

INSPECTION REPORT

ST PETER'S C OF E PRIMARY SCHOOL

Wem, Shrewsbury

LEA area: Shropshire

Unique reference number: 123511

Headteacher: Mr I Nurser

Lead inspector: Mrs L Brackstone

Dates of inspection: 18th - 20th April 2005

Inspection number: 267933

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	369
School address:	The Shrubbery Wem Shrewsbury Shropshire
Postcode:	SY4 5BX
Telephone number:	(01939) 232 292
Fax number:	(01939) 235 393
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Mellings
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

The small market town of Wem is located to the north of Shrewsbury and consists of a mixture of private and social housing. St Peter's is a large primary school and the children are accommodated in 12 classes, three of which have mixed age groups. There are slightly more boys than girls. Pupils come from Wem and some of the villages in the surrounding area, where there is large social diversity. Not many of the parents have experienced further education. Nearly all the pupils are of white British heritage and there are none who are using English as an additional language. The turnover of pupils during the school year is not high. There are 51 pupils with special educational needs, which is average for this size of school. Pupils' specific needs include moderate learning difficulties, speech problems, hearing impairment, behavioural issues and physical disabilities. Ten pupils have statements for special educational needs, which is an above average-number. The school has achieved awards for *'Investors in People'*, the *'Basic Skills Quality Mark'*, a *'School Achievements Award'*, an *'Eco School Bronze Award'* and a *'Charter Mark'*. Children start in the Nursery in the term after their third birthday. Attainment on entry is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	L Brackstone	Lead inspector	Art and design Music Religious education Provision for pupils with English as an additional language
11084	J Hughes	Lay inspector	
10611	M James	Team inspector	Science Design and technology Physical education
11642	C Parkinson	Team inspector	English Geography History Provision for pupils with special educational needs
22157	M Roussel	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Information and communication technology

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17 - 31
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school where pupils achieve **very well**. Standards in English, mathematics and science are well above average at the end of Year 6, largely because of the very good teaching in these subjects and the very good attitudes and behaviour of the pupils. The school is excellently led by the headteacher and very well managed. The curriculum is well planned and has very stimulating enrichment opportunities. The school has a very caring and positive ethos and values its very strong links with parents: it provides **very good value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve high standards in English, mathematics and science.
- The headteacher's leadership is excellent and his management very good. The deputy and other key staff support him very effectively.
- The overall quality of teaching and learning is very good and assessment is used very well to ensure that the needs of all pupils are met.
- The provision for the pupils' personal development is of high quality and underpins the pupils' very good attitudes and behaviour.
- Pupils are very well cared for and are fully supported. The way their views are heard is very good and all pupils are involved in the life of the school.
- Curricular provision is good; pupils' personal, social and emotional development is very well catered for and pupils with special educational needs are given very good quality support.
- Procedures to track and monitor pupil progress are very good.
- The accommodation is of high quality.
- Links with parents, the local community and other schools are very good.

The school has no major weaknesses and improvement since the last inspection in April 1999 has been very good. All key issues identified have been remedied. In addition, there have been improvements in the standards attained and the quality of teaching and learning. The commitment of staff and the positive relationships between the school and its stakeholders mean that it has a good capacity to continue to improve.

STANDARDS ACHIEVED

Pupils **achieve very well** and, by the end of Year 6, standards are well above average. Children start the Nursery with attainment that is below expected levels for this age. By the end of the Reception Year, overall standards are as expected nationally. This is because the quality of teaching in the Foundation Stage is good. By the end of Year 2, standards are above average in reading, writing, mathematics and science. They are average in speaking and listening. Pupils achieve well in Years 1 and 2 because the quality of teaching is good. Standards in Year 6 are well above average in English, mathematics and science, and pupils achieve very well because the quality of teaching is very good. Inspection findings reflect the national test results of 2004, where standards were well above average in English, mathematics and science. When compared to standards in relation to prior attainment, with similar schools at the end of Year 2, standards were above average in mathematics and science and average in English. Whilst this could be misconstrued as a dip in standards, it is a result of a change in the way the school data

comparisons were made in 2004 and does not reflect a decline in pupil attainment. In fact, since 2000 the trend in standards has been above the national trend, with overall standards being very good.

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

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

Standards in information and communication technology (ICT), design and technology, history and physical education exceed national expectations at the end of Years 2 and 6. Standards in religious education meet the requirements of the Locally Agreed Syllabus at the end of Years 2 and 6. No judgements were made on standards in art and design, geography and music.

Pupils' personal qualities are very good overall; moral and social development is very effective and spiritual and cultural development is good. Pupils have very good attitudes to their work; they are eager to please and keen to succeed; they are confident and all pupils work and play together happily. Behaviour is very good. Attendance rates are good because regular attendance is very strongly promoted by the school. Punctuality is very good.

QUALITY OF EDUCATION

The school provides a **very good quality of education**. The overall quality of **teaching and learning is very good**. Teachers' subject knowledge is very secure, lessons are well planned and all pupils are fairly treated. Teachers have very high expectations of work and behaviour. The time available and the good quality resources are used very successfully. Pupils are supported very effectively by teaching assistants and homework is regularly set to reinforce knowledge and skills. Assessment procedures are very good and used very well to help pupils know what they need to do to improve. The curriculum is well planned and the pupils have very good opportunities to extend their skills and understanding in the arts, humanities and sporting activities. There is very good provision for the pupils' personal development. The school takes very good care of the pupils' welfare, health and safety and ensures that pupils' views are sought. The school has very effective links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher has an exceptionally clear sense of direction and is totally committed to high pupil achievement. His deputy and senior staff support him very well and there is a real sense of teamwork throughout the school. The governance of the school is very good. The governors are

extremely supportive of the school, understand its strengths and areas needing improvement and are very involved in its future development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school and feel that it very effectively educates their children. Pupils are very positive about school life and feel that the best bit about school is their teachers.

IMPROVEMENTS NEEDED

The school has no major weaknesses but needs to improve:

- The planning for religious education in Year 6 so that knowledge and skills are taught more progressively.
- The consistent teaching of spelling and punctuation in Years 1 and 2.
- More use of ICT to support learning across the curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards are well above average by the time the pupils leave school at the end of Year 6. In relation to their prior attainment on entry into school, which is below average, achievement is very good for all pupils, including those with special educational needs.

Main strengths and weaknesses

- Standards in Year 6 are well above average in English, mathematics and science.
- Standards in history and ICT, design and technology and physical education exceed national expectations by the end of Year 6.
- Standards in Year 2 are above average in English, mathematics and science and exceed national expectations in ICT, design and technology and physical education.

Commentary

1. In the national tests of 2004, standards at the end of Year 2, as displayed in the table below, were well above national averages in mathematics and above average in reading and writing. When compared with schools with similar numbers of pupils eligible for free school meals, standards were well above average in mathematics and above average in reading and writing. In the teacher assessment tests for science, standards were above the national and similar schools average. Since 2000 the trend in standards has been in line with the national trend. In the 2004 national tests, girls performed better than boys in reading and writing. However, boys performed better in mathematics. No differences were noted in the achievement of boys and girls in Years 1 and 2 during the inspection.

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

Standards in:	School results	National results
---------------	----------------	------------------

reading	16.8 (16.1)	15.8 (15.7)
writing	15.5 (14.4)	14.6 (14.6)
mathematics	17.8 (16.3)	16.2 (16.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

- The results of the national tests of 2004 at the end of Year 6, which are displayed in the following table, were well above national and similar school averages in English, mathematics and science. In relation to prior attainment in Year 2 for similar schools, standards were above average in mathematics and science and average in English. The school exceeded the targets that it set for 2004. Since 2000 the trend in standards has been above the national trend, with overall standards being very good. This is as a result of the improved quality of teaching and excellent leadership skills of the headteacher. In the national tests of 2004, boys performed better in mathematics than the girls. However, no differences in achievement were noted during the inspection.

