

# INSPECTION REPORT

## **MINSTERLEY PRIMARY SCHOOL**

Minsterley, Shrewsbury

LEA area: Shropshire

Unique reference number: 123383

Headteacher: Mr C Roe

Lead inspector: John Carnaghan

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> July 2005

Inspection number: 267334

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	156
School address:	Minsterley Shrewsbury Shropshire
Postcode:	SY5 0BE
Telephone number:	01743 791398
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Appropriate authority:	Governing body
Name of chair of governors:	Mr B Goodwin
Date of previous inspection:	25 <sup>th</sup> January 1999

## **CHARACTERISTICS OF THE SCHOOL**

Minsterley Primary School is a smaller than average four to eleven school serving the village of Minsterley and its surrounding rural area. The area it serves is, overall, average in social and economic background. The standards of attainment of children as they enter the school vary from year to year but are generally below average. The percentage of pupils who are eligible for free school meals is below average. There are no pupils from ethnic minority backgrounds and none speak English as an additional language. There are no travellers, looked-after children or refugees. The proportion of pupils with special educational needs is above average but the proportion of those with statements of educational need is below average. The majority of these pupils have moderate learning difficulties. The numbers of pupils who join or leave the school during the school year are above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13485	Paul Widdowson	Lay inspector	
27591	Madeline Campbell	Team inspector	Science Information and communication technology Design and technology Music The Foundation Stage
32587	Jacqueline Marshall	Team inspector	Mathematics Art and design Physical education Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Minsterley Primary School is a good school in which pupils achieve well because of good teaching. Leadership and management are good and the school provides good value for money.

#### The school's main strengths and weaknesses are:

- Pupils leave school with above average standards. Given their below average standards when they start at school, achievement is good. Standards in the school are rising.
- The head teacher leads the school well and strongly promotes the warm relationships between pupils, staff and parents.
- Pupils behave well and have very positive attitudes.
- The school works well to ensure that all pupils, including those with special educational needs, are well supported so that they can achieve well.
- Teaching and learning are good, promoting good achievement. However, there is too little monitoring of lessons.
- The curriculum is good and there are very good opportunities for enrichment.
- Pupils have too few opportunities to express their views about life in the school.
- The contribution the school makes to initial teacher training is excellent.
- The library is small and has an inadequate stock of books.

Improvement since the previous inspection is **good**. The school has addressed all issues raised by the previous inspection, with the exception of the library. Standards have improved in relation to the national average, particularly at the end of Year 6.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	C	A	A
Mathematics	D	D	A*	A*
Science	D	D	A	A*

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

**Standards are above average and pupils achieve well.** The standards reached by children at the time they start the school vary from year to year, but are generally below average. Children make good progress in the reception class and in Years 1 and 2, so that standards by the end of Year 2 are average. By the time pupils reach Year 6 standards are above average thanks to continuing good achievement. Current Year 2 standards are better than test results in 2004 because teaching is better at promoting pupils' achievement. Provisional 2005 test results at the end of Year 2 show a marked improvement on earlier years. Year 6 test results over the last five years have improved more quickly than the national trend. In 2005 test results were very high when compared with similar schools, that is those with similar test results in Year 2. Provisional 2005 results indicate that high standards have been maintained. Year 6 standards in English, science, and ICT are above average; in mathematics they are well above while in religious education they are average. The school has effectively addressed the fact that girls start the school with higher standards than boys so that, by Year 6, there are no significant differences in the performance of boys and girls.

**Pupils' personal qualities and their spiritual, moral, social and cultural development are good.** Pupils have very good attitudes to learning which strongly promote their achievement. They like coming to school, enjoying lessons and the wide range of extra-curricular activities. Pupils have

very good relationships with each other and with all adults in the school. Behaviour is good. Provision for spiritual, moral, social and cultural education is good but multi-cultural education is underdeveloped. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good.** It is best in the reception class and in Year 6 where lessons consistently promote rapid achievement. Here, teachers handle pupils with assurance, focus strongly on achievement and demonstrate good subject knowledge. Generally, teachers plan very well and are very encouraging to pupils in their efforts to learn. Teaching is organised so that all pupils, regardless of their learning needs, receive strong support in lessons. Teaching and learning are equally effective in virtually all subjects but marking is inconsistent and sometimes unhelpful. Pupils generally participate enthusiastically in their learning and are receptive to teachers' expectations. Assessment is thorough. It provides the school with valuable information, which is used to help planning and target support to individuals. However, assessment data is not consistently used to set targets to help pupils to improve their work.

The curriculum is good; it is balanced and has strengths, such as the way subjects are linked together to promote learning and in the use of ICT across the curriculum. Pupils with special educational needs are well provided for. There are good opportunities for enrichment through extra-curricular activities and trips. The library is inadequate; it is badly positioned and has too few books. Guidance to help pupils improve is good. It is best in English and mathematics, where there are basic improvement targets for pupils but there are inconsistencies in other subjects. Pupils are involved in school life but this is limited as there is no school council. The school has very good links with parents, the local community (including an on-site nursery) and with other nearby schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The head teacher provides good leadership and has a sense of purpose for the school, which is expressed in the good school improvement plan and his commitment to an open school and inclusion. This vision is shared by staff and governors. Methods of self-evaluation are generally effective and the school takes action to tackle any perceived weaknesses. However, there is too little monitoring of teaching. Governance is good and the governing body has a developing understanding of the schools' strengths and weaknesses and works effectively to challenge and support it.

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

Parents are highly satisfied with the school and are happy that it provides a warm and safe environment for their children. They have no concerns about the provision, valuing the open and collaborative atmosphere. Pupils like their school very much and find it a happy place. When interviewed, pupils had no concerns about their school and were very complimentary about the head teacher and staff.

## **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for pupils' views to be heard.
- Monitor teaching and learning regularly to ensure that all lessons are consistently stimulating and challenging.
- Improve the library by developing both the accommodation and the stock of books.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Pupils' achievement is good.** Current standards are above the average. Test results in 2004 were well above average in Year 6 but below average in Year 2.

#### Main strengths and weaknesses

- Standards of work of current pupils are above average.
- Results in national tests at the end of Year 6 in 2004 were very high and in the top 5 per cent nationally in comparison with those of similar schools.
- Year 2 test results were below average in 2004 but saw a marked improvement in 2005.
- There is good support for pupils with varying educational needs.

#### Commentary

1. Children enter the school with standards that vary from year to year because of the small numbers involved, but generally they are below average. Good teaching in the Foundation Stage ensures generally good achievement and current children are on course to reach their early learning goals by the time they leave the reception class.

