

INSPECTION REPORT

TRINITY CE PRIMARY SCHOOL

Ford, Shrewsbury

LEA area: Shropshire

Unique reference number: 130931

Headteacher: Mr M Pye

Lead inspector: Mr F Carruthers

Dates of inspection: 11-13 October 2004

Inspection number: 268144

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: 130

School address: Butt Lane
Ford
Shrewsbury
Shropshire

Postcode: SY5 9LG

Telephone number: 01743 850227

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Appropriate authority: The governing body

Name of chair of governors: Dr P Finnigan

Date of previous inspection: 7 October 2002

CHARACTERISTICS OF THE SCHOOL

This smaller than average voluntary controlled primary school, situated in Ford, near Shrewsbury, serves a wide, rural area of Shropshire. There is an equal balance of boys and girls on roll. There are two intakes of children into the mixed Reception / Year 1 class, one in September and the other in December. There is the full range of attainment on entry and, although it varies from year to year, it is broadly average overall. Pupils are almost entirely white British and none has English as an additional language. The immediate location has less social deprivation than is normally found. The proportion of pupils with special educational needs is broadly average and their needs are mainly for moderate learning difficulties or emotional or behavioural difficulties. One pupil has a statement of special educational needs. All pupils are taught in mixed-age classes. Pupil mobility¹ is above the average found in most primary schools. The school gained a School Achievement Award in 2000, Investors in People Award in 2001 and the Eco-Schools (Silver) Award in 2003.

¹ The proportion of pupils who join or leave the school at times other than starting in the Reception / Year 1 class or at the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21285	Mr F Carruthers	Lead inspector	English Information and communication technology Geography History Physical education
19320	Mrs B Attaway	Lay inspector	
10611	Mr M James	Team inspector	Mathematics Art and design Design and technology Special educational needs
11419	Mrs P J Underwood	Team inspector	The Foundation Stage Science Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Trinity CE Primary School is an effective school. It provides good value for money. It is very well led and managed, the quality of education is good and pupils achieve well.

The school's main strengths and weaknesses are:

- standards of speaking, listening, reading, mathematics and information and communication technology are above average and pupils' achievement is good;
- standards of writing, in particular writing at length by some junior-aged pupils, are not as high and could be improved;
- provision for Reception-aged children is very good;
- the school has developed a very rich, diverse curriculum for pupils, enhanced by an excellent range of activities outside lessons;
- the quality of teaching and learning is good; it is very good in the Foundation Stage² and year 6; in a minority of lessons that are only satisfactory, the pace of learning is too slow;
- all aspects of the care, welfare, support and guidance provided for pupils are very good; as a result, pupils' attitudes, behaviour and personal development are very good;
- leadership by the headteacher and governance by the governing body are very good;
- links with the parents and the community are very well established;
- pupils' skills of investigation in science are underdeveloped;
- procedures to assess pupils' progress in information and communication technology and science are unsatisfactory.

At the last inspection, the school was judged to be underachieving. Since then improvement has been very good, especially in the key aspects of standards in English and mathematics. The school is no longer underachieving; it is achieving well. The school has maintained the quality of its curriculum as well as the care, support and guidance for pupils. In some aspects, the quality has improved. Teaching and learning have improved and the very good links with parents and the community have been maintained. The very good work of the governing body has also improved.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. Children get off to a very good start in the mixed Reception and Year 1 class. They make good progress and reach or exceed the expected

² The Foundation Stage in this school consists of the Reception-aged children who join the school in the September or January of the year in which they are five.