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

Standards in:	School results	National results
English	28.5 (28.8)	26.9 (26.8)
mathematics	29.2 (28.7)	27.0 (26.8)
science	30.4 (29.9)	28.6 (28.6)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

- Children start the Nursery with skills that are generally below those expected for this age group. Speaking skills are particularly weak. However, because the Nursery and Reception classes provide a good quality of education and children with specific needs are very quickly identified, they make rapid progress in all areas of learning. By the time they are ready to start Year 1 of the National Curriculum, they have attained the expected levels in all areas of learning of the Foundation Stage curriculum¹. Achievement through Nursery and Reception is good.
- All pupils, including those with special educational needs, continue to achieve well in Years 1 and 2 because the quality of teaching is good. Consequently, standards are above average in reading, writing, mathematics and science by the end of Year 2. Speaking and listening standards are as expected. Achievement is very good in Years 3 to 6, where the quality of teaching is very good. As a result, standards at the end of Year 6 are well above average in English, mathematics and science.
- Standards in ICT, design and technology, history and physical education exceed the national expectations by the end of Years 2 and 6. Standards in religious education meet the requirements of the Locally Agreed Syllabus at the end of Years 2 and 6. No other judgements were made on standards in other areas of the curriculum.
- Pupils use their language and literacy skills well in Years 1 to 6 to promote their learning in history. For example, in a very good Year 2 history session, the pupils used their literacy skills to describe the differences between the Celts and the Romans. In an excellent Year 6 history session, the pupils used their literacy skills

¹ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or 'stepping stones', from which both progress and standards can be measured.

very well when they wrote a play that was based on the Blitz in World War II. However, Year 6 pupils could make more use of their literacy skills to support their learning in religious education.

7. Pupils use their mathematical and computer skills satisfactorily. For instance, they display the results of their experiments through the use of their data-handling skills and word-process stories and poems. However, more use could be made of spreadsheets, for recording data, and the Internet to seek out information for the different topics they study across the curriculum.
8. Pupils with special educational needs achieve very well in relation to their prior attainment because they are provided with suitable activities and are given full access to the curriculum. This is shown by well-recorded information in their individual education plans, on other records and the work in their books. Inspection evidence found no differences in the attainment of different ethnic groups or between the achievement of boys and girls. Pupils who are gifted and talented have been identified and they perform appropriately over time.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are very good. Provision for pupils' personal, including their spiritual, moral, social and cultural development, is very good. Attendance is good.

Main strengths and weaknesses

- Pupils are well-motivated, enthusiastic learners who want to succeed.
- Very high standards of behaviour are expected and achieved.
- Relationships throughout the school are of very high quality.
- Under the watchful eye of the headteacher and staff, pupils develop impressive values.

Commentary

9. It is crystal clear to any visitor that pupils really like this school, which is a happy and vibrant community. Pupils' enthusiasm is plain to see as they arrive each morning, cheerful and ready to settle down to work. This is a painless process because the headteacher shows his trust in pupils by allowing them to come into school as they arrive on site – they do not have to queue outside in the playground. These mature youngsters, who appreciate this unusual freedom, amply reward his trust; they do not let him down and behave appropriately at all times. Higher-than-average attendance figures, coupled with commendable punctuality from most pupils, confirm that pupils wholeheartedly embrace school life. Fulsome feedback from parents also underlines this. Throughout the inspection, pupils made only positive observations about their school. For example, pupils say that '*this is a really friendly school*'. From Nursery to the oldest Year 6 pupils, adults engage pupils in meaningful conversations about school, home and the wider world. Pupils are secure in the knowledge that adults are genuinely interested in them and value their opinions. Pupils are very well focused during tasks; muffled groans of disappointment sometimes roll around a classroom when pupils need, reluctantly, to stop an activity at the end of a lesson. Children in the Foundation Stage achieve very well in the development of their personal, social and emotional skills.

10. Many pupils are keen to extend the time they spend in school by attending some of the wide variety of extra-curricular clubs. Staff are often victims of their own success as many clubs are over-subscribed and extra sessions have to be arranged.
11. Pupils show great self-discipline around the school and a clear understanding of what adults expect from them in terms of their behaviour. Parents perceive that this is a very orderly environment; they confirm the school's efforts to set high standards of behaviour through their support of the recently updated home-school agreement. The headteacher prides himself on dealing with behaviour issues as soon as they occur; pupils agree that there is a very speedy response to rare instances of unacceptable behaviour. All adults, including support staff and lunchtime supervisors, maintain a consistently clear message about what will and will not be tolerated in school. They agree that pupils maintain high standards of behaviour. There have been no exclusions from school in the past year.
12. Pupils with special educational needs behave very well. They are helped to be confident and to relate well to others because teachers and teaching assistants know how to help them overcome their difficulties and to build on their strengths. The brisk pace and good lesson planning for their individual needs help to maintain concentration and a high standard of behaviour.
13. There is a strong commitment from all staff to bring out the very best in each pupil. Such diligence results in the very high quality of personal development seen in pupils as they move up the school. The headteacher is tireless in his quest to provide an uplifting learning environment; pupils reap the benefits of his tenacity throughout the well-appointed building and external spaces. Collective worship stimulates pupils to wonder more about the world in which they live and to become increasingly aware of the needs of others. Some of the smaller, class assemblies provide a more intimate atmosphere. For instance, during a Nursery assembly, some parents were moved almost to tears by the sweet singing and the determination by all the children to use sign language in order to include everyone in the celebration. Such sensitivity symbolises much of what this school tries to achieve and helps pupils to discover the joy of celebrating shared success.
14. Pupils develop high-order moral and social values because adults pay constant attention to these aspects of their personal development. Such diligence is worthwhile as pupils absorb the differences between right and wrong and reflect this throughout their daily interactions with others. The recent introduction of a Friendship Bench in the playground and Worry Boxes in classrooms illustrates how pupils are keen to help each other to overcome worries and unpleasant situations. Instances of pupils really taking care of each other while growing in personal stature are often evident. For example, at lunchtime, older pupils spend time chatting to and playing with younger children who unselfconsciously give them a hug as they enjoy this time together. Corridors are used to display many interesting results from lessons and there is a regular diet of '*thought for the day*'-style messages that provide food for thought for pupils as they move around the school. Pupils are very successful participants in local sporting fixtures and this adds to their understanding of how they fit into the wider community. The impressive range of educational visits and visitors into school brings a wider perspective on life to pupils. A number of recycling initiatives highlight pupils' concerns about the state of their natural environment and shows a developing awareness of the responsibility they bear, along with everyone else, for the well-being of the planet.

15. Colourful classroom displays bear testament to the emphasis teachers place on giving pupils a clear understanding of their own cultural heritage. Close community links add to this picture and pupils are rightfully proud of their own community. Appropriate opportunities arise for pupils to learn more about different religious festivals, how people in distant lands live and often the poverty they face. They also sensitively learn about what it means to live in a culturally diverse country such as twenty-first century Britain.

Attendance

16. Attendance rates at the school in the 2003-2004 academic year were above the national median. Pupils' punctuality is very good across the school, enabling lessons to start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The teaching is very good overall. Assessment procedures are very good and outcomes used very effectively by the teachers to plan what they need to teach next. The curriculum is good and is enriched by a very good range of activities outside of lessons and by the very good links with the community. The school provides very good care, support and guidance for its pupils.

TEACHING AND LEARNING

The overall quality of teaching and learning is **very good**. Assessment is of **high** quality.

Main strengths and weaknesses

- The overall quality of teaching and learning has improved since the last inspection.
- Teaching in the Nursery and in Years 3 to 6 is very good.
- The teachers insist on high standards of behaviour.
- Teaching ensures equality of opportunity for all pupils, particularly so in the very good support given to the pupils with special educational needs.
- Assessment procedures are very well developed and are used very effectively to support pupils' learning. This is a good improvement since the last inspection.

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (6%)	22 (42%)	21 (40%)	6 (12%)	0 (0%)	0 (0%)	0 (0%)

