

INSPECTION REPORT

TILLINGTON MANOR PRIMARY SCHOOL

Stafford

LEA area: Staffordshire

Unique reference number: 124196

Headteacher: Mr A Cartwright

Lead inspector: Mrs B. Iles

Dates of inspection: 23rd to 25th May 2005

Inspection Number: 257891

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 390

School address: Young Avenue
Stafford
Staffordshire
Postcode: ST16 1PW

Telephone number: 01785 356880
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Appropriate authority: Governing body
Name of chair of governors: Mr Richard Thomas

Date of previous inspection: 28.06.99

CHARACTERISTICS OF THE SCHOOL

This school is bigger than most primary schools with 390 pupils on roll. Almost all pupils are of white ethnic origin, speaking English as their first language. A below average proportion of pupils (fifteen per cent) have identified special needs and a small number have a statement for special educational needs. Attainment on entry is below average. The number of pupils receiving free school meals is about average.

Over the past couple of years there have been important changes in the socio-economic circumstances within the community. The school now admits a significant number of pupils from temporary accommodation and a refuge. A significant number of pupils also attend from a nearby estate, not in the designated catchment area. As a result there has been a marked increase in the number of pupils that enter or leave school at times other than the start or end of the school year. Many of these pupils are emotionally vulnerable, have attended several schools and will stay at this school for only a short time before moving on. Only two-thirds of the Year 6 pupils who took the national test in May 2004 were on the school roll in September 2003. Increased competition for places at preferred schools is also leading some families to move their children, often higher attainers, to other schools between Year 3 and Year 6.

The school has successfully maintained its 'Investors in People' award.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---------------------------------------------------------------------------------|
| 12000 | Brenda Iles | Lead inspector | English; Art and design; Design and technology |
| 9545 | Kevin Greatorex | Lay inspector | |
| 32304 | Jane Banting | Team inspector | Special educational needs; Science; Geography; History, Music. |
| 21396 | Andrew Cox | Team inspector | Mathematics; Information and communication technology (ICT); Physical education |
| 27365 | Denise Bonnette | Team inspector | Religious education; Personal, social and health education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that is well led and managed. The ethos for learning is very good and the school makes very good provision for the wide ranging social and emotional needs of its pupils. As a result of good teaching all groups of pupils achieve well. The school offers good value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good and governance is very good
- The ethos for learning, behaviour, attitudes and provision for the care of pupils are very good
- Teaching is good
- Standards in English are below average in Year 6
- Standards in mathematics are above average in Years 2 and 6
- Good provision in the Foundation Stage supports early learning well
- There are too few opportunities for pupils to work practically and creatively
- Tracking procedures to show the impact of mobility on teaching and the value the school adds to the learning of pupils who stay for only short periods of time are not yet secure

The school has made satisfactory improvement since the last inspection. The practice in the Foundation Stage is now good, provision for ICT satisfactory and the length of the school day meets national recommendations. Although standards are lower than at the time of the last inspection, due to social mobility and discontinuity in teaching, pupils' achievements in relation to assessments of their starting points when they join the school continue to be good.

STANDARDS ACHIEVED

Overall, pupils of all backgrounds and abilities are achieving well. The attainment of pupils entering the school's nursery class covers the full range but overall is below average. By the end of their Reception year, most children are likely to exceed the goals for their age group in most aspects of communication, language and literacy, mathematics and personal and social development. In all other areas they are on course to meet them. They are achieving well. By the end of Year 2 standards in reading, writing and science are average and above average in mathematics.

| Results in National Curriculum tests at the end of Year 6, compared with: | All schools | | | Similar schools |
|---------------------------------------------------------------------------|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | D | D | E | D |
| Mathematics | E | E | C | A |
| Science | E | E | E | D |

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

A - indicates that the school's results are among the top five per cent nationally*

Similar schools are those with similar percentages of pupils eligible for free school meals

The standards achieved by pupils in Year 6 have been low in comparison with the national picture for several years. In 2004 standards in English and science were well below the national average and in mathematics, average. This pattern links to changes in

the social context already described in the school's characteristics. The school's results are extremely volatile as a result of the considerable numbers of pupils who enter and leave the school during the course of each year (pupil mobility). For instance, only two thirds of those taking the tests in 2004 were attending the school in the previous September. Thus, when compared with similar schools the results in mathematics are well above average and those in science and English below average. The school's evidence of moderated work, teacher assessments, local monitoring and inspectors' analysis of the work of the current Year 6 shows that pupils make good progress, especially in mathematics where standards are above average and in science where they are average. The weaknesses in the use of Standard English and descriptive vocabulary have an adverse effect upon performance in English where standards continue to be below average.

Overall, pupils' personal qualities, including their attitudes and behaviour are very good. Attendance is average. **The pupils' spiritual, moral, social and cultural development is good.**

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall and never less than satisfactory. Throughout the school the teachers work closely and successfully with the support staff in providing work that is well matched to individual pupil needs. In many lessons the teachers careful questioning and their successful use of interactive whiteboards motivates the pupils and extends their learning successfully. The teaching of literacy and numeracy is firmly rooted in the recommended national guidance and is providing pupils with many of the necessary core skills. The school has correctly identified pupils' need for more opportunities to express themselves practically and creatively, to enhance their knowledge and understanding of the wider world. The quality of care is very good and enables pupils to feel safe and secure. Provision to support pupils with special educational needs is good.

The Foundation Stage curriculum is of good quality. At other stages of learning there is an appropriate range and balance of provision. The current focus on developing literacy skills and extending tracking procedures are appropriate. Pupils do not have enough practical and creative opportunities to enhance their learning. The school's good partnership with parents, links with the local community, for example local churches and schools, support pupils' well being effectively.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher, governors and senior staff successfully promote a shared vision for the school community. Arrangements to support new pupils are good. There is a strong focus upon ensuring that pupils are well cared for and achieve their utmost. The effective monitoring and evaluation carried out by subject leaders enables them to know the strengths and weaknesses of their subjects and how to lead improvements. Their findings clearly inform the priorities of the school improvement plan. Tracking procedures do not show clearly enough the impact of teaching on learning over short periods of time.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are very pleased with the quality of education the school provides, the good progress made by their children and the opportunities they have to talk to staff and

share ideas and concerns. They say their children love school and those that are new settle quickly. Parents comment that the school even helps their children to keep in touch with friends who move away. The school continues to be well respected by the community. Pupils say they enjoy school. Those who have joined recently value the induction arrangements which support them well.