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

Standards in:	School results	National results
Reading	14.7 (15.6)	15.8 (15.7)
writing	14.2 (14.1)	14.6 (14.6)
mathematics	15.4 (15.2)	16.2 (16.3)

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

2. National Curriculum test results for pupils at the end of Year 2 in 2004 were well below average in reading and below average in writing and mathematics. In comparison with similar schools, that is those that have a similar percentage of free school meals, these results were well below average in reading, writing and mathematics. Girls did better than boys in tests in all three areas. Small numbers of pupils make comparing their results with national figures unreliable; for example, there was a much higher than usual concentration of pupils with special educational needs in the 2004 test group. Over the last five years there have been minor fluctuations in results but, overall, they have fallen behind the improving national trend. Provisional test results indicate a marked improvement.
3. Current standards in Year 2 confirm recent improvements and are above average in science and average in English, mathematics and ICT. This improvement is due to the different nature of the group of pupils and more focused teaching which has successfully started to raise standards. Achievement in Years 1 and 2 is good.
4. Results at the end of Year 6 in 2004 were well above average in English and science and very high (in the top 5 per cent) in mathematics. Compared with these pupils' results in their Year 2 tests, these results are well above average in English and very high in mathematics and science, indicating good achievement. This improvement is due to good teaching, with particular strengths in Years 6. Girls' performance was similar to that of boys, indicating that the school's efforts to close the gender gap are largely successful. This particular group of pupils reached much better standards than in previous years. Current standards are a little lower; this is solely a reflection of the composition of last year's Year 6 group. Again, small numbers of pupils make comparing their results with national figures unreliable. Over the last

five years, results at the end of Year 6 have improved much more rapidly than the national trend. Provisional results in 2005 indicate continuing high standards but there are currently no national averages for comparison.

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

Standards in:	School results	National results
English	29.0 (27.0)	26.9 (26.8)
mathematics	30.2 (27.0)	26.9 (26.8)
science	31.4 (27.9)	28.6 (28.6)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

5. Pupils achieve well in Years 3 to 6, and pupils in Year 6 reach standards which, overall, are above those expected nationally. Teaching is frequently very good in Year 6. This means that an accelerating pace of improvement is evident in the year before pupils leave school. Pupils contribute well to the improvements in their standards; their mature attitudes and strong concentration are positive influences. Good assessment means that the promotion of learning through an understanding of pupils' strengths and weaknesses is consistently strong.
6. All subjects make very good contributions to the development of pupils' language and literacy skills. Work is technically accurate, with above average standards of grammar, spelling and punctuation. Handwriting is good. There are plentiful opportunities to develop and praise pupils' writing. The very good provision that the school makes in this area has been effective in raising standards in English.
7. The contributions that other subjects make to the development of numeracy skills are satisfactory but not comprehensively planned for. Science and history, in particular, make contributions to the development of numeracy skills. Pupils achieve standards in ICT that are above national expectations at the end of Year 6, helped by enthusiastic teaching and plentiful opportunities for pupils to practise their skills. Almost every subject on the curriculum utilises ICT to enhance pupils' learning, with notable examples in English and history.
8. The school is inclusive in promoting pupils' achievement, whatever their learning needs. Pupils with special educational needs achieve as well as their peers. This is because teachers know pupils and their learning and other needs well. Pupils with special educational needs achieve well as a result of the well-targeted support they receive in lessons, small groups and individually.

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

Pupils have **very good** attitudes to learning. Behaviour is **good**. Pupils have **very good** relationships with each other and with all adults in the school. Attendance is **good**. Provision for spiritual, moral, social and cultural education is **good**.

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

- Pupils enjoy coming to school. They find lessons interesting and participate in a wide range of extra-curricular activities.
- Attitudes to learning are very good.
- Pupils have very good relationships with their peers and all adults in the school.
- Social and moral development is very good and is very well supported by the strong Christian ethos of the school.
- Behaviour throughout the school is good and bullying is not an issue.

#### **Commentary**

9. Pupils enjoy coming to school, largely because teachers are friendly and caring and lessons are interesting. As a result of this, pupils achieve well and take pride in their work. They participate in and enjoy a wide range of extra-curricular activities and this also has a significant impact on their personal and social development.
10. Pupils have very good attitudes to learning. In lessons they listen to instructions and concentrate on the tasks they are given. They enjoy lessons and are always keen to answer questions and participate in discussions. They find work challenging but are well supported and encouraged by teachers, support staff and other adults who help in the classroom. All achievement is valued and celebrated. Because of this they make good progress.
11. Pupils have very good relationships with their peers. In lessons they are able to share resources and work collaboratively in pairs and small groups. They listen to what others have to say and are able to recognise, support and celebrate the achievements of others. In the playground all pupils play well together and there is no rough or aggressive behaviour. Lunchtime is a social occasion where pupils are polite and friendly towards each other. These considerable strengths have ensured that the rate of exclusions at the school is very low.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	156	1	0

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

12. A strong Christian ethos permeates the school and impacts significantly on pupils' social and moral development. Pupils are encouraged to support and care for others by raising money for charity, donating food to the Salvation Army night shelter at harvest festival and supporting residents of the sheltered accommodation for the elderly in the village. All staff act as good role models by encouraging pupils to value and accept the beliefs of others.
13. Pupils' personal development is good. This includes individual classroom responsibilities and, in Year 6, whole school responsibilities which include working in the library, setting up equipment for assembly, distributing playground equipment and ringing the bell at playtime.
14. Behaviour throughout the school is good. In lessons pupils settle quickly to the tasks they are given and concentrate on their work. This ensures that lessons have minimum disruption so that all pupils can focus on learning. Around the school pupils move in an orderly manner and after play they line up quietly and return to their classrooms. In the playground pupils are lively and boisterous but they are well supervised and the playground is a safe place where bullying is not perceived as a problem
15. Attendance is above the average and pupils come to school on time, which ensures a prompt start to the school day.
16. Pupils are taught about different religions and celebrate a range of religious festivals including Diwali and Chinese New Year. Whilst provision for multicultural development has improved pupils' understanding of living in a multicultural Britain, it is still underdeveloped.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is **good**. Teaching and learning are **good**. Assessment is **good**. Pupils' work is thoroughly assessed but the results are not fully used to help improve standards. The school's curriculum is **good**. The way the school cares for pupils is **very good**. There are **very good** links with parents and with the community.