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

17. Teacher subject knowledge and expertise is never less than good but is of particularly high quality in the Nursery and in Years 3 to 6. For instance, in the Nursery, teaching staff have a very good understanding of the need to work closely with parents and share the children's developing skills with them on a regular basis. In Years 3 to 6 teachers have very good relationships with the pupils and often use humour to help develop knowledge and skills. Instructions are clearly given and subject expertise is used very well to motivate the pupils. For instance, in a Year 6 physical education session the teacher helped the pupils to develop their long-jump skills by providing useful tips on how to perfect their performance. The key skills of literacy and numeracy are taught very well, except for in Years 1 and 2 where not enough attention is given to the teaching of spelling patterns.
18. Lessons in Years 3 to 6 move at a very good pace and pupils apply themselves very well to their learning. Teaching assistants are used very effectively to support learning throughout the school and there is a real sense of teamwork in the Foundation Stage, where teachers and assistants work well together. Teaching time is used well in the Foundation Stage and in Years 1 and 2, where there is a good balance between individual, group and whole-class activities. Lessons in the mixed age group classes are most successful when tasks are well planned to meet the children's differing needs and are particularly effective when they have additional adult support in the classroom. For example, in a high quality Reception/Year 1 English session, specific learning intentions for each group had been carefully matched to meet their needs. A teaching assistant skilfully supported the younger children in their group work and this ensured that they were able to work productively. However, when there is no additional support and activities focus too much on one particular age group, the other children do not achieve as well as they could.
19. All teachers insist on very high standards of behaviour and ensure that all pupils contribute equally to class discussions. Pupils with special educational needs are supported very well and this enables them to be fully involved in all sessions. Expectations of work are very high and teachers successfully challenge pupils of all abilities. This is often achieved through skilful questioning and very good use of praise, which stimulates the pupils' desire for learning. This was evident in a good Year 4 science lesson where the teacher carefully directed different levels of questions to the various ability groupings. Homework is successfully used to promote the learning in literacy and numeracy.
20. The overall use of resources to support teaching and learning is very good and this enables pupils to apply their developing skills well. Children in the Foundation Stage develop a range of skills outside in their play area and benefit from the spacious accommodation, which enables specific role-play activities to be set up. Pupils in Years 1 and 2 make good use of washable boards and letter and numbers, which are used well to respond during whole-class word games and mathematical problem-solving activities. Pupils in Years 3 to 6 are particularly well motivated in practical sessions where they are given opportunities to work independently or collaboratively in groups. This was evident in science lessons in both Years 5 and 6 when the pupils were given flowers to investigate.
21. The teaching of pupils with special educational needs is very good. Teachers provide very well for pupils with special educational needs through planning, use of a variety of

teaching styles, clear direction of teaching assistants and very good use of individual education plans. Pupils receive very effective help in small groups or individually. External help and advice is very well implemented.

22. Assessment is very good overall. Planning across the school is good, with lesson intentions clearly identified so that pupils know what they have learnt at the end of the session. Procedures for tracking and monitoring pupils' work are very effective and used successfully to support pupils' learning. Formal assessments of pupils' understanding and skills are carried out, written work is marked regularly and records kept are used to set targets. The pupils themselves are often involved in helping to assess their own work such as in physical education and music. Consequently, they know what they need to do to improve and this helps them to make better progress.

THE CURRICULUM

The curriculum is good overall and enriched very well by extra-curricular activities. The accommodation of the school is of high quality and provides a very effective learning environment. The overall provision of learning resources is good.

Main strengths and weaknesses

- There has been a good improvement since the last inspection.
- Extra-curricular activities are very good.
- Provision for pupils' personal, social and health education (PSHE) is very good.
- Provision for pupils with special educational needs is very good.
- In Year 6, the pupils' knowledge and skills in religious education are not taught systematically.

Commentary

23. The curriculum is good and is enriched by a very good range of additional activities. It is broad, balanced and meets statutory requirements. The Foundation Stage is well organised and has a rich curriculum. All policies are regularly reviewed and schemes of work ensure that skills are consistently taught. The literacy and numeracy strategies provide a clear framework for planning. Regular curriculum audits are carried out and the school is fully aware that more use could be made of ICT skills across the curriculum.
24. There is a very inclusive approach to learning for all groups of pupils, who are well prepared for the next steps in their education. Sex and drugs education is taught as part of the very good programme for PSHE, which is well supported by the school nurse. Religious education is taught in line with the Shropshire Agreed Syllabus. However, in Year 6, religious education skills are not developed progressively because there are long periods of time between blocks of work.
25. Provision for pupils with special educational needs is very good. Reference to individual education plans and discussions with the special educational needs co-ordinator (SENCO), class teachers and teaching assistants indicate that pupils are very well provided for and make very good progress towards meeting their individual learning targets. The provision for those pupils who have statements of special educational needs is equally comprehensive and detailed and they make the same very good progress towards targets set.

26. All pupils are able to take part in all activities offered by the school. There are very good opportunities for pupils to experience an enriched curriculum with a wide range of visits, visitors and clubs. For instance, as part of their curriculum development the younger children visit local shops and various spots of geographical interest, such as Wem Hill and the River Roden. Pupils go to Manchester Museum to support their Ancient Egyptian studies and the older children undertake a residential visit to an activities centre in Wales. Visitors into school have included artists, storytellers, historians and local residents. Strong sporting links have been established with the local community, including the Wem Tennis Club and Whitchurch Hockey Club. The school takes part in local football and netball leagues, cricket, rugby and swimming galas. There are visiting instrumental teachers for pupils and an Army Military Band visits each year to play a concert to the school. The school takes part in a music festival with other schools and the school choir have visited the Senior Citizens' Club to entertain them with their singing.
27. There is a good match of teachers to meet the needs of the school. The level of support staff is satisfactory overall. Although sufficient support staff are deployed in the Nursery and Reception class, this is not so in the parallel Reception/Year 1 classes, where support is only available for part of the day. The school is aware of this and is carefully monitoring any impact on teaching and learning when the teachers are left on their own in these classes with two different year groups. The accommodation is very good overall and the school has made every effort to use every space to its full potential. The accommodation is well adapted to help pupils with special educational needs. Lighting is good and background noise is kept to a minimum by recent adaptations to the building, helping pupils to hear and learn more easily. There is now a secure outside play area for the younger children, which is an improvement since the last inspection. Resources are good overall and help pupils achieve well in their learning.

Care, guidance and support

There is very good provision for children's care, welfare, health and safety. Staff provide very good support, advice and guidance for children. The school is very good at involving children through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Improvement since the last inspection is good.
- Pupils flourish within the nurturing relationships that staff create.
- Staff pay comprehensive attention to pupils' well-being.
- Systems to gather and gauge pupils' opinions work well.
- Adults have a very clear understanding of each individual's academic and social development.

Commentary

28. The school has a considerable wealth of experience to meet the needs of all pupils and continues to do so most effectively. Comprehensive systems ensure that safety issues are regularly addressed; emergency procedures are well known to everyone and are practised at intervals. The site manager makes a very important contribution to the maintenance of a safe and secure site. He has also recently taken charge of the cleaning programme and the gleaming school environment is a testament to his team's hard work.

29. The headteacher is designated responsible for matters of child protection, along with his deputy. Systems are secure and well known to all staff, and pupils causing concern are offered all the necessary support. Very effective links with outside agencies ensure that appropriate expertise is always on hand for staff and pupils.
30. Staff are very approachable and are clearly aware of the needs of individual pupils in their care. The headteacher should be justifiably proud of the way the school successfully integrates pupils from other schools who transfer here with particular problems. Their needs are carefully assessed and they are difficult to spot in lessons because their support is so successfully adapted to meet each challenge they present. Parents believe that the induction programme for new children is very successful and helps to allay the fears of both the child and the parents at a potentially tense time. Parents feel involved in this major new step in their child's life and appreciate this.
31. The school assesses pupils' academic progress and personal development very well; those pupils who need additional help are given individualised learning programmes tailored to enhance their strengths and assist in weaker areas. Parents have a clear understanding of what their children need to do next to improve in these areas and are given strategies to help their children at home.
32. Reports for pupils with special educational needs are very well prepared, very detailed and used well. These pupils are very well supported in all aspects of school life.
33. Pupils feel that staff have a clear understanding of their views on the school and believe that the school council is a very effective vehicle for change. These positive perceptions are confirmed by the impressive agenda addressed by the council over the past two years. These are not pupils who are content to fiddle about with peripheral aspects of school life. They have improved school lunches through discussion with the cook, organised for play equipment to be available during playtimes and overseen the total refurbishment of some of the toilet blocks, which are now bright, airy and decorated with framed artwork completed by pupils. They are also involved in the Waste Management policy and are committed to recycling initiatives. Pupils also make it clear that they wish to look beyond their immediate environment and have recently committed to a fundraising venture in Africa.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has very good links with parents, other schools and the community.

Main strengths and weaknesses

- An unfailingly warm welcome and clear communication cement a happy partnership with parents.
- Parents are actively encouraged to contribute to their children's learning and life at school.
- Highly productive links with secondary schools bring significant benefits to pupils.
- The local community holds the school in increasingly high regard and contributes to pupils' personal development.
- There have been good improvements since the last inspection.