levels by the end of the Reception year. Pupils achieve well in nearly all subjects in the infant classes. Standards in the current Year 2 are above average in reading, writing, mathematics, and information and communication technology, and average in the other subjects inspected. Standards, when compared to other schools, vary significantly from year to year and this is because of the small number of pupils in each year group and variations in the nature of the year groups. Pupils continue to achieve well in junior classes. Standards in the current Year 6 are above average in reading, mathematics and information and communication technology and average in the other subjects inspected. Comparisons with other schools (as in the table³) are made difficult by the nature of different year groups and the high pupil mobility⁴. The comparisons do not accurately reflect the achievement of individual pupils. An analysis of the performance of pupils who are at the school the longest shows that they achieve well. There is no significant difference between the performance of boys and girls. Pupils with special educational needs make good progress towards the targets in their individual education plans. Achievement is good in information and communication technology and satisfactory in science, where there is room for improvement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very good attitudes to learning and behave very well. Levels of attendance are well above the national average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The teaching is very good in the Reception year and in Year 6. Strengths of the teaching include the relationships between staff and pupils and the contribution of teachers' assistants. As a result, pupils learn well. In a minority of lessons, the pace of learning is sometimes too slow. Systems to assess pupils' progress in English and mathematics are very good but they are unsatisfactory in information and communication technology and science. The curriculum is very good and pupils enjoy a range of experiences often supported by effective visits and visitors to school. The range and quality of extra-curricular activities are excellent. All aspects of the care, guidance and support that the school provides for the pupils are very good. The members of staff allow the pupils to give their views about the school and value their opinions exceptionally well. Links with parents and the community are very good. Links with associated schools are good and benefit the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are very good overall. The headteacher provides very effective leadership. He is very well supported by the recently appointed deputy headteacher. The governors are very effective in all aspects of strategic planning and monitoring the work of the school. There are omissions, however, in their annual report to parents. Management by subject leaders is good but there have been few opportunities for them to check and evaluate provision in subjects other than English and mathematics.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils hold the school in high regard and appreciate the work of the staff in providing a very rich range of activities for pupils and helping them to do well. Pupils

³ Grades for 2004 are unvalidated at the time of publication.

⁴ The proportion of pupils who join or leave the school at times other than starting in the Reception / Year 1 class or at the end of Year 6.

value the opportunities they are given to have a say in how things are run in school and they report that they enjoy very good relations with staff.

IMPROVEMENTS NEEDED

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

- provide more opportunities for junior-aged pupils to develop their skills of writing at length;
- improve the pace of learning in lessons so that it is consistently good throughout the school;
- develop the pupils' investigative skills in science;
- improve assessment of pupils' progress in information and communication technology and science;
- develop the monitoring of provision and standards in subjects other than English and mathematics;

and, to meet statutory requirements:

- amend the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Pupils' achievement is good. Children achieve well in the Foundation Stage⁵ and go on to achieve well in infant and junior classes. Standards in national tests in Years 2 and 6 vary from year to year because of the small size and nature of the different year groups, and the impact of the mobility of pupils. In the current Years 2 and 6, standards are above average in English, mathematics and information and communication technology. They are average in science. Although above average overall in English, there is room for improvement in writing in the junior classes.

Main strengths and weaknesses

- Pupils' speaking and listening skills are very good.
- Pupils show confidence when tackling all aspects of mathematics.
- Children get off to a very good start in the mixed Reception and Year 1 class.
- Pupils with special educational needs make good progress towards their individual targets.
- The ability of some pupils in junior classes to write at length is not yet good enough.
- Investigative skills in science are underdeveloped but have recently shown improvement.

Commentary

1. Pupils achieve well. Standards in national tests, when compared to all schools and similar schools, vary significantly from year to year. This is due to two factors in particular: the size and nature of different year groups, and the mobility of pupils. Some year groups are small in number, for example the present Year 2, while others have pupils with significant and diverse special educational needs, for example, the current Year 3. The mobility of pupils in and out of the school is above average. For example, only 13 of the 22 pupils in Year 6 in 2003/04 were attending the school in Year 2. Because of the small year groups, the performance of just one of these pupils has greater significance than is usual. A close examination of the progress made by those pupils who have been in the school the longest shows that they achieved well in English and mathematics compared to their prior attainment. There is no significant difference between the performance of boys and girls. In addition, measures of the value that the school added to the performance of Year 6 pupils in 2003 show that the school did better than expected. Pupils achieve well because of good teaching and improvements in provision since the last inspection.
2. Children in the Foundation Stage benefit from working in the well-resourced and well-staffed class of mixed Reception and Year 1 pupils. They achieve well and make good progress towards the national goals for early learning. The class teacher and

⁵ The Foundation Stage in this school consists of the Reception-aged children who join the school in the September or January of the year in which they are five.

assistant teach them very well and it is likely that many of these children will attain or exceed the national goals in all areas of learning by the end of the school year.

- Pupils continue to achieve well in reading, writing and mathematics in Years 1 and 2 because of good teaching. Standards of speaking and listening are good because staff take the time to question and listen to pupils. Pupils become confident when dealing with numbers and calculating by adding and subtracting. Standards in the current Year 2 are above average in reading, writing and mathematics. In recent years, the school's results have risen in line with the national trend upward but the rise has not always been uniform, as is evident in the table below. Achievement in science is satisfactory but few pupils attain the higher Level 3 in assessments in Year 2. The pupils have had insufficient opportunity to experience and to use their initiative in investigations. Attainment in information and communication technology is above average and is average in religious education.