IMPROVEMENTS NEEDED

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

- To continue to raise standards in English, particularly speaking skills
- To provide more opportunities for pupils to express themselves creatively and practically across the full range of curriculum subjects
- To extend existing tracking procedures to show the value added to the learning of mobile pupils during the short periods of time they stay at the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

A good pace of individual pupil progress is sustained in the Foundation Stage and through Years 1 to 6. Despite discontinuity in education experienced by many pupils who change schools frequently, pupils of all abilities achieve well in relation to their emotional needs and starting points.

Main strengths and weaknesses

- The majority of children in the Foundation Stage exceed the expectations of the early learning goals in communication, language and literacy, mathematics and personal, social and emotional development by the end of the Reception year
- Standards in mathematics are above average in Year 2 and Year 6
- Standards in English are below average in Year 6
- The use of Standard English is a weakness across all age groups

Commentary

1. Children in the Foundation Stage make good progress and achieve well. By the end of the Reception year, children are likely to exceed the expectations for their age group in most aspects of communication, language and literacy, mathematics and personal and social development. In all other areas they meet the expectations of the nationally defined Early Learning Goals. More able children are challenged well. Effective partnership with staff ensures that these significant gains in learning are built upon when children transfer to Year 1.
2. Good progress is sustained through Years 1 and 2 and pupils who stay at the school continue to achieve well. Results of national tests at the end of Year 2 in 2004 showed that standards were average in writing and mathematics and below average in reading. Comparisons with similar schools show pupils attained well above average standards in reading, writing and mathematics. Teacher assessments for 2005 and inspection evidence show that standards in the current Year 2 are similar. The action taken to support literacy skills and boys' performance has been successful. There is no significant variation in performance between boys and girls across subjects.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 15.4 (15.1) | 15.8 (15.7) |
| Writing | 14.6 (13.6) | 14.6 (14.6) |
| Mathematics | 16.3 (15.7) | 16.2 (16.3) |

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

3. The Year 6 2004 test results indicated a decline in standards. Results in mathematics were average, in English and science they were well below the national average. In comparison to similar schools, results were below average in English, well above average in mathematics and below average in science. The value added

comparisons based on pupils' prior attainment do not take account of the impact of frequent changes of schools on learning. Some pupils have also experienced discontinuity due to staffing changes. These factors have adversely affected the profile of standards. Internal and external moderation and inspection evidence shows pupils achieve well through good teaching and very good care for their personal well-being.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 23.8 (26.3) | 26.9 (26.8) |
| Mathematics | 27.1 (24.9) | 27.0 (26.8) |
| Science | 26.6 (26.9) | 28.6 (28.6) |

There were 60 pupils in the year group. Figures in brackets are for the previous year

4. Standards in the current Year 6 are above average in mathematics, average in science and below average in English. Work samples show pupils achieve well and have made good progress.
5. The most rapid gains are in mathematics and practical aspects of learning, for example in science, which rely less heavily on speaking and writing skills. In English, the school is successfully raising standards in reading and writing. Very effective marking and self-evaluation strategies ensure that pupils check their work and self-correct. This is having a very good impact on the accuracy of work. Many pupils have limited vocabulary, find descriptive writing difficult and prefer word processing. Technical skills such as spelling and punctuation are taught well and applied accurately. Pupils achieve best when they engage in projects in meaningful, relevant contexts. More able pupils are appropriately challenged.
6. Pupils with special educational needs achieve well. They contribute well in lessons because of the good support they receive. This support is unobtrusive, but ensures that pupils are well prepared and have the confidence to take part. Pupils with special educational needs are fully integrated in all areas of the school's work.
7. Good quality presentation and hand writing reflects a sense of pride. Displays support independence and encourage personal responsibility. Pupils also achieve well in personal, social and health education. In other subjects in which judgements could be made, including ICT and religious education, pupils attained the expected standards for their age in Years 2 and 6.
8. Inspection evidence shows many pupils have attended several schools by the time they are in Year 6 and some talk about further pending moves. Unavoidable changes in teachers also result in discontinuity. The progress of all pupils is assessed and monitored regularly. Tracking procedures are not sufficiently well developed to demonstrate changes in class groupings and the gains in learning pupils make over shorter periods of time. The local authority has worked effectively in partnership with the school to raise standards and reduce the barriers to achievement. Good examples of moderated work enable staff to evaluate their effectiveness.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and behaviour are very good. Pupils' personal development is very good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- The moral and social development of pupils is very good and supports personal development very well
- Pupils enjoy very good relationships with each other and with adults
- Pupils come happily to school. They are hardworking and very eager to learn

Commentary

9. The school has prioritised the pupils' personal development and well being successfully. Provision for the moral and social development of pupils is very good, a strength of the school. Pupils have a very clear understanding of right and wrong. They learn to collaborate with each other in lessons and paired work is effective. The school council represents the pupils' views and acts on their ideas. Through their personal, social and health education lessons pupils learn life skills for dealing with a range of issues and situations they may encounter. In lessons such as history, RE, art and music, pupils learn about the cultures of others. Spiritual and cultural provision is satisfactory.
10. Positive relationships have been maintained throughout the school since the last inspection and continue to be very good. The warm and caring attitude of the headteacher and staff, leads to mutual respect and trust. From the earliest time in reception pupils learn to help each other and share resources. They work co-operatively and collaboratively and all pupils develop high levels of confidence and self esteem.
11. Pupils' attitudes continue to be very good. As pupils enter the school they are immediately supported to understand the routines and through effective support meet the high expectations made of them. From the earliest stages they come happily to school and are eager to learn. They work hard and persevere well with their tasks. This early enthusiasm continues throughout the school. Pupils say they enjoy school. Those who have joined recently value the induction arrangements which support them well. Pupils say they particularly enjoy subjects such as mathematics, practical science, art and design and design and technology, which place less emphasis on recording in writing. Many say they find writing hard, often because they struggle to find the words to express their understanding.
12. Standards of behaviour throughout the school have been maintained well since the last inspection and continue to be very good. Pupils respond well to the high expectations set by the school and as a result their behaviour is consistently very good. Movement around the school is very orderly. There have been very few incidents of exclusion from the school in the recent past and consequently, the usual table has not been included.
13. Attendance is satisfactory in comparison with the national average. Most pupils are punctual and there is an efficient start to the school day.

Attendance in the latest complete reporting year (%)

| | |
|--------------------|----------------------|
| Authorised absence | Unauthorised absence |
|--------------------|----------------------|

| | |
|---------------|-----|
| School data | 5.1 |
| National data | 5.4 |

| | |
|---------------|-----|
| School data | 0.0 |
| National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The school's curriculum is satisfactory with good features developing and an appropriate range of extra-curricular activities. The standard of care for pupils is very good and links with parents and the community are also good.