Commentary

34. Parents smile happily when asked to comment about this school – they speak in glowing terms of their children’s happiness here. Most feel that the school reacts well to their concerns and are very impressed with the quality of teaching and of the leadership and management. The headteacher feels very strongly that it is for the school to contact parents in the first instance with any concerns and that parents should not have to face that decision themselves.
35. High quality, detailed information is regularly available to parents via newsletters, noticeboards and well-presented displays. For instance, in the Nursery and Reception classes, a vast quantity of photographic evidence spells out to parents what their children do during the day, how they learn through play and how parents can support their children’s learning through similar activities at home. Termly letters from class teachers tell parents exactly what their children will be studying and this helps them to provide suitable support at home. The school’s prospectus gives a clear picture of daily life and also of the school’s expectations for its pupils. The governors’ impressive commitment to the school and its pupils shines through the annual report they send to parents. This is a thoughtful document that shows how well the governors know the school and the high aspirations they hold for pupils.
36. Parents are given ample opportunity to learn how well their children progress. Termly parents’ meetings are coupled with informal, verbal feedback. These are rounded off with an evaluative, end-of-year written report, all of which combines to give parents a very clear idea of what their children can do and how they can improve. Parents of pupils with special educational needs are kept very well informed and involved with their children’s progress. The school encourages parents to contribute to school life as much as possible. Their opinions are canvassed on a range of issues such as healthy eating in school or behaviour. A number of adult education courses are run in school and these provide useful opportunities for parents to learn more about the strategies used in school to teach their children. For example, during the inspection week, a motivated group of parents were learning how their children subtract larger numbers so that they could offer better support at home. A local college tutor ran this course and parents were delighted when they understood the processes involved by the end of the session. Some parents were already asking about further courses.
37. There are very close links with the local community as local expertise from community members is a much-cherished asset. The school continues to cultivate strong links with local clergy, several of whom lead worship and teach some lessons in school. The local summer fayre, organised by the very active Friends of St Peter’s, is a huge community event. Several community groups also rent the school hall for weekly meetings. The local Rotary Club holds an annual Young Achievers’ Award ceremony at the school. A number of artists and other visitors come into school during the year to extend pupils’ creative and cultural experiences.
38. Regular liaison with other schools ensures that pupils benefit from the professional expertise of other staff and they can make use of additional resources to support their learning. Pupils regularly participate in sporting and musical events and are currently Shropshire cricket champions. The school is heavily involved in a primary/secondary transfer project, which will help pupils even more as they move on to secondary school. Pupils are able to participate in media and in an innovative ‘*New Skills*’ sports club at the specialist media arts college, and staff work alongside their secondary colleagues to deliver programmes of study. A ‘*Mini-Olympics*’ is held for Year 2 pupils. Secondary students come to the school to perform plays and to interview pupils about

their studies. Some of the secondary school staff visit regularly and teach some Year 6 lessons. All these strategies help pupils to move up to secondary school with the minimum of anxiety.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The leadership of the headteacher is **excellent**. The governance of the school is also **very good**, which is an improvement since the previous inspection. The leadership and management by other key staff are also now **very good**.

Main strengths and weaknesses

- The headteacher provides exceptional leadership and his vision for the continuing improvement of the school is excellent.
- The headteacher is very well supported by the deputy headteacher and the other members of the senior management team, in all aspects of the running of the school.
- Strategic planning clearly reflects the school's ambitions, and all teachers contribute significantly to these plans.
- The role played by the governors is now very good and they are closely involved in all planning and monitoring activities.
- Financial management by the headteacher, governors and the school administrator is very good.
- Co-ordinators provide very good overall leadership for their subjects or areas of responsibility, and their understanding of the strengths and weaknesses within those areas has contributed well to the quality of provision.
- The school makes very good provision for equal opportunities for all pupils.

Commentary

39. The overall quality of leadership by the headteacher is excellent and his management is very good. He leads and manages the school efficiently and effectively and his strong leadership gives the school an exceptionally clear educational direction. He has contributed much to the very good level of improvement that has taken place since the previous inspection. The deputy headteacher and other senior staff in all aspects of school life support him very well, such as in carrying out performance management. There is a high degree of commitment amongst the staff to continue to make improvements and the school development plan provides a very clear path for all to follow. The aims of the school are well reflected in its work. Staff are particularly committed to the principles of inclusion, and all pupils are fully involved in all activities and, as a result, allowed to achieve and perform to the best of their ability.
40. Governors successfully fulfil their statutory duties, help to shape the direction of the school and their involvement in the running of the school is now very good. This is an improvement since the previous inspection. The chairman is fully involved in school life, being very supportive of the headteacher, staff and pupils. All governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school development plan. They are also frequent visitors and are most committed to carrying out their monitoring roles in their particular areas

of responsibility. This involvement has led to their very clear understanding of the school's many strengths and its few minor areas for development.

41. The overall leadership and management of other members of staff, in their various areas of responsibility, have also improved and are now very good. This school self-evaluates very well. Subject co-ordination is highly developed and leaders carefully track and record the progress pupils make. This provides a clear picture of how well individuals and groups of pupils are doing. Teaching and learning are also monitored very carefully; the information gained is then very effectively evaluated and areas for development are carefully included in the school improvement plan and within action plans for individual subjects. These plans include specific details about agreed priorities and provide clear criteria for measuring success. Other co-ordinators, such as those for children in the Foundation Stage and for pupils with special educational needs, also play a strong and effective role in their particular areas. The SENCO ensures that teachers and parents are very well informed so that pupils receive maximum benefits. Communication with all groups of professionals is very good, so that information is shared effectively and consistently. Records are kept meticulously and governors are appropriately involved; statutory requirements are met.
42. Co-ordinators contribute significantly to the school development plan and they oversee the tackling of the issues identified, including making suitable arrangements for the funding of what is needed. The co-ordinators relate well to their colleagues, provide advice and support when necessary and complement each other well in the overall curricular and teaching provision. They have contributed very well to the high quality provision now evident. The school programme for staff professional development is very good and is closely linked to performance management systems. Induction procedures for staff are very good and teachers starting their career feel very well supported and valued. The school is a good provider for initial teacher training and students benefit greatly from the experience they gain at St Peter's.
43. Financial management in the school is very good and the governing body efficiently monitors it. This management is well supported by a detailed school development plan, which fully addresses appropriate areas for school improvement. All funds are carefully matched to the priorities that have been established in the plan. There are clearly defined routines that enable the headteacher and governors to monitor the deployment of resources. Best value principles are well used when measuring improvements in the quality of teaching and standards achieved and when purchasing resources and services.
44. Routine daily financial management and administration are very good and all administrative procedures operate efficiently and effectively. The school administrator and the other administrative staff give very good support to the headteacher, teachers and pupils alike. They also provide a very friendly welcome to all visitors to the school. Good use is made of computer systems to maintain financial control and accountability and this administration effectively supports the smooth running of the school.
45. Taking into account the use of available resources, the quality of teaching and learning, the standards being achieved and the progress being made by pupils, and the income that is received, the school gives very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	968,156
Total expenditure	938,843
Expenditure per pupil	2,407

Balances (£)	
Balance from previous year	24,340
Balance carried forward to the next year	29,313*

* - Carry-forward figure consists of £5,697 in Learning Resources and £15,000 in anticipation of loss of one teacher from September 2005.

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 and has been well maintained since the last inspection. The children enter the Nursery on a part-time basis when they are three. They continue their Foundation Stage education in the Reception class either in September or January. Many children start Nursery with levels of attainment that are below those expected; their personal and social skills, speech and language and mathematical development are particularly weak. All children have made good progress in all areas of their learning and achieve well in relation to their capabilities. Consequently, overall standards are as expected by the start of Year 1. The quality of teaching is consistently good, with staff understanding the needs of these young children well. It is very good, and often excellent, in the Nursery. Staff make good use of the outdoor areas, which are safe and secure, and resources are well prepared. Adults enthusiastically encourage the children in their learning and insist on high standards of behaviour. The curriculum is of good quality and is very well planned to ensure that the needs of all the children are met. There are a good number of adults employed in the Nursery and Reception classes, but the two parallel mixed Reception and Year 1 classes only have some part-time daily support. This makes it difficult for the organisation and teaching of the mixed ages at other times when no support is available. Co-ordination of the Foundation Stage is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have very good attitudes and are keen and eager to learn.
- Children achieve well.
- The teachers and other adults establish a warm and secure environment so that the children feel safe and secure.
- Good routines are established, which encourage the children to grow in confidence and join in all activities.