Standards in national tests at the end of Year 2 – average point scores in 2004⁶

Standards in:	School results	National results
Reading	17.1 (15.6)	15.8 (15.7)
Writing	16.4 (14.9)	14.6 (14.6)
Mathematics	16.7 (17.1)	16.2 (16.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

- Variations in school standards are also evident in Year 6 and are illustrated in the table below. However, the pupils achieve well between Year 2 and Year 6. This is the case in English, mathematics and science and the school is successful at achieving its targets. In the writing aspect of English, however, pupils' performance has lagged behind that in speaking, listening and reading, where standards in the current Year 6 are above average. Some pupils find writing at length more difficult and this is an aspect for improvement. Pupils have confidence in tackling all aspects of mathematics. In science, a recent emphasis on developing pupils' investigative skills is helping to lift standards in the current Year 6 compared with the year group that took the national tests in the summer of 2004. This emphasis has yet to have an impact on standards. In addition, there are no systems of assessment in science to track the progress of individual pupils. Pupils with special educational needs make good progress in relation to the targets in their individual education plans. They receive good support and guidance from both class teachers and classroom assistants. Talented pupils achieve as well as their classmates and do very well in some sporting activities. Attainment in information and communication technology is above average and is average in religious education.

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

Standards in:	School results	National results
English	25.9 (28.1)	26.9 (26.8)
Mathematics	27.0 (27.4)	27.0 (26.8)
Science	28.4 (29.6)	28.6 (28.6)

⁶ The 2004 statistics in this report are unvalidated at the time of publication.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, values and behaviour continue to be very good and their personal development is very good. Their spiritual, moral and social and cultural development overall is very good. Levels of attendance are well above average.

Main strengths and weaknesses

- Pupils take an active interest in what the school offers and the great majority attend the many extra-curricular clubs.
- The school offers many varied opportunities to promote pupils' personal development.
- The Eco Club has made an exceptional contribution to school life and the wider community.

Commentary

5. Pupils have very good attitudes to school. *So many smiling faces on the first day of term*, commented one member of staff. Levels of attendance are well above average and punctuality is very good. Children in the Foundation Stage settle quickly into school routines and their personal development is very good. Pupils thrive on the many varied extra-curricular activities, developing confidence and maturity, which increases their enjoyment of school. In lessons where teaching is good or better, pupils respond with enthusiasm and can cite specific instances that have left an impression. Behaviour overall is very good and has improved since the last inspection. Most pupils work hard in lessons, and learn effectively. When teaching is only satisfactory, pupils' attention wanders, reducing the quality of learning and behaviour. There have been no exclusions.
6. Pupils take every opportunity to have a voice and an influence in local matters. The Eco Club is a very significant development. For instance, their litter and dog fouling campaigns have improved the village environment. The local council has recognised this by awarding them *Eco Silver* status, as well as a commendation for improvements to school grounds. The pupils' use of the organic garden has contributed to their learning across the curriculum. Responsibilities are carried out with enthusiasm, for example assembly preparation, helping at lunchtime and with delivering morning milk. The opportunity for pupils to lead some assemblies raises confidence and self-esteem. Involvement in setting their own targets develops pupils' responsibility for their own learning.
7. Spiritual development has improved since the time of the last inspection, because it has been promoted across all areas of the curriculum. The school's emphasis on love, hope, charity, trust, truth, honesty, sharing, faith and caring are used effectively to enrich pupils' lives. Links with churches in other parishes within the wider area are being established. The high quality of moral and social development has been maintained. Ethical issues are understood very well and the pupils are very active in raising charitable funds. For instance, they baked and sold cakes to thank the Birmingham Children's Hospital for looking after two pupils. Links with an African school have contributed to pupils' cultural development. Letters are exchanged

celebrating the similarities and differences. Pupils raised funds to help replace books eaten by termites. Visitors from the Sikh community and a visit to a mosque are helping extend their knowledge of other faiths and cultures. The pupils' understanding of living in a multi-cultural society is developing well. Overall, standards in pupils' personal qualities, attitudes and behaviour have been maintained since the last inspection and in some aspects they have improved.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	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 good. There are strengths in all aspects of teaching, learning, the curriculum, care, guidance and links with parents and the community. There are insufficient procedures to assess pupils' progress in subjects other than English and mathematics.