### Teaching and learning

Teaching and learning are **good**, overall. Assessment is **good** but marking is of variable quality.

### Main strengths and weaknesses

- Teaching and learning are good, overall. The best teaching develops links across a range of subjects.
- There is a positive atmosphere in lessons. Pupils participate enthusiastically in learning.
- Assessment is good but is not used enough in setting useful targets to help pupils improve their work.
- Marking of pupils' work has some inconsistencies; in some areas it lacks detail and gives too little indication of what pupils should do to improve.
- Planning of lessons is thorough, including opportunities for ICT, ensuring that pupils of all abilities learn effectively.

### Commentary

#### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	7	14	4	0	0	0

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

17. Teaching and learning are good, with a large proportion of very good lessons seen, and one that was excellent. The best teaching was seen in the reception class and in Year 6. It is characterised by careful and thorough planning, stimulating activities incorporating more than one subject and clear co-operation between teachers and teaching assistants to improve learning opportunities. It is particularly strong because high expectations are set and teachers encourage pupils very well. As a result, behaviour of these youngest and oldest pupils is very good and the pace of learning is frequently rapid. Other teaching is usually good but sometimes lacks inspiration and such a strong focus on achievement.
18. Teaching and learning in the reception class are good and children achieve well. Teachers plan lessons in detail, and use the national targets for learning for children of this age effectively to plan activities to meet the children's needs. Together with the support assistants, all staff work very well together as a team. Behaviour management is good and, as a result, children quickly learn what is expected of them. Consequently, they are generally polite and interested in their activities.
19. Across the school, lessons are very well planned so most proceed with little wasted time. Planning usually displays clear learning objectives and teachers invariably return to the objectives in the closing sessions of lessons to consolidate learning and to assess what pupils have achieved. The quality of planning means most lessons have a strong pace and a corresponding response from pupils, who are then able to work productively throughout sessions. ICT is very well used to support learning. Teachers use the ICT suite regularly to enable pupils to undertake research, to prepare presentations and to word process work. Lessons are often enlivened by computer projections onto a whiteboard, which enable, for example, brief film clips of evacuees during World War 2 to bring a history lesson to life.

20. Teachers' expectations are generally very good. Teachers know pupils well and are sensitive to each individual's needs; hence the behavioural and academic expectations set for individuals are usually appropriate. This is very effective promotion of educational inclusion. Teachers frequently praise pupils warmly, engendering positive attitudes. Because pupils are usually well behaved and focused on their lessons, teachers can – on occasions – talk for too long before setting pupils off to do their own work. This can slow the pace of learning. It also reduces opportunities for pupils' to work independently.
21. Teachers ensure that pupils with special educational needs achieve as well as other pupils. There is close support and kindly advice in lessons which reassures and encourages pupils to think for themselves and acquire key skills, especially in literacy and numeracy. Teaching assistants and additional teachers, who support individual pupils, are effective in teaching small groups of pupils in literacy and mathematics. They are skilful at giving support, unobtrusively but successfully. They get to know the needs of their pupils well so that they know naturally whether firmness, guidance or simply moral support is required at any one time.
22. The way pupils' work is marked is inconsistent. At its best, work is carefully marked, with helpful suggestions given how pupils could improve their work. Marking is regularly done in all years and subjects. However, it too often does not engage enough with pupils so that no discernible improvement is seen as a result of marking.
23. The work of children in the reception class is assessed well and is used to promote the good learning. The school assesses pupils' work in English, mathematics and science well and uses the results to allocate resources and group pupils efficiently. Some useful targets for older pupils approaching their examinations are set. Elsewhere, targets set depend on class teachers. There is no common school system and this is confusing to pupils and unhelpful to their achievement.
24. The way that pupils learn is good. They have very good attitudes to one another and their teachers, and show a strong work ethic, concentrating well. Teachers and assistants work hard with all groups of pupils to ensure that they make strong efforts in all phases of lessons. Most teaching ensures that pupils have a good knowledge of their own learning in lessons, but the lack of consistent target setting means that, with the exception of pupils in Year 6, their understanding of how to improve is less strong. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford and help and support one another's efforts in the classroom.

### **The curriculum**

The curriculum provides a **good** range of opportunities to meet the needs and interests of the pupils. A **good** range of additional activities promotes learning and the self-esteem of pupils. Accommodation is **good** and resources are **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is broad with good links between subjects
- ICT is used well across the curriculum.
- Pupils with special educational needs are well supported.
- A wide range of visits, visitors and additional activities enhances learning and enriches the basic curriculum.

### **Commentary**

25. The curriculum is well planned to ensure that all elements of the National Curriculum are taught. There is, rightly, due emphasis on the basic skills of English and mathematics but all

other subjects are also well represented. The youngest children get a good start to school across all the recommended areas of learning

26. Teachers make good links between subjects when planning their lessons and this helps to make learning relevant and cohesive for the pupils. For example, older pupils are involved in 'Web Play' which is a project which involves pupils in linking with another school through ICT but pupils also develop play-writing skills and performance confidence and find out about other cultures and ways of life far removed from rural Minsterley. There are good examples of art and design being used effectively to illustrate topics in history as well as design and technology skills being used in making Chinese kites to link with geographical studies. Literacy and ICT are integrated well into most subjects and numeracy is well used in science and design and technology.
27. Throughout the school, visits and visitors add to the richness of the curriculum. For example, as part of their work in knowledge and understanding of the world, the youngest children took a steam train ride on the Welsh coast. On return to school, children compared similarities and differences between the two locations as well as considering changes that had occurred in the village in their short lifetimes. Older pupils visited the national space centre to enhance their science work on 'the earth and beyond'. Out-of-school clubs have proved popular with sport skills being taught, thriving guitar clubs and a popular church group. Such activities allow all pupils access to a range of activities that extend what is taught in lessons and help to develop positive attitudes to learning. The popular residential visits do much to develop the confidence and social skills of the older pupils.
28. Provision for pupils with special educational needs is good, because in addition to the good support they receive in lessons, targets in their individual plans are realistic and reviewed regularly. Well-qualified teaching assistants are actively involved in all parts of lessons; for example, they support pupils with special educational needs well.
29. Accommodation is good. The building is spacious and attractive displays celebrate pupils' achievement. Outdoor provision for the youngest pupils is good. However, library accommodation is not fit for purpose. It is located in a corridor and gives little opportunity for quiet work or research. Outside, there are extensive grounds for which there are developments planned.