Teaching and learning

Teaching and learning are good overall with some very good features. Assessment is good.

Main strengths and weaknesses

- Teachers have a good grasp of their subjects
- Relationships are very good and support pupils' self-esteem, well being and learning very well
- Assessment information is good and used well to plan for pupils' needs
- Lessons are interesting and enjoyable and pupils are attentive, enthusiastic and hardworking
- Good teaching enables pupils to make good progress and see themselves as successful learners

Commentary

14. Very good relationships support pupils' emotional and social needs and enable them to trust staff and enjoy their learning. Bright, attractive classrooms help pupils to feel welcome, safe and secure. This nurturing ethos provides a very good platform for building pupils' self-esteem and confidence and effectively promotes personal, social, emotional and moral development. Pupils' say they enjoy their lessons. They particularly value the support they receive from staff and the harmonious calm learning atmosphere. Many express a preference for working practically, for example, making rockets and designing purses in design and technology, mental mathematics work, science experiments and physical education. Pupils say they find creative writing hard and like it best when they record visits and outcomes of experiments.
15. The school encourages home learning. Where parent-school partnerships are strong they have a positive impact on achievement. Teachers ensure all pupils are enabled to experience school visits and access computers. This supports those who do not have similar resources at home. Pupils' and parents' comments reflect strongly, respect for staff and agreement that they are taught well. Teaching meets the needs of all ability groups and individuals. When teachers plan lessons which link to the local environment they capture pupils' interest and imagination and develop a desire to learn. The environmental walk to Doxey Marshes in Year 6 provides a good example of linking learning in the basic skills to the development of geographical skills, knowledge and understanding

16. In the Foundation Stage there is a keen desire to promote high standards, particularly in the basic skills. Staff have a good understanding of the personal needs of these young children and plan carefully the range of activities and levels of staff support. The next step, to raise the quality of provision to very good, is to expand the opportunities for children to initiate their own learning in practical, creative contexts. Good links with Year 1 teachers ensure end of Foundation Stage assessment information is passed on to support planning and continuity in learning.
17. In Years 1 to 6, class teachers and support staff work in close partnership to meet pupils' individual needs. Subject knowledge and knowledge of pupils is good. Staff are deployed effectively to ensure that pupils receive the support they need to achieve their best. The support for pupils with special educational needs is good. Individual education plans set precise targets and enable pupils to make good progress and achieve well. The school's 'early warning' system enables staff to modify resources and teaching methods to enable pupils to make good progress at their respective levels in subjects such as English and mathematics. As a result of this support and the very thorough records kept pupils with special educational needs learn well alongside their classmates and are able to tackle their differentiated tasks.
18. The teaching of basic skills in English, mathematics and science is good, and much emphasis is placed on developing grammar, punctuation, the use of technical vocabulary and technical accuracy. Consistent reinforcement and practice enables pupils to reach at least average standards in these aspects. However, pupils do not have enough opportunities to express their thinking creatively and to independently choose how to present their work. Ways to increase creative and practical learning are being trialled successfully through thematic days, for example, linked to science and aspects of health and safety. The school plans to extend these opportunities across the curriculum.
19. Staff follow the national guidance for literacy and numeracy closely. Teachers maintain pupils' interests because lessons are well structured and include opportunities for discussion, practising skills and reviewing what has been learned. An example of the use of links between science and design and technology was evident in the outcomes of investigations on flight, which linked together a range of skills in a meaningful, creative context. Pupils designed rockets and measured the distance they travelled while also benefiting from observations of birds of prey. This practical approach engaged pupils' interest and sustained high levels of motivation.
20. There are high expectations for pupils to work hard and present their work neatly and accurately. Work on display and in books shows a good level of presentation and care, and reflects the full ability range. Changes in staffing have resulted in some discontinuity in teaching. Temporary staff are well supported to minimise the impact of change during adjustment periods. However, most of the satisfactory teaching was seen in lessons taught by temporary teachers. In very good lessons teachers maintain a fast pace, ask questions which engage the full ability range and motivate pupils with their personal enthusiasm, strong subject expertise and high expectations of achievement. The leadership team are providing good support to address the professional development needs of all staff, including those who are temporary.
21. Support staff work in close partnership with teachers to meet pupils' needs. Their roles are clearly defined and they have a strong commitment to pupils. The staff make good use of resources to support achievement, for example, in one English lesson responded to questions that related closely to their reading. This enabled staff

to gain a clear understanding of levels of comprehension and to frame questions that extended learning.

22. Assessment is good and the outcomes are used to support learning. Marking is of consistent good quality and identifies success and areas for improvement. Teachers regularly moderate work and identify individual and whole school issues that need improvement.

Summary of teaching observed during the inspection in 47 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| (0%) | 10 (21%) | 23 (49%) | 14(30%) | 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.

The curriculum

The quality of the curriculum is good in the Foundation Stage and satisfactory at other stages of learning. Opportunities for enrichment, including the provision of extra-curricular activities, are good. The accommodation is good and the school is appropriately resourced.

Main strengths and weaknesses

- The curriculum for Years 1 to 6 does not place sufficient emphasis on the practical and creative aspects of learning
- The provision for pupils with special educational needs is good
- The provision for pupils’ personal, social and health education is good
- The accommodation is of good quality

Commentary

23. The curriculum for children in the Foundation Stage meets their needs well and enables them to make rapid progress. The breadth of opportunities to support practical creative learning across other stages of learning is satisfactory and improving. The curriculum is designed to focus on the development of basic skills to raise standards and provides a secure structured framework for teaching literacy and numeracy. The school improvement target, to improve opportunities for pupils to work in creative and practical ways is accurately identified. Pupils respond very well to the opportunities they have to carry out personal investigation and to express themselves through a broader range of media. This aspect of work is a priority and an issue for further development.
24. There is a strong focus on pupils’ personal, social and health education, and the school has effectively promoted healthy eating and provided good training to ensure pupils are aware of the dangers of drugs and alcohol. The science curriculum supports learning about sex and drugs, and local community health services also make a valuable contribution. By Year 2 pupils recognise the difference between healthy and unhealthy foods. Year 6 pupils also show an understanding of the importance of exercise and the dangers of smoking. The curriculum supports their personal well being effectively. Visits and visitors provide practical ways of extending

understanding through and beyond the local environment. There is a good range of clubs which extend pupils' learning beyond the school day. They are well attended.