TEACHING AND LEARNING

The quality of teaching and learning is good. Procedures to assess pupils' progress are satisfactory overall. They are very good in English and mathematics but unsatisfactory in other subjects.

Main strengths and weaknesses

- Teaching and learning are very good in the Foundation Stage and in Year 6.
- Teachers' assistants make a very good contribution to pupils' learning.
- Very good relationships between staff and pupils are strong features of the teaching.
- The pace of learning is slow in a minority of lessons.
- Procedures to assess pupils' progress are unsatisfactory in information and communication technology and science.

Commentary

8. The quality of teaching and learning is good and has improved since the time of the last inspection. Teaching in the Foundations Stage is now very good. It is now good in the infant and junior classes and very good in Year 6. Overall, almost a third of teaching is very good and this compares well with primary schools nationally.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	10 (30%)	14 (45%)	7 (21%)	1 (3%)	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.

9. Strengths of the teaching include very effective use of classroom assistants and very positive relationships with pupils. Teachers' assistants not only make a strong contribution in lessons by leading the work of small groups and individual pupils but they also have a high profile in planning and organising lessons. This is evident in the Foundation Stage as well as across infant and junior classes. Assistants frequently help with the teaching of information and communication technology in the specialist room, either by taking the lesson itself or taking half the class for related and other learning while the other half are taught in the computer room. This is very effective use of support staff and time. It means pupils have good opportunities to work at the computers. Pupils enjoy working in small groups with teachers and their assistants in subjects throughout the curriculum. The expertise of support staff to help pupils with English and mathematics is very good. They encourage pupils to discuss what they are doing and are patient when pupils take time to organise their ideas.
10. Relationships between staff and pupils are very good. Children in the Foundation Stage and others new to the school settle in quickly as a result. Members of staff provide good encouragement for pupils and expect them to behave well and try their best. Pupils respond by applying themselves well, working hard and producing a very good amount of work during the school year. This was very evident when inspectors sampled work completed by all classes in the last school year. Members of staff are committed to giving all pupils the opportunity to learn effectively and as a result, pupils are fully involved in what the school offers.
11. Where teaching is satisfactory, the majority of pupils make worthwhile gains in knowledge and understanding but the pace of learning is not fast enough for some and they lose interest. In most lessons, whole-class teaching and group activities are managed at a brisk pace and much is accomplished in the time available. In the one unsatisfactory lesson the activity that pupils were given to the pupils was undemanding and time was spent inefficiently, even though the topic being taught was interesting and should have gripped the pupils' imagination.
12. The teaching of pupils with special educational needs is good. Pupils have challenging targets for improvement, and these are used by both teachers and teaching assistants to provide a suitable range of activities and tasks. Pupils are keen to participate, adults give them much well directed support, and this helps them to achieve well in relation to the targets set for them. They are provided with individual education plans, which are reviewed regularly, with new targets being set if appropriate. Pupils who display behavioural difficulties are managed well by staff.
13. Procedures to assess pupils' progress are satisfactory overall but aspects require significant improvement. Procedures to assess pupils' performance in English and mathematics are very thorough. As a result, members of staff know how well pupils are doing, they track their performance and provide targets for improvement. They make accurate predictions about the performance of pupils in tests at the end of Year 6. The pupils' targets are included in exercise books and are reviewed regularly. The school has made very good progress in these aspects since the last inspection. Nevertheless, there is very little formal assessment in other subjects. The most significant omissions are information and communication technology and science and are aspects for improvement.

THE CURRICULUM

The quality and range of subjects in the curriculum are very good. Extra-curricular provision is excellent. The overall provision for staffing, accommodation and learning resources is good.

Main strengths and weaknesses

- The school has developed a rich and diverse curriculum for pupils in Years 1 to 6, where links between subjects are made well.
- The overall provision for English, mathematics and information and communication technology is good.
- The enrichment produced through extra-curricular activities, educational visits and visitors to school is excellent.
- All pupils have very good opportunities to learn and succeed and pupils' personal development is promoted very well.
- There are a good number of teachers and teaching assistants, and they complement one another very well in supporting the pupils.