### Care, guidance and support

The way the school cares for pupils is **very good**. The support, advice and guidance pupils receive are **good**. The involvement of pupils in the school's work is **satisfactory**.

### Main strengths and weaknesses

- Pupils strongly trust their teachers and other adults in the school.
- Induction arrangements are very good.
- There is very good support and guidance for personal development.
- There is no school council to provide a forum for pupils' opinions to be heard.
- Pupils have individual targets which are reviewed every term, but targets are variable and not always used consistently.

### Commentary

30. The school provides a very safe, caring and supportive environment for all pupils. Health and safety inspections are conducted annually by governors and there are four staff qualified as first-aiders and clear procedures for recording and dealing with accidents. The person responsible for child protection has been fully trained and there has been training for all staff on procedures to be followed, together with guidelines on how to identify children who may be at risk.

31. All pupils have very good relationships with their teachers and other adults in school. Teachers listen and are always available to help. This trust ensures that pupils feel confident to talk to their teachers if they have any problems or concerns. Pupils of all abilities, particularly those with special educational needs, are valued, respected and well supported.
32. Induction arrangements for children coming into the reception class are very good and ensure that they settle quickly into the life and routine of the school. There is a meeting for parents where they are given an information pack and then children spend a morning then a whole day in school, which includes staying for lunch with their parents. The vast majority of children come into school from the nursery which shares the school site, so they are already familiar with the school.
33. There is very good support and guidance for personal and social development. The head teacher and staff lead by example in teaching good behaviour, good manners and respect for others. Teachers know their pupils well and personal development is effectively monitored as pupils move through the school and is specifically commented on in pupils' annual reports. Whilst there is very good tracking of pupils and comprehensive records kept by teachers with termly individual target setting and reviews, assessment is not always used consistently to set these targets. Not all pupils are aware of their own targets and what they need to do to improve.
34. Pupils' views are listened to and acted upon. For example, the suggestion to hold a pokemon tournament was implemented and organised by the pupils. These opportunities are informal and pupils do not have a voice through a school council, which died away some time ago. The school has addressed this and a school council is to be established at the start of the coming school year.

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

Links with parents, the community and other nearby schools are **very good**. The school provides, develops and maintains an active partnership with parents and the wider community.

### **Main strengths and weaknesses**

- Relationships with parents are very good and parents support pupils' learning well.
- The school provides very good quality information to parents.
- There is a strong parent/teacher association, which supports the school.
- There are very strong links with the local community.

### **Commentary**

35. The school has established a very strong partnership with parents, who are very supportive of the school and the work it does. There is a successful open door policy where staff, including the head teacher, are always available to talk to parents. Consequently parents feel comfortable to talk to teachers if they have any concerns or problems.
36. The quality of information to parents is very good. Regular newsletters and the governors annual report keeps parents up to date on what is happening in school with information on events and activities. Parent and teacher meetings are held twice a year and provide parents with information on how pupils are settling in and the progress they are making. There is a separate meeting for parents of pupils with special educational needs where progress is discussed and targets reviewed. Pupils' annual reports give detailed information on what pupils know and understand and give targets for improvement.
37. A strong parent teacher association organises a range of social and fund-raising activities. They raise over £3,000 annually, which is used to subsidise school trips and subsidise

educational visits for the school, which has included portable stage lighting and a digital camera. In addition, £75 is given to every class each term to subsidise school visits. Their contribution has a significant impact on the social life of the school as well as improving educational resources.

38. The school is very much a part of the local community. It has strong links with the three local churches. Pupils visit the churches and ministers come into school to take assembly. The school supports local and national charities and, at harvest festival, food parcels are donated to the Salvation Army night shelter. In this way pupils learn about the importance of supporting others less fortunate than themselves. The school has strong links with the British Legion and pupils take part in the Remembrance Day service and visit the local war memorial to support learning for their topic work on World War 2. Pupils also have regular contact with elderly residents who live in sheltered housing. They visit the centre at Christmas to sing carols and residents have been invited into school to take part in a county disability arts project.
39. Parents of pupils with special educational needs are well informed and, in addition to regular meetings with staff, are able to meet informally to discuss their children's needs. There are good links with the variety of additional services that support pupils' learning needs.
40. The school has very good links with the local secondary school to which most pupils transfer. Its sports facilities are regularly used and pupils participate in science and mathematics activities. Prior to transfer, Year 7 staff visit the school and meet the pupils and this is followed by a two-day induction visit where pupils meet their new teachers and participate in lessons. This ensures that there is a very smooth transition into secondary education.
41. A number of parents and other adults from the local community help in the classroom, hearing pupils read and helping with cookery and design and technology. Many parents make themselves available to help on educational visits and school trips. Most parents try to support their children at home and there is a clear expectation that parents should regularly listen to children read and work with them with spelling homework. At the beginning of each term parents are given information on the topics pupils will be working on, so that they will be able to help pupils with their projects.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good**. Leadership of the school by the head teacher is **good**. The leadership of the key staff is **good**. The management and governance of the school are **good**.

### **Main strengths and weaknesses**

- The leadership and clarity of vision of the head teacher are good.
- There is a very strong commitment to inclusion and equal opportunities.
- Governors are very supportive of the school.
- The school makes an excellent contribution to initial teacher training.
- The head and senior management provide very good role models for staff and pupils.

### **Commentary**

42. The leadership of the school by the head teacher is good and he is well supported by other senior staff. The head teacher has developed a clear vision of the school as one that is happy, open and inclusive. He works collaboratively with governors, staff, parents and pupils who all value the contributions he has made to the school. Parents come into the school as a matter of course at the start and end of the day and the head teacher is often found chatting to groups of them. This greatly facilitates open lines of communication and is much valued by parents. There is a very strong commitment in the school to ensure that all pupils are fully included in the range of activities offered. The school is successful in providing for all its pupils, including



those who have some difficulty with learning. The head teacher is well supported by the deputy head teacher, who shares his sense of purpose. They both lead their subject areas, science and ICT respectively, well.