25. There is a strong commitment to ensure all children are fully included in all activities. Pupils with special educational needs receive effective and sensitive support, enabling them to play a full role in activities. The needs of pupils with statements of special educational needs are well integrated and careful thought is given to ensure maximum support and independence for those with disabilities, including hearing and sight impairment.
26. The adequate number of staff are appropriately qualified and effectively deployed. They support specific learning needs effectively. The accommodation is of good quality and is well maintained. Attractive indoor and outdoor areas provide a safe and stimulating working environment.

Care, guidance and support

The school takes very good care of children's personal needs and very effectively promotes pupils' welfare in a secure and caring environment. The school provides good support and guidance for pupils. Pupils are fully involved in the work of the school

Main strengths and weaknesses

- The headteacher and staff provide good role models and high quality support and guidance
- Induction and transition procedures are effective
- Staff ensure that the school is a very healthy, safe and secure environment for pupils

Commentary

27. Procedures for seeking pupils' views are effective. Pupils are confident and eager to express their thoughts because they know they are valued and taken seriously. Through very good relationships and the introduction of the school council pupils from all year groups are included in decision making. The appointment of monitors to support younger pupils and minor playground squabbles has further improved the quality of relationships and mutual respect. Recent consultations between the school and pupils to find out their views on school life demonstrate how pupils are encouraged to become involved in making decisions.
28. Induction procedures enable the youngest children to feel secure, safe and comfortable from their earliest days in school. The information provided for parents reassures them and encourages positive relationships from the start. The nursery children are well prepared for the transition to the reception class. Partnership is good.
29. The school continues to provide good quality support and guidance and very effectively promotes the welfare of pupils. Staff know pupils' needs and backgrounds very well and are well equipped to offer support and guidance. The individual education plans of pupils with special educational needs target difficulties effectively. Targets are focused, easy to measure and are reviewed regularly. The assessment procedures for pupils with special educational needs are very good and very thorough records are kept at all stages.

30. Staff counsel pupils effectively and provide families with very good support when they are in need. Very good, trusting relationships underpin this strong feature of the school's work. Pupils are confident to approach staff if they have a problem.
31. Child protection procedures are fully implemented and understood by all staff. Procedures are followed vigilantly when necessary. All staff take responsibility for pupils' safety and security and procedures are very effective.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Where parents are supportive their children learn more effectively
- Visits and visitors enrich pupils' experiences
- The school provides good quality information to parents

Commentary

32. The good partnership with parents has been maintained since the last inspection and continues to have a positive effect on the quality of education provided and particularly pupils' personal development. The use of questionnaires enables parents to express their views about the school's work. Virtually all parents responding to the inspection questionnaire and those attending the meeting were very supportive of the school. They believe it has many strengths, particularly the ethos for learning, the quality of teaching and the way staff accommodate and welcome newcomers.
33. The school continues to enjoy good partnerships with the community. Links with the church are particularly effective and enhance pupils' understanding of values and beliefs. Links with other schools and colleges support continuity in learning but adult learning opportunities, organised to take place at the school, have not been well attended.
34. Information to parents is of good quality. The information pack for new parents and the school brochure give good information to parents, to encourage them to support their children's learning at home. In addition, regular newsletters and meetings are organised to enable parents to become familiar with projects and areas of study. Formal consultation evenings are arranged to enable parents to review their children's progress. Reports to parents give good quality information about their children's progress and achievements. They also contain targets for improvement.
35. Parents of pupils who have special educational needs receive good information about the progress of their children and also how they can help them. The school make good contact with parents both formally and informally.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and senior staff is good. Governors give very good support. Management is also good.

Main strengths and weaknesses

- The governors challenge decisions very well and provide very good support to the headteacher and senior staff
- Good partnerships enable staff and governors to work together as a committed team
- Subject leadership is good and supports staff development well
- The leadership of the Foundation Stage is good and enables children to have a very positive start to their education
- Good monitoring and evaluation ensures there is a clear understanding of the school's strengths and aspects for further improvements
- Tracking procedures do not show well enough the value added to the learning of mobile pupils during the short periods of time they stay at the school

Commentary

36. Pastoral leadership is very effective; the very good ethos for learning is underpinned by positive values and provides a very secure environment in which pupils feel safe to learn. Governors make a very good contribution to the strategic vision of the school, provide very good support and fulfil their duties very successfully. They have a very clear understanding of the school's strengths and weaknesses and play a full role in identifying and agreeing the areas for improvement in the school plan.
37. Pupils and the community are consulted regularly. Their views and ideas are carefully considered and acted upon, for example, introducing the walking bus to ensure children arrive safely at school.
38. The management of the school is also good. There is an effective programme for performance management and staff training. This includes all staff and there is a good understanding of roles and responsibilities. Temporary staff have received good support to minimise the impact of unavoidable changes in teachers on pupils' learning. However, frequent staff changes have had a negative impact on the attainment of the 2004 Year 6 cohort. The good leadership and management of subjects and of the Foundation Stage assists continuity in pupils' learning and enables them to be well prepared for transfer from stage to stage and between classes. Subject leaders monitor teaching and learning and promote staff development through their feedback.
39. The caretaker ensures the environment is clean, office staff ensure day-to-day routines run smoothly and efficiently and there is a culture of teamwork.
40. The leadership and management of special educational needs is very good and has been maintained since the previous inspection. The special needs coordinator is very organised and systems for monitoring progress and updating paper work are very effective. Links have been made with outside agencies who have provided training for staff in the school. As a result of this, individual education plan targets are effectively influenced by specialist input.
41. Good financial management enables the school to apply funds to achieve the priorities in the school plan. Spending is monitored rigorously, and the principles of

best value are applied well. The secretary provides detailed information to the headteacher and governors. The chair of finance is particularly skilled and well informed and meets very regularly with the headteacher and governors to monitor expenditure and income.

42. The minor issues raised in the last auditor's report have been addressed. The school currently has a financial surplus, but this has been ear-marked to support the predicted fall in numbers on roll and improvements to the building and resources, for example the refurbishment of the library and enhanced ICT equipment. The quality of leadership and management have been maintained since the last inspection.