Commentary

46. Children achieve very well and on entry to Year 1 they attain the expected standards in personal, social and emotional development. This is because the quality of teaching and learning is very good in this area of learning.
47. When the children start school they learn to separate from their carer with confidence, although some need the support of the staff in the beginning. Children learn classroom rules and quickly get used to the class routines, such as tidying and lining up, putting up hands and going quietly to get coats and reading bags to go home. Staff consistently reinforce these routines, helping the children to develop their skills well. Children develop very good attitudes and are keen and eager to learn. They are encouraged to share, take turns, be aware of others' space and move safely around the Nursery and Reception classes. They learn to dress and undress, sit and have their fruit and drinks and develop toilet routines. These starting activities enable the

children to develop classroom routines necessary for co-operative play, independent and group learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff have an excellent rapport with the children and give very good support and opportunities for all to develop their speaking and listening skills.
- The new approach to learning letter sounds is having a good impact on language development.
- Children have many good opportunities to listen to and gain a love of stories.
- The teachers provide very good opportunities for children to develop their writing skills.

Commentary

48. The quality of teaching and learning is very good and enables all children to achieve well from a low starting point, so that by the end of the Foundation Stage they are attaining the expected levels. On entry to the school a significant number of children have underdeveloped speech skills. However, as they settle down they listen carefully to their teacher and other children and learn from what they hear. Staff spend time chatting to them and encourage them to talk about their interests. This builds the children's confidence and helps them to talk about their home, family and matters that are important to them.
49. Children in the Nursery are encouraged to talk to each other during play and adults constantly look for opportunities to encourage them to express their thoughts and feelings. For example, they enjoy sharing stories such as '*The Hungry Caterpillar*.' The children enjoy looking at the pictures and eagerly talk about the stories. They understand the difference between the front cover and the back cover of the book and the name of the author.
50. Writing skills are developed well, with the children gradually learning to hold a crayon or pencil. In the Nursery there is a writing table where children can experiment with a range of mark-making media. They are encouraged to make marks on paper and then they gradually move on to the formation of letters and legible writing. Other activities, including painting, drawing and the use of the computer programs, are used well to develop the consistent formation of letter shapes.
51. The new method of teaching letter sounds is having a good impact on language development. In specific sessions the children practice sounds by looking at, hearing, and saying initial letters to words. Children reinforce their knowledge of letters and words through clapping syllables, sounding and drawing the shapes in the air. All groups of children make good progress and the majority achieve the expected level by the start of Year 1 of the National Curriculum.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide well-planned activities so that the children can engage in practical activities.
- The outside area is used well to practise early mathematical skills.

Commentary

52. By the end of Reception, children attain the expected standards in mathematical development. This represents good achievement from a starting point that is below the expected level on entry into school and is as a result of the good teaching and support they get in the Foundation Stage. Teachers have very good subject knowledge and know how young children learn. Children are given plenty of opportunities to engage in practical activities and develop their mathematical skills, such as stocktaking in the fruit and vegetable shop. In another activity a group of children were laying a picnic table for the three bears and needed to count out the number of knives, forks, spoons, plates and cups they would need. Children in the Foundation Stage have many opportunities to experience number through the displays and activities. In Reception, children learn to say and use the number names 1-5. Their learning is reinforced well by singing number rhymes such as *'Five currant buns in the Baker's Shop.'* Children learn to use mathematical language such as *'big and little'* to describe size and understand that fruit is cut into *'halves and quarters.'* They learn to recognise two-dimensional shapes, such as circle and square, and this is reinforced through well-organised activities and interesting displays. The children also learn to *'add'* by putting objects together and to *'subtract'* by taking things away from a group of objects. Children are encouraged to look for numbers around them in the classroom, outside, at home and when shopping with their parents. This helps them develop their mathematical skills well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Children have many opportunities for both indoor and outdoor learning through the use of operating simple equipment.
- Children enjoy the opportunities offered them to observe, investigate and manipulate objects.

Commentary

53. Children achieve well and attain the expected standards in knowledge and understanding of the world by the end of the Foundation Stage. Teaching and learning in this area are very good and the planning focuses on children having plenty of first-hand knowledge of their world around them. For example, they have many

opportunities for both indoor and outdoor learning through operating equipment, such as computers, programmable toys, digital cameras and listening centres. The classrooms have a good range of displays and equipment to encourage knowledge and understanding of the world around them, including a '*Signs of Spring*' nature table with boxes of pansies that are eventually going to be planted in the garden area. The children learn about the five senses and a good lesson was seen in the Reception class where they were investigating a basket of different fruits. They were encouraged to touch and taste the different types of fruit. In another activity associated with the theme '*food*', the children were comparing bags, seeing how they were made and then designed one to hold a piece of fruit or a vegetable. There are construction materials that provide opportunities for observing, investigating and manipulating objects. Children learn to describe events that happen to them with friends and family, such as going on holiday, and distinguish what has occurred in their lives in both the past and present.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The resources for indoor and outdoor play are very good in the Nursery and have a strong impact on children's physical development.
- The lack of free access to an outside play area limits the physical development of the reception children in the mixed Year 1 class.

Commentary

54. Children attain the expected standards in physical development by the end of the Foundation Stage. Teaching and learning are good overall and children achieve well by the end of Reception. They are encouraged in their development of fine motor and control skills to handle small equipment through a good range of child-initiated activities. For instance, in the Nursery the children manipulate malleable materials into various shapes and learn to skilfully thread fruit onto a skewer to make a kebab. In the Reception class, children were observed designing and making pizza collages.
55. Children in the Nursery have regular periods of time working in the outside area. There is a good selection of wheeled toys and a spacious area, with road marking and various obstacles that the children are required to negotiate with prams and trolleys. This successfully extends the children's control and balancing skills. There is also an extensive grassed and tree area where children gain confidence moving along fixed wooden play equipment. Reception children use the school hall for physical development lessons and are given opportunities to climb on bars and walk along benches at their own ability level. Staff are well deployed to supervise and help children to play constructively and ensure a good level of safety in all physical development activities. Although special times are organised for the children in the mixed Reception/Year 1 classes to access the outdoor facilities, it is more difficult for these specific youngsters to have free access to this area.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There are many opportunities for creative work and imaginative play, especially role-play.
- Music is played to create a comfortable atmosphere and children enjoy their performance and experimental musical activities.
- Resources are good and sufficient to help children learn skills in creative work.

Commentary

56. Achievement is good in creative development and most children attain the expected standards by the end of the Foundation Stage. Teaching is good, with well prepared planning where attention is carefully given to the development of children's skills through a range of varying media. For example, they engage in a good range of creative development opportunities, including painting their self-portrait, cutting and shaping malleable materials, using crayons to create pictures, making seaside collages and printing using fruit halves.
57. Music is played during snack times and this helps children gain an appreciation of different rhythms and tunes. In one lesson children were engaged in creating music to accompany the story of '*Jack and the Beanstalk*', and successfully used chime bars to create the sound of the beanstalk growing upwards. Children enjoy singing and confidently perform in front of their parents with songs such as '*Hickory Dickory Dock*' and '*When Goldilocks went to the house with three bears*'. Nursery children use sign language to perform '*I can sing a rainbow*' to support one of their peers who has special educational needs. This demonstrates the high priority given to being a fully inclusive school.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- Teaching is very good.
- Links between English and other subjects are very good.
- Leadership and management are very good.
- Spelling and punctuation are not taught consistently in Years 1 and 2.

Commentary

58. Standards have risen steadily since the last inspection. Results of national tests for 2004 show that, at the end of Year 2, both reading and writing were above the national average and above those for similar schools. Results of national tests at the end of Year 6 show that pupils attained standards well above the average for all schools. In relation to prior attainment against similar schools, standards were also well above average.
59. Inspection findings indicate that standards by the end of Year 2 are likely to be above average in reading and writing overall. By the end of Year 6, standards are well above average, with an increased percentage of pupils attaining higher levels and a percentage slightly larger than that in the previous year who will not attain the expected level because of special educational needs. Girls and boys were observed to achieve equally well.
60. By the end of Year 2, pupils' standards in speaking and listening are satisfactory. This is good achievement as most pupils enter school with below-average communication skills. They listen very carefully as teachers explain new ideas to them and, in turn, listen carefully to each other. The good listening conditions in the school are helpful so pupils can hear without raising their voices against background noise. The most capable pupils can speak fluently with a wide vocabulary. Pupils can explain what they want to say to both adults and other pupils. Pupils' reading is above average overall. The most capable pupils read fluently, while less capable pupils are able to read and understand simple text. Pupils who have difficulty with reading receive additional help and all groups of pupils achieve well. Pupils write with good understanding of meaning and good amount and content. They are confident and eager writers, with original ideas. However, their spelling and punctuation are not accurate and they make many errors. Their handwriting is untidy but their letters are properly formed.
61. By the end of Year 6, pupils' speaking and listening are good. The most able pupils have a wide vocabulary and advanced grammatical structures, which helps them to read easily and write fluently in different styles. The great majority of other pupils express themselves fluently and all groups of pupils, including those with special educational needs, are able to take an effective part in discussions in lessons and can suggest clearly formed ideas, for example, when considering whether or not fruit should be eaten at break time. The majority of pupils read fluently, with expression and very good comprehension. Pupils write imaginatively and are eager to read and perform their own work in class, for example, when they have written radio plays about the Blitz, with stage directions. A significant number of pupils in Year 6 still make many errors in spelling and punctuation but the school has recognised this and pupils coming up the school have established much better spelling and punctuation skills.
62. Pupils' attitudes to learning are very good and they are eager to work hard and learn because of the very good teaching they receive. All groups of pupils concentrate well because teachers use assessment of previous work very effectively to plan a suitable level of challenge for all, including the most and least able. Individual education plans are used very well and pupils with special educational needs receive very good support from teaching assistants, who work with sensitivity and clarity. Teaching is brisk and learning objectives clearly presented. Occasionally, teachers' own handwriting is untidy but they have not yet been able to use their interactive whiteboards to overcome this problem. Teachers' questioning and explanations are very good and their expectations of pupils' behaviour and level of achievement are

high. The school, as a whole, has emphasised speaking and listening in all subjects and this is effective in improving pupils' listening skills.