43. The school has a good improvement plan that is successfully moving it forwards. Performance data, especially the results of tests and examinations, is reviewed and evaluated regularly and action taken where required. Subject co-ordinators for English and mathematics have had too little time to monitor teaching and improve its consistency. This has limited their ability to manage their areas. Monitoring by the head teacher and senior management has also been limited in the last year.
44. Leadership and management of special educational needs are good because the subject leader has good systems and procedures in place to identify and support pupils. She works closely with all staff, parents and governors to address the pupils' needs. Whilst opportunities to check on the quality of pupils' individual learning plans are planned, other checks on how teachers plan work for pupils in their class and the quality of support by teaching assistants are limited.
45. The governing body has a good overview of the school, supporting the school well and governors fulfil their statutory duties effectively. Governors are aware of their role and the need to be well informed. As a result they seek to ensure their own professional development, for example through the training for all governors in child protection. They are actively involved in the life of the school and develop a first-hand knowledge through lesson observations and discussions with staff, supporting the head teacher in his drive to provide a good quality education for all its pupils. Governors follow the principles of best value well, seeking advice from the local education authority where appropriate.
46. The school has a very good reputation for its work with students training to be teachers. It makes an excellent contribution in this area. It has links with four initial teacher training providers and is highly regarded by these colleges for the powerful support it gives to trainee teachers. The school manages these often complex arrangements with great efficiency so that no pupils are disadvantaged and it rightly feels that it also benefits from the inputs these trainees make to school life.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	381,245	Balance from previous year	8262
Total expenditure	397,307	Balance carried forward to the next	-7800
Expenditure per pupil	2546		

47. The school is well organised and managed, and staff are clear about their roles and responsibilities. The school is supportive of individual training needs and helps staff to set objectives on a regular basis. Day-to-day management is good. Finances are well managed and improvements clearly targeted and financed. Because of the good standards achieved, and taking the below average costs into account, the school provides good value for money.



## **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**.

#### **Commentary**

48. Children in the reception class are given a sound start to their education. Children are below average attainment in most learning areas when they start school. They quickly adopt a positive attitude to learning and by the end of reception year they have made good progress in most areas of learning and reach expected levels. This achievement is due to good teaching. Planning with teaching assistants takes place to ensure commonality of experience for all children. The judicious blend of child-initiated and teacher-directed activities, appropriate to the age and abilities of the children, ensures there are sound foundations for later learning. Enthusiastic and experienced teaching assistants add to the quality of experience that the children receive.
49. The curriculum is well planned and children are given a wide range of experiences that are stimulating, interesting and of good quality. This motivates all children, including those with special educational needs, to learn well and children enjoy all areas of learning. All staff bring enthusiasm, skill and understanding to the children's learning and every opportunity is taken to develop spoken language, literacy and numeracy skills.

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

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

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

- The children achieve well because of the good focus on developing their personal skills.
- Staff have high expectations of how the children should behave and set good role models for the children to copy.
- Good relationships exist between staff and children.
- Children's understanding of how they can improve their work is under-developed.

#### **Commentary**

50. Because there is good teaching and learning in this area of development, children achieve well and most will be at expected levels by the end of the reception year and a few will surpass them. All children receive patient and caring support and much of the teaching in personal, social and emotional development underpins the work in the other areas of learning. This ensures that expectations are reinforced through the range of different activities on offer and that learning in this area is set within meaningful contexts. Once in school, valuable time is spent settling children so that they get to know daily routines and procedures. Children understand the need to change activities and learn how to make independent choices. When they set off on their tasks, they show interest and share resources. Children create an octopus with play-dough following a sequence of pictures or sit quietly in the book corner. They take part willingly at tidy-up time, because they have learnt that working together makes the task easier. Relationships are positive throughout the reception class and children have the opportunity to develop effective working relationships with one another and the adults who work with them. Adults set good examples for the children to copy, and interactions are positive; this plays an important part in the children's learning and contributes well to their social development.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching is good, especially the teaching of basic skills but children's understanding of how to improve needs greater promotion.
- There are exciting and varied activities to promote children's reading, writing and talking.

### **Commentary**

51. The teacher and teaching assistants give a high priority to extending children's language skills. Working in small groups provides good opportunities for children to talk and listen to others. Staff discuss work sensitively with children during activities which helps children who, in particular, lack confidence or have difficulties with speech. They chat to, question and encourage children to extend their vocabulary and confidence in the spoken word. Children initiate and develop their own conversations, whilst mixing paints for example, or discuss their exciting day at the seaside. Teaching is good, therefore, enabling children to achieve well and reach their expected goals, enabling a few to surpass them.
52. Children practise phonic skills, which helps them to write new words. Most children can identify individual letters and use them in recognisable form in their writing. Basic writing skills are taught well and children see the purpose of writing because activities are often linked to work in other areas of learning such as writing about making play-dough or how their village has changed. To promote the development of early reading skills, the classroom is rich in print, labels and the work of children. The children benefit from a range of fiction and non-fiction books and clearly enjoy the stories and poetry that the class teacher reads to them. They are eager to join in when they can.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching provides stimulating opportunities for all children to develop mathematical understanding.
- Thoughtful use of resources helps to promote learning but children do not have a very clear understanding of how to improve.

### **Commentary**

53. Teaching is good and provides an exciting and relevant range of practical activities to develop children's basic skills and extend their mathematical understanding. Teaching is especially good at linking mathematics with other activities. For example, the teachers use number songs and rhymes which give the children opportunity to count forwards and backwards, using odd and even numbers. Higher ability children are given more demanding tasks, often working with Year 1 pupils, whilst the youngest and most immature children are very well supported by the teaching assistant. As a result of this good teaching, children achieve well and are on course to meet their goals by the end of the year, with a few surpassing them.
54. A good range of attractive resources stimulates learning well, such as the use of small teddy bears and large ladybirds when counting. Children enjoy the challenge of various games, they work on the computer and a variety of associated activities ensures they gain a secure understanding of the work they are covering. Children with special educational needs receive

good support with the steps in learning being smaller. This builds in success and children show great pleasure in their achievements.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children learn well through activities that are stimulating, exciting and fun.

### **Commentary**

55. Children enter school with a limited knowledge of the world around them and the school works hard at extending their knowledge and experiences. Teaching motivates children by providing them with thought-provoking experiences. For example, children use mirrors to examine the features of their faces and reproduce them using a variety of media. Children are beginning to understand that their snack and fruit are good for them and, thereby, learn the importance of eating healthily. They use ICT to create sentences using a word bank and occasionally use the computer suite. Children use photographs of Fairbourne and Minsterley to look at similarities and differences as they compare locations.
56. Such activities provide chances for children to draw on their own experiences and this helps them develop an awareness of themselves and others. Children learned about feasts and festivals and heard the story of Noah. This enables children to learn how different groups of people are the same and yet different. By the end of the reception year, children have achieved well and meet their targets because of the good teaching.