Financial information

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 915,910 |
| Total expenditure | 920,799 |
| Expenditure per pupil | 2,472 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | 52,172- |
| Balance carried forward to the next | 47,283 |

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING,

SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. The leadership of the Foundation Stage is good. The Foundation Stage leader and her team ensure children make a very good start in their early learning. The curriculum offered is good with a strong and appropriate emphasis on developing early literacy and numeracy skills. The good quality teaching and support from teachers, nursery nurses and teaching assistants enables children to make good progress. The children benefit from the close partnership between the nursery and the two reception classes and adults ensure that the needs of individual children are identified and supported well. Rooms provide a bright, interesting environment although space for nursery children could be improved. Children receive clear directions and understand what is expected of them across each area of learning. Space is organised well and reflects the focus of learning. Displays support children to develop independence. Children record their work using computers, mark making, photographs, painting and drawing. They explore through first hand experience for example, the growth and habitat of creatures and plants. Many children will exceed the expectations for their age range in most aspects of personal, social and emotional development, communication, language and literacy and mathematics and reach their age related expectations in the creative and physical aspects of learning and knowledge and understanding of the world.
44. Children start nursery and reception classes at the beginning of the autumn term prior to their fourth or fifth birthday. Nursery children attend for either a morning or afternoon session. Well-planned induction procedures enable parents and carers to prepare their children and encourage a close learning partnership. A good example of this is the 'Tillington Ted Diary' that is taken home by nursery children and the opportunity for parents to join their children on Fridays. Parents feel the provision is very supportive.
45. The nursery staff nurture children and develop their self esteem and confidence, beginning with their personal experiences and extending learning through opportunities to share and explore. Teachers plan interesting projects for children to explore which make learning meaningful. They model language well and through repetition ensure children receive good encouragement to attempt new words and gain confidence to communicate through single words, phrases and sentences. The skills of counting and learning to read and write are supported well through number games and songs and this makes learning fun. Children love coming to school. Teachers forge strong partnerships with parents and encourage home learning and this supports achievement. The use of the outdoor area to support role play and creative exploration, while satisfactory needs further development to enable children to engage more regularly in a wide range of outdoor play opportunities.
46. Assessment and recording procedures are detailed and adults make helpful observations of children's learning. Children's successes are celebrated in lessons, through discussions, photographs and reports. Children take library books home weekly and all children would benefit from reading individually with adults.

47. The management of the Foundation Stage is good. Curriculum planning, monitoring and evaluation responsibilities are shared with the team. All areas are well organised and there is a good level of consistency between rooms. There is a growing understanding of how children learn. The ethos is caring and children feel settled and secure. Expectations are high. There is enthusiasm to develop further and minor aspects for improvement from the last report have been tackled well.

Personal, social and emotional development

Provision is **very good**.

Main strengths and weaknesses

- Teaching is very good and children achieve very well
- Routines are well established and children are confident, enthusiastic learners
- Personal, social and emotional development is effectively integrated in all activities

Commentary

48. Children enter the nursery with skills in personal and social development that are generally below those expected of children of their age. Staff plan a very good range of supportive activities that emphasise collaboration and care so children learn to share and value one another. This effective nurturing continues in the reception classes. As a result children achieve well. They know the routines, listen carefully to instructions, respect the ideas of their friends, play well together and begin to take responsibility, for example, tidying up at the end of activities. They celebrate achievements together and are polite, saying please, thank you and sorry appropriately. They enjoy very strong relationships with all the adults in the Foundation Stage. Staff value the contributions of every child and ensure their inclusion in all activities. They provide very good positive role models and consequently young children are eager to please and learn how to resolve conflicts. Children come to school eagerly and “love nursery”.

Communication, language and literacy

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- Children make good progress
- Children have too few opportunities to develop their speaking skills, to organise ideas and clarify their thinking through imaginative play

Commentary

49. Children enter the nursery with below average skills in communication, language and literacy. Because teaching is good they make good progress through the nursery and reception classes and achieve well. Children listen carefully to staff and to each other. They are less confident when trying to use language for imaginative play or

describing their thinking. Staff model language precisely but further opportunities for imaginative role-play are needed to enable children to develop their use of spoken and written language independently. Instructions are clear and vocabulary is structured to extend the range children use. There is a strong emphasis on phonic approaches to writing and most children can recognise and write initial sounds and simple words. There are examples of early writing which reflect the ability to recognise sounds and letters. This gives children a good start. Children enjoy stories and await story-time with enthusiasm. They listen with sustained interest. Good attention is paid to holding pencils and forming letters correctly.

Mathematical development

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good
- Basic number skills are developed and reinforced through a range of activities
- Worksheets are used too often and restrict children's independent discovery

Commentary

50. Children enter the nursery with mathematical skills that are below those expected for their age range. They make good progress. In the nursery they learn songs that help them to recognise order and sequence. Through their play they begin to recognise shapes and sizes, acting out events, for example going shopping and building a den. Reception aged children count and recognise numbers to 10 and more able children are familiar with numbers to 20. Children are able to record their calculations. Mathematical vocabulary is used appropriately by adults and children are beginning to use the language involved in adding and subtracting. There are practical play activities provided to extend mathematical knowledge and understanding. Children can talk about, recognise and recreate simple patterns. Adults ask a range of supportive questions. Displays support teaching and learning and celebrate children's achievements.

Knowledge and understanding of the world

Provision is **good**.

Main strengths and weaknesses

- Teaching is good
- Opportunities for outdoor play, while satisfactory, could be developed further

Commentary

51. Most children enter the nursery with some knowledge of their local environment but lack experience of the wider world. A good range of adult-led experiences help to extend their understanding of the world around them, for example, the collection of mini-beasts excited children. They watched how they moved and made observational drawings. This led to sorting activities and discussion about similarities and differences. Children use computers confidently and manipulate the mouse carefully. Children with special educational needs are well supported and achieve task objectives. Staff celebrate individual achievements through regular praise and encouraging children to share their work. Children appreciate the success of their friends and applauded spontaneously when a child talked about handling large snails. Positive use is made of community visitors to help children understand the role of others. Construction toys enable children to explore how things work. Good spaces are available for outdoor play for nursery and reception children but they are not used enough to enhance opportunities for children to use their imagination and independence.

Physical development

Provision is **satisfactory**.

Main strengths and weaknesses

- Children do not have enough opportunities to engage in imaginative outdoor physical activity
- Manipulative skills are developed well
- Children have positive attitudes to physical education lessons

Commentary

52. Children enter the nursery with appropriate skills in movement and skills of coordination and manipulation below those expected of their age. Through careful planning staff encourage independence. Classroom responsibilities are well defined and by the end of the reception year children clear away themselves and make choices. They manipulate scissors, brushes and pencils well. They take great care when painting, cutting or forming letters and numbers. In reception classes children enjoy making models of mini-beasts with colourful plasticine. In outdoor activities the nursery children enjoy playing with small apparatus. They were observed having great fun pretending to be firemen using boxes and tubes. Children are generally well-coordinated, run and skip happily and try new movements on their own. Access to construction materials helps children to develop control over finger and hand movements. Extending opportunities for outdoor play will support raising the quality of provision higher.

