1 and Year 6 achieved well in response to some good and very good teaching.
65. In Year 2, pupils plan routes and program a floor robot to follow instructions. Their work shows some good achievement in that that many of them understand how to record repeated instructions in order for the robot to follow a given path. A group of Year 1 pupils achieved very well as they sequenced instructions and tested them out using a simulated playground. They achieved very well and were proud of their success in enabling Teddy to swing, climb and use a slide. Pupils work in Years 1 and 2 further shows that they use drawing tools and an art program to create patterns and pictures and that they print their work. Some of the Year 5 and 6 pupils have used the Internet successfully for research into topics such as music, fashion and transport in connection with their work in history. During the inspection, a group of Year 6 pupils achieved well as they used a design program to create a scale drawing of their classroom. Across the school, almost all pupils have a good grasp of word processing, data handling and using art programs. The older pupils also have experience of modelling. However, their learning in aspects of the subject such as using more advanced control technology and multi-media packages is not as fully developed.
66. In the lessons observed during the inspection, the quality of the teaching was good and sometimes very good. However, evidence from talking to the pupils and from the scrutiny of work suggests that, across the school, levels of staff expertise are widely variable and therefore the quality of teaching is judged to be satisfactory overall. Lessons are well planned and this ensures that, over time, pupils build on what they already know and can do. Teachers make good use of a knowledgeable learning support assistant whose clear instructions, support and input enable the pupils to succeed with their tasks and extend their learning.
67. The school uses national guidance and a commercial scheme of work that support the teachers' planning effectively, and all pupils have regular access to computers. A priority of the school improvement plan is to increase the number and availability of computers and to continue to improve the knowledge and confidence of the staff. The school's computer suite is very small and it is not possible to use it for whole class sessions. Nonetheless, the school makes effective use of the available space and resources and the recent introduction of laptops and an interactive whiteboard have improved the facilities. Although a good start has been made, the rate of improvement needs to quicken in order to keep pace with rapidly rising national expectations.
68. Currently, there are no formal assessment procedures in ICT and this means that the co-ordinator's overview of standards in the subject is limited to informal observations. Similarly, most of the pupils have little understanding either of how well they are doing or what they need to do to improve further.

## Information and communication technology across the curriculum

69. ICT lessons regularly include work that supports the pupils' learning in subjects such as literacy, numeracy, geography and design and technology. For example, in the good lesson with a Year 6 group they used their mathematical and geographical knowledge of maps, plans and scale. The older pupils also gained confidence and experience as they combined design and technology and control technology skills during the 'K-nexx' challenge. The Year 3 pupils have used data handling to produce graphs and charts about the weather and across the school there is some effective use of digital cameras to record the pupils' work.

## HUMANITIES

70. The amount of recorded work in **geography** was very limited and so no overall judgement can be made about standards or the quality of teaching and learning in the subject. No geography lessons were seen during the inspection, but the inspectors talked to pupils and looked at a sample of their previous work. In the Year 1 and 2 class the pupils' have compared contrasting localities through work based on the Katie Morag stories and life on the Island of Struay. However, in discussions with the pupils, the younger ones had difficulty recalling recent learning in geography. The most recent work in Years 5 and 6 has focussed on environmental issues such as re-cycling, the weather, and the moral as well as the environmental issues concerning the proposed sale and development of the local landmark that is The Wrekin. The Year 6 pupils could talk about their present topic and were knowledgeable about how climate and extreme weather can affect and disrupt people's lives.

71. Across the school, in geography, history and religious education, the quality of presentation and the marking of the pupils' written work are too variable. There are instances where work is untidily presented with marking that does not show the pupils how they can improve.

## History

Provision in history is **satisfactory**.

## Main strengths and weakness

- There is some good achievement in Year 2 and Year 3
- Visits and visitors to the school enrich learning in the subject.
- The depth of the pupils' knowledge and understanding is inconsistent across the classes

## Commentary

72. In Year 2 and Year 6 standards in history are as expected for pupils' ages. This is a similar picture to that found at the time of the last inspection. In the two lessons seen during the inspection pupils in Year 2 and Year 3 achieved well because the lessons were well taught. However, from the scrutiny of the pupils' past work achievement is judged to be satisfactory overall for the majority of pupils, including those with SEN.

73. As pupils' move through the school their learning reflects an increasing understanding of past events, famous people in history and why people acted as they did. For example, pupils' work on Florence Nightingale shows a sound understanding of how her Christian upbringing, as well as the conditions in the Crimean War, underpinned her work. In a good lesson with Year 1 and Year 2 pupils the teacher used the pupils' observations and first hand experiences from a visit to the Llangollen Transport Museum in order to compare the changes in cars over time. She successfully set time limits that motivated the pupils and kept them focused, and she asked pertinent questions in order to move their learning forward. Also in this lesson, links were made with the vehicles the pupils were constructing in design and technology. In a good Year 3 lesson, the teacher made pupils aware of a range of issues, including the subjects available for boys and girls to study, when they compared Victorian school days with those of the present day. Across the school, history is brought to life for the pupils through a good range of visits and visitors to support the pupils' learning. These include visits to Chester and Ironbridge.
74. Teaching and learning in history are carried out through a two-year cycle of topics that are planned using national guidelines. However, there is currently little monitoring of planning, teaching and learning in the subject and there are inconsistencies in the depth of pupils' learning from year to year. Pupils and teachers use computers effectively to gain information from the Internet but there is a lack of software to support other learning in the subject.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- There is some good achievement in the subject
- Pupils' interest is maintained through a planned programme of topics that includes regular input from the local clergy
- Resources are plentiful and are used effectively