## **PHYSICAL DEVELOPMENT**

57. It is not possible to judge the provision for physical development as only a short session was seen. There is a newly opened outdoor play area for the children to use but it is small for large wheeled toys. Children use a range of small equipment and classroom activities provide good opportunities to develop co-ordination and fine motor skills, which are necessary for early writing activities. For example, children made octopi from play-dough, rolling, shaping and moulding the material and used scissors, paintbrushes and glue sticks in their creative work.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Lively activities capture children's interest and stimulate them to use their imaginations to develop their ideas.
- Children need more information to help them understand how to improve.

### **Commentary**

58. Teaching motivates children by providing varied and challenging creative opportunities. Children concentrate hard, for example, to make puppets from socks and wooden spoons, to copy the work of Andy Goldsworthy using a variety of papers and techniques and make good use of ICT to create fruit faces in various styles. They are given many opportunities to develop their creative skill. They use paint, crayon and pastel to create self-portraits and are amazed, during a colour mixing activity, how red and blue paint becomes purple. Conversations with adults in these activities are a strength of teaching.

59. The classroom bears evidence of how the arts are used to make learning relevant and indicates clear links between the different areas of learning. For instance, the work on the seaside trip covers aspects of geography, history, science and creative artwork. Children achieve well because of the good teaching and, by the end of the reception year, their attainment is as expected for children of their age.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve well during their time at school.
- Lessons are very well planned and positive relationships make learning pleasant.
- Leadership and management have been effective in raising standards but there is no regular, detailed monitoring of teaching.
- The assessment of pupils' work is good.
- The library is too small and lacks sufficient modern books.

#### **Commentary**

60. In national tests in 2004, pupils' results at the end of Year 2 were well below average in reading and below average in writing. In comparison with similar schools, standards were below average in both areas. From 2000 to 2004, standards at the end of Year 2 fell compared with the improving national trend. Preliminary indications are that standards in 2005 tests rose markedly. This is borne out, as current standards in Year 2 are average, indicating satisfactory achievement for these pupils.
61. 2004 results at the end of Year 6 were well above average and, compared with these pupils' prior attainment at the end of Year 2, were also well above average. From 2000 to 2004 standards improved more quickly than national improvements. Recent indications of 2005 results indicate that these standards have been largely maintained. Current standards are above average. Pupils' achievement in Years 3 to 6 is good. Pupils with special educational needs achieve similarly. Girls' results were better than those of boys in Year 6 tests but the difference is smaller than the national difference.
62. The school reacted to the disappointing test results in Year 2 in 2003 and 2004 with vigour. Greater emphasis on developing literacy in a wide range of subjects has paid off and standards have improved.
63. In speaking and listening, current standards are average in Year 2 and above average in Year 6. Encouraged by effective teaching, pupils' answers to questions are confident and they begin to explain their views at length by Years 5 and 6. Because pupils receive regular opportunities to speak aloud in class, their skills improve and they speak with increasing assurance, reaching above expected standards by Year 6. Listening skills are average at all ages; pupils are eager to respond to their teachers and they concentrate well; encouraged by regular opportunities for pair work, they develop skills in listening carefully to their peers, which encourages their learning. In reading, standards are above average across the school. In Year 2, most pupils demonstrate understanding of simple passages and most confidently express opinions on what they have read. Most pupils can work out how to read new words and show good expression as they read. In Year 6, pupils are confident readers and are comfortable reading unfamiliar texts. Pupils know how to find reference books in the small school library and show good familiarity with books. They develop good research skills and their use of expression when reading aloud is strong.

64. In writing, current standards are average in Year 2 and above average in Year 6. In Years 1 and 2 there are many opportunities for pupils to write in a range of subjects. As a result, they achieve well. The practice they have and teachers' high expectations promote improving standards of handwriting and presentation. Most monosyllabic words are correctly spelled. By Year 6, most pupils' writing is fluent and joined; spelling shows good consistency and punctuation is consistent and appropriate. Pupils' vocabulary is broad and used adventurously. Emphasis on the correct terms to use in subjects like history encourages pupils to select the correct words when expressing themselves in both writing and speaking.
65. Teaching and learning are good. Most lessons observed were good and this has a positive impact on achievement. Teaching is best in Year 6 where there is a very strong focus on success in national tests. Teaching is planned very carefully to give a varied range of activities and to provide the correct degree of support and challenge for all pupils, including those with special educational needs. In this way it includes all pupils in their learning. Good resources are used well to provide stimulation in lessons. The specific requirements of all pupils with special educational needs are well known to teachers and teaching assistants and are addressed in both planning and classroom practice. ICT is well used to engage pupils in their learning. Relationships are strongly fostered by teachers, who tirelessly encourage pupils. Pupils live up to these expectations and help each other with their learning. Their behaviour is invariably very good and they adopt very positive attitudes to their learning. There are some areas for development in teaching. Some teachers dominate lessons and do too little to promote pupils' independence. Pupils' work is carefully and thoroughly assessed and this is used to ensure that pupils have the correct degree of challenge. However, targets are not consistently set and while marking is regular it is not sufficiently helpful in offering guidance on how to improve.
66. Leadership is good. The co-ordinator works closely with staff and ensures that the curriculum is planned effectively. Teaching assistants, helped by thorough planning, provide skilful support in the classroom where it is most needed. Management is good. Analysis of test results has led to support of those who are falling behind and has helped raise standards. There has been minimal monitoring of teaching in the last school year but monitoring of pupils' work has helped ensure consistency in teaching. Resources are satisfactory. The library is unsatisfactory; it is too small and in an awkward space in a busy corridor. Too many of the limited stock of books are obsolete.
67. Improvement since the last inspection is good. Standards have fluctuated over the years but, overall, have risen and teaching has improved.

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

68. The influence of the National Literacy Strategy feeds effectively into the approaches to teaching in many subjects. Literacy skills are well promoted through links that have been evolved between subjects. For example an analysis of the arguments for and against the bombing of Dresden in history was successfully used as a stimulus to promote extended writing in a Year 6 class. The correction of presentation and of technical errors in the use of language across the subjects of the curriculum is generally effective in promoting improving accuracy in pupils' writing and presentation of work.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good, with some very good teaching in Years 5 and 6, so that pupils achieve well as they move through the school.
- Pupils have good attitudes to mathematics because lessons are engaging and challenging.

- Assessment is used well to plan and support pupils within lessons; however, its use to set targets and show pupils how to improve is inconsistent.