Creative development

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Creative activities are linked to other areas of learning.
- Adults encourage collaboration
- Teaching is satisfactory

Commentary

53. Children have opportunities to work with clay, make models, paint, draw, and to enjoy stories, music and construction activities. Displays are attractive and celebrate successes. Reception children mix colours confidently and choose colours for a particular purpose. Adults in the nursery use music to signal different sessions in the day and have a range of musical instruments for children to play. In water play children have fun describing their fish stories or painting pictures with large brushes and water on the ground. All adults help children to respond in a variety of ways to what they see, hear, smell, touch and feel. However children need more opportunities to select their own activities and resources and make independent decisions through role play.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision for English is **good**.

Main strengths and weaknesses

- Leadership is very good
- Teaching is good.
- Standards attained in speaking, reading and writing are below average by Year 6
- The use of Standard English is a weakness.
- Pupils make good progress and achieve well

Commentary

54. English is an on-going priority for improvement. Reception aged children achieve well in the formal aspects of reading and writing and make good progress in relation to their below average attainment on entry. Many speak in single words and phrases but make good progress in increasing their range of vocabulary. More role-play opportunities are needed to support the use of imaginative language. Good progress is sustained through Years 1 and 2 and in the 2004 tests pupils achieved very well compared to similar schools. Teacher assessments for 2005 and inspection evidence show a similar picture. Standards in Year 2 are average in reading and writing and below average in speaking. By Year 6 the frequent house moves and changes of school experienced by many pupils, leads to gaps in learning and a slowing down in rates of progress. Standards in all aspects of English are below average at this stage. However, standards show improvement from last year when they were well below the national average. Comparisons of performance in tests from one stage to another do not take account of the social factors which impact adversely on learning. Weaknesses in speaking skills inhibit progress in reading and writing. Pupils find it hard to use Standard English in their speech and writing and many have a limited range of experience and vocabulary.
55. Good teaching supports pupils' learning well. Teachers strive to raise standards and expectations, cultivating high self esteem and confidence. Many pupils have difficulty expressing their knowledge and understanding and the weaknesses in vocabulary inhibit writing and comprehension. During the inspection teaching ranged from satisfactory to very good. Features of very good lessons seen in Year 6 and Year 2 included pace, challenge, very good role modelling and encouragement for pupils to apply their skills independently. Skilful questioning and the use of whole class, group and paired work provided variety and linked speaking and listening, reading and writing very effectively. Satisfactory lessons, seen mainly in classes taught by temporary staff, lacked the same pace.
56. Pupils have a good knowledge of phonics and enjoy opportunities for collaborative reading and sharing ideas. Regular guided reading develops their knowledge and understanding of books and authors. While reading is usually accurate it often lacks fluency, expression and a sense of enjoyment. Many older pupils no longer read regularly at home, preferring outdoor and sports activities. When families support children's home learning, progress is more rapid.

57. The strong emphasis on teaching phonics, punctuation, grammar and spelling across all year groups enables pupils to achieve technical accuracy. Neat handwriting, the use of writing frameworks and self-correction strategies support pupils to achieve well. The self-evaluation strategies introduced in Year 6 have also successfully enabled pupils to self-correct and improve their work independently. Performance in tests is likely to be higher this year as more pupils reach broadly average levels.
58. By Year 6 pupils organise their writing using paragraphs and more complex sentence structures. Spelling and punctuation is mainly accurate. They achieve best when writing about first hand experiences based on educational visits and their knowledge and understanding of the community and surrounding area. On these occasions writing is sequenced well and reflects interesting thoughts and ideas. Pupils also enjoy opportunities to write collaboratively and books completed to share with younger children are of good quality. However, there is some over-reliance on formal work in year groups other than Year 6 and pupils do not have enough opportunities to apply their skills in tasks which are relevant to their daily lives. The coordinator has already identified this issue, which is addressed in the subject action plan.
59. Support for pupils with special needs is very good and they achieve well. More able pupils are also challenged through differentiated tasks. Initiatives to develop Standard English in speaking, reading and writing across the curriculum are already planned.
60. Assessment, monitoring and moderation procedures are good. There is a good range of moderated work samples which support staff to make accurate assessment judgements. Marking is consistently of good quality and comments support pupils to know how to improve. Temporary teachers receive good support to reduce the impact of discontinuity. Teacher assessments are thorough. Tracking procedures chart progress of year groups systematically and can be improved further to show the value added to pupils' learning during their time at the school by :
- ensuring changes to teaching groups are maintained on records
 - increasing the frequency of inputting information
61. The very good leadership of the coordinator and effective partnership with the local authority are supporting the development of an exciting curriculum and raising the quality of teaching to very good. Plans show how speaking skills are to be developed through role play and drama, extending the good adult role modelling seen during the inspection.
62. The library area is difficult to access and seldom used. Class and area libraries support learning effectively.

Language and literacy across the curriculum

63. The development of language and literacy through other subjects is satisfactory. There are good examples of exciting initiatives such as the 'Flight ' days and residential visits to Standon Bowers which inspire expressive writing of good quality. The school have rightly prioritised providing more opportunities for pupils to express themselves through creative and practical experiences. Links with ICT support the writing process and enable pupils to use word processing facilities and present work professionally.

Mathematics

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are above average
- Teaching and learning are good
- Achievement is good
- Subject leadership is good

Commentary

64. National test results show that standards are in line with those attained nationally, but well above those for similar schools. The standards of work seen during the inspection show that standards in number, space, shape and measures and data handling are above average. Pupils' abilities to use and apply their mathematics are average. Pupils achieve well and make good progress. No significant differences were seen between the achievement of boys and girls. Many pupils say they enjoy mathematics because they do not have to rely on their literacy skills to record their learning.
65. Teachers are well-organised and always ensure pupils understand the focus for their learning. Teachers have high expectations of pupils and plan challenging lessons to enable them to achieve their best. All lessons start with opportunities for pupils to practise mental mathematics. They respond confidently and accurately to the challenging questions teachers ask. Pupils concentrate well, settle quickly to their tasks and work productively. They listen carefully to each other and to their teachers. The good teaching they receive and their own good attitudes to work enable them to make good progress.
66. The good teaching is characterised by effective planning, good use of time, and marking which celebrates achievement and indicates where improvements need to be made. Teachers ensure pupils are engaged in lessons. In Years 5 and 6 interactive whiteboards are used effectively to provide a focus to teaching and to demonstrate clearly to pupils. In the very best lessons teachers also make good use of questioning to probe children's understanding and to diagnose misconceptions. Sometimes this is by asking them to explain why they worked in particular ways and sometimes by giving them opportunities to make up a question of their own. This challenges their thinking more deeply. In satisfactory lessons pupils' thinking is not challenged in the same way, and their problem-solving work is over-directed by the teacher.
67. The co-ordinator's leadership is good. She has a clear view of what needs to be done and has planned systematically to bring about the changes which were needed. Good support has been provided by the local authority and the partnership has led to improvements in teaching, learning and standards. In order to raise standards further teachers should now ensure that lessons include more opportunities for pupils to find creative ways to solve problems and to apply their mathematical knowledge, skills and understanding independently.