63. The last inspection report noted that pupils did not write imaginatively enough. These areas show good improvement, but some pupils in Years 1 and 2 and in Year 6 have established inaccurate spelling and punctuation and this makes their written work more difficult to understand. The school has started to put effective systems in place to rectify this.
64. The subject is very well led and managed. High standards of teaching are set and work is monitored regularly. Correct areas have been identified to raise standards further by emphasising speaking, listening and punctuation and reaffirming the teaching of phonics and spelling patterns lower down the school. The English curriculum is very good, with many different opportunities for learning. Pupils enjoy poetry, writing and drama in particular. Improvement since the last inspection is very good.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

65. Literacy is used well in other curricular areas and the subject-specific language pupils have learned has improved their written and spoken vocabulary. However, the school is aware that it needs to increase its use of ICT as a vehicle for extending literacy skills and this will be rectified when the new interactive whiteboards, which have been already purchased, are installed.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good.
- Pupils' attitudes to their learning are very good.
- Pupils with special educational needs make very good progress.
- There is a need for more brisk, quick-fire questions during mental sessions.
- Overuse of worksheets in Years 1 and 2 prevents pupils from recording their work in a variety of ways.
- At present there is limited use of ICT in mathematics and a need for pupils to use mathematics more in other subjects.

Commentary

66. Standards by the end of Years 2 and 6 are well above the national average and all pupils, including those with special educational needs, achieve very well. This is the same picture as the results in the 2004 tests when compared to the national picture and those of similar schools. The high standards are a result of high quality subject leadership, enthusiastic teaching and very good teamwork. Improvement since the last inspection has been good, because standards were identified as above average in the previous report. There is no difference in the achievement of boys and girls.
67. More capable and average pupils in Year 2 use the four rules of addition, subtraction, multiplication and division with numbers up to 100. They confidently tell the time using

both digital and analogue systems. The pupils have a very good understanding of a wide range of shapes and recognise right angles. They use standard measurements to work out the length and weight of a range of objects. Less capable pupils work comfortably within the expected level for their age. They confidently add and subtract up to 50 and recognise odd and even numbers up to 50. By Year 6, pupils understand how to use percentages and decimals. They calculate the area of different shapes and understand the importance of degrees in relation to everyday life. Pupils confidently work out ratios and solve probability problems.

68. The quality of teaching is very good and results in motivated and interested pupils. Teachers have good subject knowledge, give clear expositions and focused questioning. They have very high expectations of behaviour and there is evidence of very good inclusion. Planning is very good and in line with the National Numeracy Strategy. The teachers plan lessons together in each year group and this is having a good effect on consistency of progress over time. From the start of Year 4, all mathematics lessons are set for two classes, one for more capable children and one for children within the average range of ability. Not all lessons started with brisk, quick-fire questions in the mental mathematics sessions to challenge pupils but, where this happens, pupils are enthused and inspired and ready to move on to the main part of the lesson. Examples of pupils' work show good coverage of the National Curriculum overall and a significant amount of work completed in exercise books, with the exception of Years 1 and 2 where there was an overemphasis on the use of worksheets. Homework is given regularly, promoting the pupils' knowledge and understanding. Parents are very supportive and feel the school helps them to help their children at home, especially following a recent parents' mathematics course.
69. Tracking and monitoring procedures are very good, notably the use of pupil self-assessment and through peer assessment in Years 3 to 6. Teachers make very good use of assessment to plan lessons and to set pupils individual targets. Consequently, pupils really know what they need to do to improve.
70. Leadership and management of the subject are very good. The subject co-ordinator is enthusiastic in his subject and this permeates through the whole-school teaching and learning in mathematics. Through very good analysis of national tests, problem solving has been identified as an area for development and there has been a whole-school focus on developing solving strategies in mathematics. Evidence from the lessons observed and scrutiny of pupils' class books suggest that this weakness has been remedied. The good range of resources available is used well to promote pupils' learning.

Mathematics across the curriculum

71. The use of mathematics across the curriculum is satisfactory overall but there are missed opportunities for pupils to practise what they have learnt in mathematics lessons to support their skills development in other subject areas such as ICT.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average at Year 2 and well above average at Year 6. Based on their prior attainment, pupils' achievement is good in Years 1 and 2 and very good in Years 3 to 6. This is an improvement since the last inspection.
- Teachers make good use of practical activities to develop pupils' knowledge and understanding and the quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 to 6.
- Pupils show very good attitudes towards the subject and they enjoy the practical work in particular.
- The leadership of the co-ordinator is very good and she has contributed well to the improvement in standards.

Commentary

72. In the national teacher assessments in 2004, standards in Year 2 were above average and in the national tests in Year 6 in 2004, standards were well above average. In comparison to similar schools, standards were above average in the Year 2 teacher assessments and well above average in the Year 6 national tests. Inspection evidence shows that these high standards have been maintained this year. However, standards have improved at both Year 2 and Year 6 since the time of the last inspection. Girls and boys achieve equally well.
73. By the end of Year 2, pupils now show an understanding of the subject above that expected. Pupils successfully and confidently undertake experiments on many aspects of their work. They successfully name the main parts of the human body and a flowering plant, and they are able to identify the items needed to sustain life. They recognise and name common materials and they successfully describe their various uses. They readily explain how materials can change when they are heated. They understand that sound and light come from a variety of sources and they are increasingly confident in explaining that light can be seen through transparent materials but not those that are opaque.
74. By Year 6 pupils are able to carry out a range of experiments, using suitable equipment, making observations and recording their findings. They readily and carefully identify the need for a fair test. Pupils confidently explain their knowledge about all areas of science and their understanding of, for example, materials and forces is well above the level expected. For instance, they readily identify gravity, air resistance and up-thrust, they successfully explain the direction in which forces work and the result of forces being balanced. Pupils are also particularly well informed about the various parts of a flowering plant and they also readily explain processes such as photosynthesis. They confidently use the correct scientific terminology throughout.
75. The quality of teaching and learning is good in Years 1 and 2 and very good in Years 3 to 6. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. The teachers are also very careful to use and emphasise the correct scientific terminology, which has a beneficial effect on the pupils' overall learning. Teachers regularly provide pupils with tasks that suit their different needs, making very good use of assessment information. The teachers have very good subject knowledge and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Some use is made of ICT, such as when pupils in Year 6 found information about plants, but the school is awaiting the installation of computerised whiteboards to develop this aspect of work further. Good use is made of the teaching assistants, when they are available, and they provide most able assistance to all pupils in turn. As a result, in Years 1 and 2, all pupils,

including those with learning difficulties, are able to make good progress. However, in Years 3 to 6, where the teaching is often stimulating and teachers have particularly high expectations, high quality challenge is introduced into the work and the pupils are helped to achieve very well.

76. Pupils show great interest in the subject, displaying very good attitudes and enjoying the practical work in particular. They work hard, concentrate well and are keen to find answers to the problems set. The pupils' behaviour is also very good. They work well with other pupils in carrying out activities, are aware of safety procedures and they produce their work neatly and tidily. The teachers mark pupils' work regularly and they add useful comments of support and advice to help the pupils develop their work further. This is an improvement since the last inspection.
77. The subject co-ordinator supports her colleagues well and her leadership is very good. She sees samples of pupils' work and observes class lessons to see for herself the standards being achieved. She has contributed well to the overall improvement in standards and she has worked hard, with other teachers, to improve the quality and use of practical work, especially in Years 1 and 2. She has contributed significantly to the school development plan and she is currently preparing for the introduction of new computer technology, which will further enhance the science curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have good access to a well-resourced computer suite.
- The quality of teaching is good overall and pupils have positive attitudes.
- Teaching assistants are used well to support pupils' learning.
- The management of the subject is very good.
- Skills learned in lessons are not yet effectively transferred into cross-curricular usage in all classes.
- Resources are good.