Commentary

14. The curriculum for children in the Foundation Stage is good. The provision is closely matched to the *Stepping Stones* for early learning leading to the early learning goals. In the teacher's planning, the needs of the Reception children are considered side by side with those for Year 1 pupils. Because planning is so clear, the tasks for the Reception children are identified separately from those for pupils in Year 1 and are easy to track.
15. All subjects of the curriculum, for pupils in Years 1 to 6, are very carefully planned, and all statutory requirements are met. The school provides particularly detailed plans to ensure appropriate work for the pupils in the mixed-age classes. The school has taken care to provide a wide variety of activities and experiences within each subject, and has also linked subjects together very well whenever possible. For example, art and design is used well to enhance the work in history. The school currently makes good provision for the teaching of English, mathematics and information and communication technology and their use in other subjects has contributed to the pupils' good achievement. However, planning for practical and investigational activities in science has been limited, and this has adversely affected pupils' overall understanding in the subject. The school is currently addressing this issue. Provision for pupils' personal development, through lessons in personal, social and health education, through *circle time* and other aspects of school life is very good. The school makes every effort to involve pupils in the full range of activities. Overall, the school makes very good provision for the equality of opportunity for all pupils, and in so doing, allows them to achieve as well as they can.
16. The provision for pupils with special educational needs is good. Clear procedures are in place, and they closely follow the Code of Practice on identifying and assessing pupils' needs. The school has carefully and effectively implemented the code.

Individual education plans are provided for pupils, and overall, these are of good quality. They provide pupils with suitable targets for improvement. Considerable care is taken to ensure that the work provided for pupils is closely suited to their needs. Teachers and teaching assistants complement each other very well in their support of the pupils. Pupils are involved in the full range of school activities, and they are most happy to participate.

17. The school provides an excellent range of extra-curricular activities for pupils. They are numerous and include football, netball, rugby, science, drama, orchestra and first aid, as well as the popular Eco Club. These activities are very well supported by teachers, teaching assistants and parents alike with as many as ninety percent of pupils being involved. The school welcomes many visitors, including artists, writers, potters, police, clergy, fire fighters and animal experts, as well as drama and music groups. A wide range of educational visits is arranged and residential visits are also a regular feature for older pupils. The school makes good use of the local area for various studies, for example, in geography. These activities make a very significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different subjects. The quality of the curriculum has improved since the time of the last inspection because of this enrichment.
18. The school's accommodation is good, and a number of significant improvements have been made since the last inspection, for example, to the library, the information and communication technology suite and outdoor play equipment. These have greatly enhanced the appearance of the school and its site. Classrooms are adequate in size, with some additional space available for practical activities and small-group work. The information and communication technology suite and library are pleasant, well-resourced areas, and the library in particular is most welcoming. Rooms throughout the school are clean and well maintained, and displays of pupils' work greatly enhance their appearance.
19. Outside play facilities have suitable activity areas and quiet areas to suit the needs of different pupils. The environment is greatly enhanced by additions such as the butterfly garden, the vegetable plot and the pond. The hard play area is small, especially when it has to accommodate all the pupils. Also, the outdoor play area provided for the Reception-aged children has no covered area, and this limits its use during inclement weather. However, the school has plans to address both these issues. Resources are now good in number, and are generally of good quality. They are very good for English and mathematics. Storage space is at a premium, but staff work wonders in keeping items stored neatly and tidily, whilst at the same time keeping them available to both themselves and to pupils when appropriate. The school is well staffed, by a dedicated and well-informed group of teachers and support staff. They complement one another very well in providing for their pupils.

CARE, GUIDANCE AND SUPPORT

The very good quality of care, guidance and support has been maintained since the last inspection. How the school involves pupils and takes account of their views is excellent.

Main strengths and weaknesses

- The school is excellent at listening and responding to pupils' views and ideas.
- Induction⁷ for pupils entering in all years is very good.
- Pupils work and play in a healthy and safe environment.

Commentary

20. This is a very caring school because empathy for those in school and the wider community is at the heart of every facet of its work. Pupils and staff are valued as individuals. There are very trusting relationships at all levels and this makes pupils happy and secure. Child protection procedures are very good and discussed regularly. The quality of first aid training is very good, and this is an improvement since the last inspection. The high level of care for children bussed in and out of school is well entrenched. Governors are thorough in carrying out their responsibilities, by preparing an action plan following their regular health and safety audits. A disability access plan is in place.
21. The importance of establishing a healthy lifestyle is addressed effectively, not only through the curriculum, but also by the quality of the food pupils eat in school. The pupil-led *Healthy Eating Committee* accepted that they would police healthy eating at snack time on three mornings a week because this was the majority response to their questionnaire. This is supported further by the daily availability of fruit and milk for the younger children and the high quality of school dinners.
22. All pupils and staff value the many reward systems that operate in school. For example, pupils believe that not only new pupils should receive a celebratory certificate at the end of their first week, but that new members of staff should do so as well.
23. The excellence with which the school listens and responds to pupils' views and ideas helps them to know their views are valued and that they have an important role in the school's development. The school ensures all pupils are involved in decision-making and the *Healthy Eating Committee*, for example, has effected change and shaped policy.
24. The induction of pupils into all years is very good and they settle confidently into their new surroundings. The school has been especially successful with children in public care and those with behavioural and emotional problems. Timetabled lessons for personal, health and social education provide well-targeted support for all pupils. The school aims to produce pupils who are independent, self-motivated and self-confident, and these qualities are very evident throughout the school. The members of staff know the pupils very well. Procedures for assessing pupils' personal development are kept informal and this is effective.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