Mathematics across the curriculum

68. Pupils have regular opportunities to use, consolidate and extend their mathematical skills across a range of other subjects. Examples were seen in the use of

spreadsheets to calculate the cost of the leavers' barbeque, in symmetry work in dance and in graph work in science, history and geography. Good links are also made to design and technology as pupils design and measure the dimensions of rockets they made in a science project on flight. This practical approach works well and there are plans to extend the opportunities for pupils to apply their skills in this way. In addition, mathematics lessons provide good opportunities for pupils to use and develop precise spoken English.

Science

Provision for science is **good**.

Main strengths and weaknesses

- Teaching is good throughout the school
- Leadership of the subject is good
- Planning and organisation of lessons are good
- There are too few opportunities for pupils to design their own investigations

Commentary

69. Standards of work seen throughout the inspection are broadly average in Year 2 and Year 6 and have been maintained since the last inspection. Teachers plan thoroughly and ensure that lessons are well prepared to meet the needs of all pupils. They ask questions which encourage pupils to share their knowledge and identify where further support is needed. Pupils are encouraged to make predictions and, in a lesson seen in Year 2, all pupils made very sensible predictions about the range of mini-beasts they thought they would find in different parts of the school grounds.
70. Investigations are very well supported by adults but pupils also need to plan their own work at times, taking risks and learning by their mistakes. There is an over reliance on published worksheets in Years 1 and 2 when pupils would benefit from more practical work with opportunities for practising their speaking skills.
71. The science curriculum is linked well to other subjects, especially geography and mathematics. In Year 6, pupils used a geography field trip to collect water samples to test for acidity in their science lesson the following day. Carrying out this work with samples from a local river helped put the work into a relevant context, and all pupils were very enthusiastic about the investigation and what it might mean for their environment if water was polluted.
72. Teachers make good use of subject vocabulary which pupils are expected to use, even though they find this hard at times. Consequently, they are beginning to use scientific vocabulary with growing confidence. With support from adults working with them, they are able to use and understand terms connected to investigations on dissolving substances in water, and can label equipment correctly.
73. Pupils have very positive attitudes to science and are enthusiastic in lessons, particularly in investigative work, so much so that they ignore the break time bell and continue working. They handle all equipment carefully, and share resources well. They know that it is important to make sure that a test is fair and to measure accurately. They take their work seriously and present it with care. The subject makes a very good contribution to the pupils' social, moral and personal development.

74. The subject is well led and managed. The coordinator supports staff development and has introduced school wide assessment processes to enable teachers to adjust their planning in the light of what pupils already know. This information now needs to feed into whole school data systems to enable other managers to identify where resources need to be focused.

Information and communication technology

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

Main strengths and weaknesses

- The school's computer hardware and software are much improved
- Some aspects of the ICT curriculum are underemphasized in some year groups
- Opportunities for pupils to use and apply their skills across the curriculum are too few

Commentary

75. It was only possible to see two ICT lessons during the inspection. However, discussions were held with pupils and work was sampled. Standards are in line with national expectations, and achievement is satisfactory.
76. Pupils use the computers confidently, and have covered the full range of the ICT curriculum during each key stage. However, planning does not systematically link ICT to other subjects to ensure pupils build successively on what they have previously learned. As a result aspects of the ICT curriculum are underemphasized in some year groups, which limits the pace of progress.
77. In one lesson seen teaching and learning were satisfactory; in the other they were good. Planning was clear, the pupils knew what they were learning and the teachers' subject knowledge of the programmes used was secure. The pupils worked productively and collaborated well. In the good quality lesson children were encouraged to find out for themselves how to overcome problems.
78. At the time of the last inspection the school's computers were out-dated. This has been significantly improved and pupils from the new computers in the ICT Suite. A wide range of additional equipment including digital cameras, sensors, digital microscopes have been purchased, but pupils are not yet using the equipment with sufficient frequency to increase their competency to a higher level. A technician is now employed on a part-time basis, and as a result malfunctions are quickly remedied and the computers are in use almost all of the time.

Information and communication technology across the curriculum

79. Several examples of the use of ICT in other subjects were observed. These included word processing, developing linked pages for a school website, the use of spreadsheets to calculate the cost of a party and some use of the Internet to find information about Tutankhamun and the planets. A small number of pupils illustrated their work with digital photos. Children in Year 1 recently used a digital microscope to examine the structure of woven fabrics, and the resulting drawings showed clearly the benefits of using the technology.

80. The older computers have been relocated to classrooms, but are underused. Several interactive whiteboards and digital projectors have been installed and more are on order. The school now has the hardware and software needed to develop the use of ICT to enhance teaching and learning across the curriculum. The potential for improvement is good.

HUMANITIES

81. Insufficient evidence was available to make an overall judgement on the provision for **history**. Discussions were held with pupils and staff, and work in pupils' books was examined but no direct teaching was seen. The work seen in pupils' books and on display around the school was of good quality and well presented. Work demonstrated coverage of a number of topics including work on the Victorians. It was evident from conversations with pupils that work in the humanities is often linked together and pupils cited the example of a topic about India where they had looked at the country from a geographical and historical perspective.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good subject knowledge and teaching ensure that that pupils achieve well
- Enthusiasm for the subject displayed by teachers and pupils
- Marking in books helps pupils to know how to improve their work