## **Commentary**

69. Standards in Year 6 are well above average and progress within this year is very good because of the high quality of teaching and the relentless focus on teaching basic skills. In 2004 results in national tests were very high and in the top 5 per cent nationally. In tests this year, high standards have been largely maintained and all pupils are expected to reach the national expectations and a significant proportion to exceed them. Year 2 pupils achieve well to reach broadly average standards from a below average starting point on joining school. 2004 results in national tests were below average. Provisional results for 2005 indicate good improvements in test results. Throughout the school, lower attaining pupils and those with special educational needs achieve well because they benefit from well-targeted support and encouragement from all staff, particularly the teaching assistants, both in lessons and in small groups.
70. Teaching and learning are good. Teachers plan lessons very well, with a range of interesting activities that are well matched to pupils' individual needs. Pupils are encouraged to explain their answers and ideas, deepening their understanding and use of different mathematical strategies and concepts. For example, in a very effective Year 5 and 6 lesson, regular opportunities were provided for pupils to discuss their ideas with 'talk partners' when solving mental mathematics problems and high teacher expectations ensured pupils answered using mathematical vocabulary. In lessons, teachers successfully assess pupils' progress and adapt their planning for the next session, building on pupils' current understanding. Where teaching is consistently very good, this is also seen in the marking of pupils' work. Teachers set clear targets and share with pupils what they need to do next to improve. However, the quality of marking and target setting is not yet consistently of the same high standard across the school and pupils in some classes are not always aware of what they need to do next to improve.
71. Leadership and management are satisfactory. The subject leader is keen to take responsibility and has a satisfactory understanding of the main strengths and areas for improvement in mathematics as a result of the school's good understanding and use of data. However, her role has not yet been developed sufficiently to enable her to make the rigorous checks on teaching and learning and tackle any inconsistencies. The school has identified the need to develop leadership and management of the subject further and has planned training for the next academic year to address this.
72. The school has made good improvement since the last inspection. This is the result of the focus on raising standards and improving the quality of teaching by ensuring teachers challenge and support pupils of all abilities.

## **Mathematics across the curriculum**

73. Mathematical skills are developed adequately across other curriculum subjects. Pupils use measurements accurately when designing and making in design and technology and when recording result in scientific investigations, whilst in history the chronology of different historical periods, such as the Egyptians and World War 2, is studied. Whilst these opportunities bring the mathematics curriculum to life for pupils and contribute to their good achievement, they are not always consistently identified and planned.

## **SCIENCE**

Provision in science is **good**.

## **Main strengths and weaknesses**



- Standards are above average by the end of Year 2 and Year 6 and all children achieve well.
- Teaching and learning are good, and some are very good or excellent.
- There is strong development of practical investigative science throughout school.
- All pupils have too few opportunities to write scientifically.

### Commentary

74. Pupils do very well in the national tests at the end of Year 6 because of a good revision programme and strong teaching. In 2004 standards were well above average and initial indications from 2005 results are that high standards have been largely maintained. By the end of Year 2, current standards in science are above average. Pupils' achievement is good because pupils understand the need to work hard and enjoy the practical way in which science is taught. Throughout Years 3 to 6, pupils maintain their very good attitudes towards learning and by the end of Year 6, standards are above average and achievement is high.
75. There is a strong whole-school focus on the development of practical, investigative science. This has benefited the progress that all pupils make and underpins all science work in school. For example, Year 2 pupils undertake work on plants. They explore where plants grow well around the school grounds and then investigate whether a plant would grow healthily without sunlight whilst understanding the need to keep the investigation 'fair'. Pupils make meaningful attempts to interpret their results but their recording work lacks individuality. Pupils with special educational needs achieve as well as their classmates because they are well supported by teaching assistants who help them access learning in smaller steps than their peers.
76. By Year 6, pupils' work continues to be of high quality. They understand how light travels, how different musical instruments can change pitch and investigate if friction can be reduced by using liquid lubricants. Pupils investigated the effect that exercise had on their pulse rates and were able to experience how their bodies coped with strenuous activity. However, there is limited opportunity for these pupils to write scientifically, enabling them to make greater use of their literacy skills and use scientific vocabulary with confidence. These pupils have no opportunities to record their results in a way that they decide is most appropriate.
77. Teaching and learning are good and some are very good. One lesson during the inspection was excellent. Where high quality teaching was observed, teachers were confident with their own subject knowledge and this was reflected in the variety of learning opportunities that the pupils were given. Pupils in these lessons were given choices of resources, were able to carry out their investigations and were given some responsibility for their own learning, contributing well to their personal development. Pupils knew what they were going to learn and had a very good attitude towards their learning. Most pupils are eager to work hard to meet their teachers' high expectations. However, this approach was not consistently seen and younger pupils needed to be given these opportunities more frequently.
78. Teachers make effective use of ICT in science. It is used as a research tool, for sensing data and for recording results in graphs and tables.
79. Leadership and management are good. The role of the subject co-ordinator is very well developed. He has a good understanding of the subject throughout the school but does not, as yet, monitor planning, teaching and pupil work. Since the last inspection there has been an improvement in science standards in the Years 1 and 2 and older pupils have maintained their strengths in the subject; improvement is satisfactory.

### INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

### Main strengths and weaknesses

- By the end of Year 6, standards are above average; pupils achieve well.
- Good leadership and management in the subject have meant that ICT has developed well and is in a strong position to develop further.
- Teaching is good, especially in the older classes.
- There are many opportunities for pupils to use ICT to support their work in other subjects.

### Commentary

80. Standards are above average by Year 6 and pupils' achievement is good. By the time they leave the school, most pupils are confident at a computer keyboard, can access programs and the Internet competently, and can apply their knowledge to benefit their subjects. More able pupils show great versatility and confidence. By the end of Year 2, pupils' achievement is satisfactory and their attainment is sound. Most pupils have basic word-processing skills and use certain simple programs effectively but few have advanced skills. Pupils with special educational needs achieve as well as their classmates because teachers plan to meet their needs and support staff help them access learning.
81. The school has done well to promote and develop ICT over recent years. The computer suite and the ample resources motivate pupils to learn. For example, digital cameras are frequently used and the digital microscope enhances science work.
82. Teaching is good and some is very good. Teachers plan well to ensure that all pupils benefit from the same curriculum and teaching assistants play a significant part in helping pupils learn. Staff clearly explain the aims of lessons and demonstrate new skills effectively, so that pupils quickly apply them on the computers. For example, a Year 4 and 5 class investigated the 'Paint' program whilst linking their work to mathematical symmetry and the art work of Kandinsky. Year 6 pupils are confident when accessing the Internet and know how to use a search engine to answer questions. Teachers encourage pupils to succeed, and praise their efforts, so that pupils enjoy the subject and work hard.
83. Leadership and management are good. The subject leader is a computer enthusiast and is recognised nationally for his development of the subject in a rural context. He motivates pupils to enjoy the subject and supports all staff well as they gain confidence with new hardware and software. Improvement since the last inspection is satisfactory. Although there has been a slight decline in standards in the infants, older pupils have maintained the strong position they held at the last inspection.