Commentary

78. Standards exceed national expectations by the end of Years 2 and 6 and pupils achieve well. Pupils with special educational needs make very good progress because of the high quality support they receive from teaching assistants. There is no difference in the attainment of boys and girls.
79. Pupils in Year 1 and 2 use a toy that allows them to input instructions to move it forwards, backwards and to the right and left. In Year 6, the pupils use multi-media presentation programmes to write their own version of '*Hansel and Gretel*' to perform to Year 1 pupils. Pupils get many opportunities to use other equipment such as cassette players for recording and playback. Pupils have produced and edited their own films; a good example is the '*Ebenezer Scrooge*' CD. In addition, the digital camera is well used and a significant number of photos were displayed around the classroom and in subject portfolios. All these activities promote an understanding of the use of ICT in everyday life.
80. Teaching overall is good, with examples of very good teaching. Most teachers confidently use the projector to demonstrate skills. The knowledgeable subject manager supports staff who are still not confident in ICT skills and programs, very well. ICT is taught through an adapted version of national guidance and this ensures that skills are taught very thoroughly and

progressively through the school. Pupils are assessed at the end of each unit of work and this ensures that teachers' planning reflects the needs of individuals. Pupils have a very good attitude to their learning and some are keen to continue their work at home.

81. Leadership and management of the subject are very good. Time has been made available for the subject leader to support other teachers through a team approach. The school has invested in new hardware and software, and new interactive whiteboards are due to be installed in all classrooms shortly. The school is now poised to move forwards in its ICT development. Nevertheless, there has been a good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

82. Year 4 pupils were observed working on laptops, adding three-digit numbers and estimating to the nearest 100. They were confidently using the program and were making good progress in their ICT and mathematical skills. However, when looking at the samples of pupils' work and displays around the school, there was very limited work seen in the use of ICT. This was particularly noticeable in mathematics and literacy where the skills learned in ICT lessons have not yet transferred to regular use in graphical representation, databases and word-processing across the curriculum.

HUMANITIES

The inspection focused on history and religious education. Work was sampled in geography and so it is not possible to give a judgement on provision in this subject.

Geography

83. No judgement is made on the quality of provision in geography as too few lessons were available for observation. Evidence was gathered from talking to pupils, scrutinising their work and looking at classroom displays. Sampling of pupils' work shows that a good range of skills and knowledge is taught from when pupils enter Year 1 until they leave in Year 6, through the different sections of the curriculum. The school has adapted successfully a national scheme to fit the needs of its pupils so all groups are able to learn successfully. Evidence shows that the geographical skills and knowledge levels of pupils are above those normally seen. The curriculum is well planned and supported by a good range of effectively used resources to bring the subject to life and give practical experience to help pupils to learn. For example, pupils begin to develop a sense of place and distance and to develop their observation skills in Year 1 when they note and draw their way to school and different places of work. These elementary mapping skills are developed systematically as pupils progress through the school. Pupils in Year 4 note the difference between human and physical features on maps through the use of a key and start to plan journeys such as going to Shrewsbury by road and Telford by train. They go on to apply and extend their knowledge and use of maps on a larger scale when identifying different features of the Indian subcontinent in relation to their work on the village Chembakolli. By Year 6, pupils can identify main features on a world map and work in more detail on the features of river courses in the British Isles. Pupils' work is neat and they are enthusiastic about the subject. However, they have too few opportunities for individual research using computers, which could extend their opportunities and styles of learning. There are many spelling and punctuation errors, especially in Year 6, but pupils' use of language and understanding of their work are good. Links with history

and literacy are very good. Standards have risen since the last inspection and improvement is good.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above national expectations and progress and achievement are very good.
- Pupils' attitudes are very good.
- Teaching and learning are very good.
- Leadership and management are good.

Commentary

84. Standards of pupils' work are above those usually seen and all groups of pupils, including those with special educational needs, achieve very well. They develop their historical knowledge and skills through a carefully planned and monitored curriculum based on a national scheme but adapted to the needs of the school's pupils.
85. In Years 1 and 2, pupils increase their understanding of past and present by looking at the differences between old and new toys and houses. They learn about some major historical events such as the Great Fire of London and significant historical figures. The pupils develop their observational skills when looking at the differences between the clothing of Celts and Romans and giving reasons for why they should be different. By Years 4 and 5, pupils continue to develop their subject-specific skills through the study of Roman civilisation, the lives of village settlers and the Tudors. By Year 6, pupils have developed their awareness of time lines, differences between past and present and the effects of geographical features on historical events through their studies of Ancient Greece, the 1930s and World War II.
86. Pupils are fascinated by history and talk about it with enthusiasm. Many research their work at home and bring additional information to lessons. Teaching is very good and teachers' good subject knowledge and very good planning ensure that pupils' attention is engaged and that they are keen to learn. Teachers observed show very good questioning skills and this helps pupils to review their own knowledge and reasoning and develops thinking skills well. However, pupils do not yet have the opportunity to use computers regularly to develop this research in school and this limits their individual learning. There are plans to rectify this in the near future.
87. Leadership and management are good. Books and pupils' achievement are regularly and effectively monitored for curriculum coverage of specific knowledge and skills. The school's emphasis on speaking and listening is observed and effectively implemented in the teaching of history. The curriculum is very well planned and very good use is made of links with literacy, geography and art and design. Subject-specific vocabulary is effectively taught. The school has maintained its high standards since the previous inspection.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Resources are used well to interest the pupils.
- Pupils in Year 6 do not develop their knowledge and skills progressively.
- Subject leadership and management is good.

Commentary

88. Standards meet those of the Locally Agreed Syllabus at the end of Years 2 and 6 and pupils achieve satisfactorily. This is a similar picture to the findings of the last report.
89. Pupils in Year 1 understand satisfactorily that the birth of Jesus was a '*special*' event for Christians. They are able to relate these feelings to things that are important to them such as teddy bears and cuddly toys. The pupils also discuss important events in the Christian calendar like Easter, Harvest and Christmas and know the meaning of a '*celebration*'. By Year 2 they have an adequate knowledge of the importance of different symbols in a range of faiths such as Judaism, Sikhism and Christianity. In Years 3 and 4 they adequately explore the meaning of belonging to a faith and make reference to a number of different religious celebrations such as Hanukkah. By the end of Year 6, pupils have a satisfactory understanding of how religious beliefs influence people's lifestyles.
90. The quality of teaching and learning is good and this is an improvement since the last inspection. Lessons are appropriately planned using the newly introduced Locally Agreed Syllabus. Teachers make good use of resources. For example, in a good Year 4 lesson the teacher showed the pupils a range of different head coverings worn by people of different faiths other than Christianity, such as a turban and a skullcap. In Years 5 and 6, pupils study different rituals and celebrations in various religions. These include the reasons why Christians have their babies christened and Hindus celebrate using Rangoli patterns. In Years 1 to 5, good links are made with literacy and this reinforces the knowledge and skills in both subjects. For example, pupils in Years 2 and 4 have written poems about aspects they are learning about in religious education. In Year 3, pupils made good use of their literacy skills when they told the Christmas story from a donkey's point of view. However, in Year 6, religious education is not taught consistently through the year and insufficient use is made of links with their literacy skills. For instance, pupils in Year 6 do not have religious education lessons from December until mid-May whilst preparation for the national tests takes place. Whilst it is clear from teachers' planning that the criteria of the Locally Agreed Syllabus are met by the end of Year 6, pupils' knowledge and skills are not gained consistently and this impacts negatively on their achievement. Procedures for tracking and monitoring pupil achievement are satisfactory, developing within the framework of the new syllabus.
91. Subject leadership and management is good. The subject leader has a good understanding of provision within the school and has already identified coverage in Year 6 as a weakness. She confidently offers advice and support to other teachers for their planning and maintains the good level of resources. As a manager she has sampled the pupils' books and discussed the subject with pupils and staff. She has clearly identified further use of ICT and more use of outside visits as action points for the future.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on design and technology and physical education. Work was sampled in art and design and music and so it is not possible to give a judgement on provision in these subjects.