Commentary

82. Three lessons were seen in Years 2 and 6. Judgements have been made based on the analysis of work, displays and discussions with pupils and staff. The curriculum is linked to other subjects, particularly history, mathematics and science. The school enhances pupils' learning through visits and study days and makes particularly good use of the local area. Doxey Marshes provides a rich resource for science and geography and is visited regularly by different year groups. Pupils are proud of their work and are keen to talk about their learning experiences.
83. Standards are in line with national expectations in this area of the school's work and teaching and learning are good and sometimes better. In a Year 2 lesson pupils were able to identify major differences between their lives in Stafford compared with that of living on a small island. In their groups they carried on discussing the issue and whether having a beach to play on every day would make up for not being able to buy their favourite well known meal! Older pupils were able to draw accurate maps of the local area and could identify key geographical features. Their work in books and on classroom walls was neat and well presented. Teachers give good feedback when marking pupils' work.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils develop a satisfactory understanding of a range of religions
- The subject makes a positive contribution to pupils' personal development

Commentary

84. Standards are broadly in line with local and national guidance in Years 2 and 6. Pupils explore a range of religious beliefs including Hinduism and Judaism and show enthusiasm for their learning. They retell stories from the Bible, name artefacts and describe special people. Pupils have a satisfactory understanding of the importance of religious ceremonies and begin to describe variations between religions. There are good links made with everyday life such as exploring how change has affected their own community and the support that helps them to cope with change. While pupils enjoy the subject they find it difficult to use subject specific vocabulary to describe their learning in detail.
85. Religious education contributes satisfactorily to pupils' spiritual, moral and social development. Assemblies make a positive contribution to learning providing time for reflection, celebration and developing values. Pupils demonstrate very good listening skills. For example, in one lively assembly, led by the headteacher, pupils learnt about the importance of looking beyond first perceptions before becoming involved in conflict situations.
86. The local vicar, who is also a governor for the school, provides very good links with the church and the school community. His regular contribution to assemblies encourages pupils to explore Christian beliefs and values within everyday life. There are some imaginative links with other subject areas. For example, pupils in Year 6 talked enthusiastically about using a range of natural materials in art to create pictures of God's world before mankind. These were photographed and enhanced digitally. Pupils also discussed the effect of modern behaviour on God's creation.
87. Insufficient direct teaching was observed during the inspection to enable a secure judgement about the quality of teaching to be made. However, discussions with pupils and analysis of pupils' work shows pupils make steady progress. Work sampling shows that teachers mark work sensitively and help pupils to move forward in their understanding. In some year groups worksheets are overused.
88. The subject leader is new to her role and is developing her understanding of the subject and refining her leadership skills. The priorities for development are appropriate. They include plans to monitor the subject through observation and work sampling and supporting the ongoing assessment of pupils' learning. She has a good awareness of the potential effectiveness of oral work through discussion, debate and drama to enhance pupils' understanding. Resources are generally satisfactory. Further developments are needed to promote cultural diversity more strongly.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. There was insufficient evidence to make judgements about the quality of the provision or standards in **art and design and design and technology**. Inspectors saw samples of pupils' work, displays, photographs and curriculum planning and held discussions with staff and pupils. Teachers' planning meets the national requirements and links are developing across subjects and with literacy and numeracy. Pupils

have positive attitudes to art and design and design and technology. They describe design projects with enthusiasm and know they have studied the work of famous artists. They often find it hard to remember the names of artists and to use technical vocabulary they have not used for some time. Teachers celebrate pupils' successes through attractive displays that enhance the learning environment and create a sense of pride and achievement. These subjects enable pupils to express their feelings in contrasting ways and provide valuable learning experiences. Pupils need more opportunities to make decisions about their designs and the resources to use independently.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teachers' secure subject knowledge enables pupils to achieve well
- There are good opportunities for composing and performing as well as singing

Commentary

90. Standards are in line with national expectations at Year 2 and Year 6. All pupils sing tunefully and enthusiastically in assemblies and know about a range of composers. In lessons they compose and perform their own music and have a good understanding of rhythm and tempo.
91. The teaching seen was satisfactory or better and taped work of other lessons demonstrated work of good quality. In a Year 1 lesson pupils chose appropriate instruments to make the sound of raindrops and maintained good control of instruments while waiting for their turn to play. The teacher devised a simple picture method of composing a score and the pupils followed it accurately. They knew how to hold and play the instruments properly and saw themselves as proper musicians. In Year 3 pupils were able to use and understand the term 'ostinati' and could copy and identify patterns in the music they heard.
92. Pupils have the opportunity to take group instrumental tuition and all have opportunities to be in school concerts. They enjoy singing and were enthusiastic about the subject. Music plays a significant part in the pupils' spiritual, moral, social and cultural development.

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- The teaching of swimming is very good
- There are not enough opportunities for pupils to evaluate their performances
- Attitudes are very positive

Commentary

93. There was insufficient evidence to judge standards in Years 1 and 2 where only one lesson was observed. In Years 3 to 6 more lessons were seen, but several games lessons had to be transferred indoors at short notice due to wet weather. Overall the standards observed were in line with national expectations and achievement was satisfactory.
94. Teaching and learning were satisfactory and sometimes good, except for swimming where they were very good. Pupils work hard, engage well with tasks and work sensibly alone and in small groups. They enjoy their lessons. Teachers ensure that pupils are properly warmed-up at the start of lessons, and have an appropriate focus on health and safety. Planning is effective, learning intentions are identified clearly and lessons are well-structured and purposeful. Teachers demonstrate and model language and movements well. They make constructive comments to pupils while they work, but opportunities for pupils to demonstrate and to evaluate their own performance and that of others are often missed. There is scope to improve assessments.
95. At the time of the last inspection concerns were raised over low standards in swimming. Swimming standards are now in line with national expectations and the pupils achieve well. There are good indoor and outdoor facilities for PE, and lessons are supplemented by a number of teams, clubs and inter-house competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal social and health education is **good**.

Main strengths and weaknesses

- The very good relationships between adults and pupils make a significant contribution towards pupil learning
- The nurturing ethos develops pupils' confidence and self esteem
- Staff provide very effective role models and lay the foundations for developing pupils' awareness of their responsibilities

Commentary

96. There is a very good emphasis on developing a sense of responsibility for oneself and others. The very positive approach to promoting life skills enables pupils to build very good relationships and become increasingly more prepared to deal with difficult situations. This helps pupils to prepare for life as responsible citizens. Pupils are encouraged to reflect and talk about how significant issues affect them. The School Council plays an active part in decision-making and is consulted on school issues. Pupils are proud of their school.
97. The school plans citizenship into circle-time sessions throughout the school. None of these sessions were taught during the inspection. However, many aspects are integrated into other subjects and aspects of school life.
98. The provision meets all statutory requirements for the education of sex, drugs and relationships. Pupils achieve well in this aspect of their work. They are supported to express their own thoughts and views about issues that affect themselves and the wider community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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