### Information and communication technology across the curriculum

84. ICT is used well to develop other subjects. It is used in science and English to demonstrate recording skills, whilst Year 6 pupils research history and geography topics. Other pupils study the work of famous artists, whilst older pupils control the use of traffic lights and investigate how different papers reflect light, using sensing equipment.

### HUMANITIES

85. In the humanities area, religious education is reported in full. Work was sampled in history and geography as only two lessons were seen in history and none in geography, due to the school timetable. It is therefore not possible to form an overall judgement about provision in these two subjects.
86. In **geography**, pupils' work is enlivened by field trips to local areas. Planning indicates systematic and satisfactory coverage of the National Curriculum with a strong emphasis on environmental issues. In **history** there is also thorough coverage of the National Curriculum. Both lessons seen were good. They were well planned, with good resources, and pupils' interest was stimulated in discussing the controversy over the bombing of Dresden in World War 2. There is very good practice in using historical issues as a stimulus for other work; the

Dresden issue was a powerful stimulus in writing a 'discussion text' in literacy. Good standards of literacy and ICT enable pupils to achieve well when researching historical issues.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils have good attitudes to religious education and achieve well as a result.
- Lessons are brought to life effectively by the use of drama and other activities, but at times pupils' recorded work has less impact on their learning.
- Religious education is enriched well through visits and visitors and the use of resources.

### Commentary

87. Standards have improved since the last inspection and are now average overall with most pupils reaching the expected levels in the locally agreed syllabus. This is due to the good curriculum provided and the pupils' interest in the subject.
88. Teaching and learning are good. Teachers plan motivating lessons that capture the pupils' imagination through the use of drama and art. However, at times, where teaching and learning are less effective, pupils throughout the school are asked to record using worksheets and copy passages, tasks which have a limited impact on their understanding and knowledge.
89. Visits, visitors and resources are used well to add to pupils' understanding of the main faiths and, in particular, Christianity. For example, pupils in Years 3 and 4 were able to explain some of the main Christian signs and symbols following a visit to the local church and the subsequent use in lessons of digital photographs and artefacts from the church. In addition, pupils in Year 3 to 6 have the opportunity to attend an after-school club that further investigates the Christian faith. Pupils are able to share their experiences with the rest of the school through displays of their work and in assemblies. The use of artefacts and images from other faiths is well planned and some links to other faiths within the local area have been made.
90. Good leadership and management have ensured the subject leader is aware of the need to develop these further to ensure pupils have a clear understanding of the many faiths that make up multicultural Britain.
91. Improvement since the last inspection is good. Standards and the curriculum have improved since the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Not enough evidence was gathered in these subjects to judge overall provision. One lesson in **art and design** was observed and none in **design and technology, music and physical education** due to the school timetable.
93. In **art and design** the curriculum is planned well using the national guidance. Teachers' planning ensures that pupils are encouraged to concentrate on developing their skills in a range of media as well as providing opportunities to use these skills in creating their own work. However, the use of sketch books, both to develop skills and to experiment with their use, is varied in its quality and approach across the school. Pupils' work shows effort, enthusiasm and care and it is valued and displayed well, further promoting the subject. Opportunities are planned for pupils to study the work of different artists and they discuss their favourites with confidence. Good links are made between art and design and other areas of the curriculum to support pupils' learning and experiences. For example, as part of their science work on changing materials in Year 1 and 2, pupils worked with a visiting artist to make felt from sheep's wool, adding their own patterns during the process, whilst older pupils used their sketch books to record the local war memorial as part of their history topic.

94. In **design and technology**, pupils experience all aspects of designing, making and evaluating their work. Younger pupils have opportunity to design and make puppets using a wide variety of techniques including stick, shadow and sock puppets. They use an exciting range of textiles and other resources. They are also given opportunity to design their favourite sandwiches after carrying out a study of a variety of foodstuffs that are used for such snacks. The oldest pupils design and make a shaduf, which is linked to their history work on the Egyptians. During the present term, during their work on World War 2, they have learned how to cook using wartime rations and ingredients such as powdered egg. This helps to make the learning real for the pupils as they experience the hardships which older generations had to endure.
95. In **music**, planning shows that all the required elements of the curriculum are taught. Guitar tuition is very popular with the pupils and other instruments are taught by visiting teachers. With several talented musicians on the staff, they ensure concerts and performances contribute to pupils' overall musical experiences. In collective worship, children's enjoyment in singing hymns is obvious and contributes well to their spiritual and personal development. Here, male members of staff display positive role models, as their enjoyment of singing is obvious. A newly organised music scheme helps teachers to ensure that pupils build progressively on their skills year on year.
96. In **physical education**, the school uses its accommodation well to enable every pupil to experience all aspects of the physical education curriculum. All pupils have the opportunity to attend swimming lessons during the school and additional outdoor adventurous activities are planned for the older pupils during their residential visit. Wherever possible, the school seeks to enrich the curriculum further, whether it is through extra-curricular activities or having experts visit and coach the pupils in basketball and tag rugby, for example. The positive attitudes that the school has fostered means that all pupils, whether skilful in physical activities or not, are keen to participate in lessons and the many extra-curricular activities provided. Pupils are motivated by the many competitions that they have the opportunity to enter, being keen to participate and win. This approach has contributed to the school's recent successes, particularly in football where the team reached the national finals.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

97. One lesson was seen in this area so that provision cannot be reported. The lesson was good and pupils enjoyed discussion about the care of their teeth, showing good ideas about good and bad practice in personal hygiene. The lesson was planned to link up with work being undertaken in science and English. The area is well led and managed. The curriculum for personal, social and health education is well planned with good use of cross-curricular links to enhance pupils' learning. There is a detailed programme of personal, social and health education with drug awareness and sex and relationships education planned into the curriculum. Statutory requirements for sex and relationships education and drugs education are met. There are good opportunities for pupils to take responsibility.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
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
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	2
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	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*