Art and design

92. Examination of work around the school and in the pupils' portfolios indicates that teachers plan varied and interesting activities for **art and design**. Throughout the school, pupils are encouraged to develop their observational skills and learn to use a variety of different media and techniques. For example, pupils in Year 1 create self-portraits using paint and in Year 2 they are developing their sketching techniques using pencils to shade in different tones. Pupils in Years 3 to 6 use different types of crayon and create interesting collage effects with a range of materials. Art and design is used well to support learning in other subjects across the curriculum such as ICT, geography and history. For instance, pupils have created river landscapes, which link with the geographical skills they are learning, whilst paintings of Boudicca enhance their learning in history. This is a good improvement since the last inspection when it was felt that pupils did not make sufficient progress in art.
93. The subject is well led and managed by the co-ordinator who is able to monitor planning and track pupil progress through portfolios of work. Pupils' work is given a high profile throughout the school and this helps to develop their self-esteem. Interesting displays of artists and their differing styles are also used to enrich the pupils' spiritual and cultural development.

Music

94. Two **music** lessons were observed but as neither were with pupils in Years 2 or 6 it is not possible to make an overall judgement on standards. In the lessons observed with Year 1 and 5 pupils, standards were as expected. In one lesson the teaching was satisfactory and in the other lesson the quality of teaching was very high. This is a good improvement since the last inspection when some unsatisfactory teaching was observed. In the Year 1 lesson the pupils listened carefully to a musical pattern and were able to repeat it with support from their teacher. They enjoyed experimenting with non-tuned musical instruments, which they used to create a range of different moods. Curriculum planning indicates that music is allocated an appropriate amount of time in each class, except for Year 6 when most of the teaching takes place towards the end of the school year after preparation for the national tests has been completed.
95. The subject is very well led and managed by a skilled musician who has recently started to share her musical expertise around the school. For example, she was observed taking a Year 5 class for a music session. Her very confident style and secure musical knowledge motivated and interested the pupils. High quality questioning techniques and good use of a range of resources were real strengths in this session. In addition to this, not only did she use her very good knowledge to develop the pupils' skills, she also demonstrated techniques to the Year 5 class teacher who also took part in the lesson.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 are higher than those expected. Pupils are achieving well. These standards have been maintained since the previous inspection.
- Pupils are particularly skilful in making their items accurately and with good detail.
- The quality of teaching is good, with teachers carefully demonstrating all the required skills and techniques.
- Pupils' attitudes are consistently very good and they show considerable concentration in tackling their work.
- The role played by the subject co-ordinator is very good and he has high expectations of pupils' work.

Commentary

96. By Year 2, pupils are most confident in planning their product and then choosing from a suitable range of materials and tools to help them make the item. They cut and join their components with care and accuracy. Pupils in Year 1, for example, successfully make cards with moving features, and houses, whilst those in Year 2 make puppets, wheeled vehicles and fruit salad. The items made are carefully finished. By Year 6, pupils confidently choose from an increasing range of resources, including saws and drills, and materials, including wood. They use these items to carry out the step-by-step plans that they have produced. Younger pupils have succeeded in making, for instance, items such as sandwiches, money containers and packaging and older pupils have made bird-boxes, slippers, biscuits, various building structures and electrically powered vehicles. These items show a quality and finish better than expected. Pupils throughout the school have most suitable opportunities to evaluate their work. This helps them identify how they might improve their work in the future and contributes towards the good progress that they make.
97. The quality of teaching and learning is good. Teachers provide suitable opportunities for pupils to plan and make a variety of items and appropriate resources are available for pupils to use. Commercially produced items are often studied, to help pupils with their own designs. Careful demonstrations are provided about the techniques to be used and teachers clearly have high expectations of the work being produced. They are also careful to remind pupils of the need for safety in using various tools. Good opportunities are provided for pupils to evaluate their work and this contributes to the good levels of achievement made by all, including those with special educational needs.
98. Pupils talk enthusiastically about the different items they have made and how they were planned. They clearly like the subject, enjoy the opportunities to work with other pupils when necessary and are quick to point out the care that is needed when using various tools, especially saws. Pupils are keen to do well and they concentrate well on all tasks provided. They are careful to follow their planning and they take some pride in the quality of their finished work. Their attitudes are always very good.

99. The subject leader supports his colleagues well, both during lessons and with advice when it is requested at other times. He has a clear awareness of the work being undertaken and he places a firm emphasis on quality. The co-ordinator has contributed well to the continuing high standards and his leadership of the subject is very good. The organisation and storage of the materials and tools, which he has undertaken, supports his colleagues well in the delivery of their lessons. Further, the use of a workbook, which the co-ordinator introduced, and which the pupils retain and use as they move through the school, shows clear evidence of the progress that they have made with their work.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are higher than expected by both Year 2 and Year 6. Standards have improved since the previous inspection.
- Teaching is good, overall, with careful coaching of skills helping pupils to achieve well.
- Pupils' attitudes and behaviour are very good. They are most keen to participate.
- Subject co-ordination is very good.
- The very good range of teams and after-school clubs, which helps the pupils to further develop their skills.

Commentary

100. In the lessons observed, pupils in Year 2 carried out games activities with better control and competence than expected for their age. They controlled a ball well and passed accurately to a partner, showing a variety of throwing and rolling techniques. Most pupils caught the ball with confidence. Pupils in Year 6 show good co-ordination and control when carrying out a range of gymnastic skills, such as rolling, jumping and climbing. They show good balancing techniques and are keen to introduce quality into their work. Pupils also show good skills in athletic activities, especially in running and jumping. Pupils in Years 2 to 6 attend swimming lessons during the year. They all become confident in the water and by the end of the Year 6 at least 80 per cent can swim 25 metres. Some can swim significantly further.
101. The overall quality of teaching and learning is good. Teachers are suitably dressed to join in and demonstrate for pupils, their subject knowledge is good and they provide appropriate apparatus. Safety is correctly emphasised throughout. Teachers provide relevant advice and careful coaching to pupils about their work, enabling them all to achieve well. Teachers regularly use pupils to demonstrate good practice and provide opportunities for them to discuss their work. Pupils enjoy physical education and they join in with enthusiasm, both when working alone and with others; their behaviour is very good. They like to do well. Lessons are fully inclusive and boys and girls, including those with special needs, work happily together.
102. The subject leader provides most suitable advice and support for colleagues and has contributed well towards both the good standards being achieved and the improvements that have been made. He observes lessons taking place in other classes and so is able to see for himself the standards being achieved. The co-ordinator also contributes significantly to the various clubs and teams that the school

provides and he has formed a close and valuable relationship with the local comprehensive school and other primary schools. Many joint activities and competitions have been arranged as a result. His leadership role is very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Provision is very well led and managed.
- Timetabled sessions allow pupils to share their concerns and issues.
- The school council gives pupils a voice throughout the school.
- The school cook plays a significant role in pupils' health education.

Commentary

103. The school shows a firm commitment to this area of the curriculum, which is effectively led to inform several areas, such as religious education and science. The school nurse regularly delivers elements of sex and relationship education, including issues about puberty. Above all, the school equips pupils with strategies to deal with real-life dilemmas. Pupils are asked to think about how their actions affect others and often, in circle times, where pupils sit together to discuss different aspects, contentious issues or individual problems are discussed. Peers and teachers offer support sensitively. Class teachers are ever mindful that they are trying to develop mature and socially responsible young people. That they are very successful is clearly reflected in the enthusiastic manner in which pupils embrace opportunities to serve the school and others. Pupils also learn about the responsibilities associated with living in a democracy. For example, they elect their own school council representatives, who raise significant issues about the school with staff. The school council has been responsible for the recent refurbishment of some toilet blocks and for changes to lunchtime arrangements.
104. Pupils tackle difficult issues with relish during debates. For example, both Year 6 classes participated in a role-play activity about the planned closure of a fictional school and the implications this would have on different sections of the local community. They successfully presented the views of the various interested parties such as pupils, parents, staff, governors, LEA representatives, local shopkeepers and property developers. Discussion was well informed and pupils presented each group's case very clearly. Close links with community-based agencies, such as the police and fire service, ensure pupils glean a greater understanding of how such groups serve the local community. There is also a strong emphasis on environmental education, with staff and pupils showing an ever-increasing commitment to recycling and damage limitation to the planet.
105. Provision for personal, social, and health education and citizenship is very well led and managed by an enthusiastic co-ordinator. She has ensured that the curriculum content is well taught and this has had a significant impact on pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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