### **Commentary**

75. In Year 2 and Year 6 standards are in line with those expected of the locally agreed syllabus for religious education. Standards are not as high as they were judged to be at the time of the last inspection, but there are signs that they are rising again after an unsettled time for the school. There is good emphasis on teaching and learning in religious education that underpins the school's Christian ethos. Consequently, many pupils achieve well as they acquire a good knowledge of aspects of Christianity and some features of other world faiths.
76. The younger pupils are beginning to gain a good understanding of the concept of "special" in relation to events. They learn about events that are significant to Christians. For example, a member of the local clergy provided first hand learning as well as interest and excitement by re-enacting the baptism of one of his grandchildren. The pupils learn about Christian signs and symbols and are taught about the importance of belonging. Their learning about promises is linked to Buddhism and the promises made by members of that religion. The older pupils learn more about other major faiths and particularly about the similarities and differences between Christianity and Islam. Good displays and the use of artifacts contribute well to pupils' recognition of objects associated with other faiths such as Hinduism.

77. The quality of the teaching is generally good and this leads to some good achievement. The lessons are well planned and good questions by the teachers encourage pupils to reflect on some of the spiritual aspects of religion. The quality of the pupils' recorded work is very variable. For the older pupils, the worksheets that are often used provide insufficient opportunities for them to write extended personal responses to what they learn and understand. Additionally, some of the work is very untidily presented and it is not always marked consistently.
78. The coordinator is knowledgeable and enthusiastic. She actively promotes the subject across the school and has succeeded in obtaining funds from the local diocese and a charitable organisation in order to buy additional resources. She encourages enrichment of pupils' learning through participation in 'Open Door', a day of worship and activities for pupils in Year 5 and 6, and also through attendance at the after school 'Super Club'.
79. As a church school, there is an appropriately strong focus on Christianity but a lack of visits to other places of worship or visitors from other faiths narrows the pupils' learning of their place in a multi-faith society.

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

80. Work was sampled in this curriculum area. One lesson was seen in design and technology and none in any other subjects. Scrutiny was made of pupils' work where possible and discussions were held with subject co-ordinators. Insufficient work was seen to form overall judgements about the quality of the provision in these subjects.
81. In the work seen in **design and technology** standards are good. Pupils have good opportunities to design and make products and are helped by the schools link with the Shropshire business partnership. Photographs of pupils' work indicate careful and intricate designs and subsequent alarm systems for pyramids as part of their work in history. Pupils wrote and thanked the businessman who had helped them and indicated how much they thought they had learned. In Years 3 and 4 pupils' money containers have been well designed and show good skills in sewing, weaving and knitting. Embroidery, dyeing and fabric paints have been used very creatively. In a good lesson in Years 1 and 2 pupils worked very diligently as they began to make wheeled vehicles following a visit to Llangollen motor museum. Pupils selected the materials they needed and handled them very sensibly. Achievement was good as pupils improved their skills in working with different components and combined them in a variety of ways. The teacher managed a discussion very well as she showed pupils examples of model vehicles and explored how the axles were constructed. Very useful evaluations of pupils' previous work were given. A class assistant was well deployed and provided good guidance and sensitive help especially to pupils with SEN.
82. In the small amount of work in **art and design** standards were satisfactory overall with some examples of good work. Paintings based on work by Van Gogh are colourful and expressive showing good brushwork. Painting includes good work by pupils with SEN. Pupils have opportunities to work in a reasonable range of media including clay. There is scope to improve sketchbooks as a progressive means of recording pupils' trying out of

their own ideas. In some of the books there are good examples of work including still life sketches.

83. Classes undertake **physical education** each week and pupils in Years 3 to 6 have the opportunity at some stage to go swimming. Various clubs in sport and involvement in sporting events supplement the curriculum. Parents help with some of the activities including football. A governor helps with swimming. The subject co-ordinator is a member of the Shropshire schools co-ordinator programme, which is linked with the secondary school to which the pupils transfer. This programme encourages links between schools as well as training and should benefit the school. Music does not have a high profile. A peripatetic instructor teaches keyboard and the music co-ordinator teaches recorders. A choir is formed for special events such as at Christmas and for a Spring festival at the secondary school.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PHSE)**

84. Work in **personal, social and health education** includes a good element of citizenship as well as sex education and attention to drug and alcohol misuse. Good teaching and learning in citizenship make a positive contribution to pupils' good attitudes and behaviour and also to their social and moral development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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