⁷ Induction refers to the arrangements for receiving pupils who are new to the school, helping them to settle into school routines and to make friends.

Links with parents and the community continue to be very good. Links with other schools are good.

Main strengths and weaknesses

- The weekly newsletter enables all parents to keep in touch with school life.
- Very good links have been established with various local groups.
- Pupils' annual reports do not inform parents how well their children have done compared to national expectations.

Commentary

24. Almost all parents are very happy with the school; they describe it as having *a lovely atmosphere*. They see the school as *unisex where everyone has opportunities*. They are especially appreciative of the time that members of staff give to extra-curricular activities.
25. The school's website is beginning to make its own positive impact, for example by the inclusion of a summary of the curriculum for each class. *Links* book are used very effectively as a two-way communication and parents of children bussed in to school find it especially useful. Members of staff are very approachable and the school tries to ensure parents are made aware of any problems at an early stage so that they can be resolved as they arise. Pupils' annual reports are good and reflect the individual child but do not give an impression of how well the child is doing when compared to national expectations. The school is planning to respond to parents' requests for reports that clearly indicate standards achieved.
26. There are many opportunities for parents to be in school and there is an ongoing welcome to join pupils for lunch. Parents and grandparents help in school and this provides good links across the generations. Parents play an active role in the school's development and they are consulted, for example about school trips. Governors' and parents' meetings are well attended and parents feel discussion is open and free. Parents are very generous in their support for the *Friends of Trinity*, who play an important role in providing extra resources in school. Most recently they have purchased percussion instruments for music.
27. Very good links have been established with local playgroups and this helps these children to settle into school with confidence. Links with other local schools, such as a Beacon school for profiling pupils' progress electronically, enable the sharing of best practice. Pupils who transfer to one local secondary school are beginning to benefit from the creation of curricular links, but these are not yet fully established.
28. The school is a focal point for the different generations in the community and this is reflected in the variety of links. Local residents join pupils for various events. The attendance of the headteacher at Village Hall and Parish Council meetings further strengthens community links. Local dignitaries are invited to school and further support has come from the police and fire service as well as road safety experts.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The governance of the school is also very good, which is an improvement since the previous inspection. Leadership and management by other key staff are good.

Main strengths and weaknesses

- The headteacher provides very good leadership and has a very clear vision for the continued development of the school.
- He is very well supported in all aspects of the running of the school by the recently appointed deputy headteacher.
- The school makes very good provision for equal opportunities for all pupils.
- Governors are closely involved in all planning and monitoring activities.
- Financial management by all concerned, including headteacher, governors and the school secretary, is very good.
- Subject leaders provide good overall leadership, but other than in English and mathematics, there has been little formal monitoring of provision.
- There are a few omissions in the governors' annual report to parents.

Commentary

29. The overall quality of leadership and management by the headteacher is very good. He leads and manages the school both efficiently and effectively, and his strong leadership gives the school a very clear educational direction. He has contributed significantly to the very good improvement that has taken place since the last inspection. He is very well supported by the deputy headteacher, who already plays a full and active part in all aspects of school life, especially in studying performance data and instigating appropriate action for improvement. There continues to be a significant degree of commitment amongst all staff to continue to make improvements, and the school development plan provides a clear path for all to follow. The very valid aims of the school are well reflected in the work of the school, and there is a very positive Christian ethos founded on very good personal relationships. All members of staff are particularly committed to the principles of including everyone in what the school offers and doing the best for pupils. This includes teaching assistants, midday supervisors, kitchen and cleaning staff. As a result, all pupils are fully involved in all activities and allowed to achieve as well as they can.
30. Governors successfully fulfil their statutory duties, in helping 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 last inspection. The chairman is keenly involved in school life, being very supportive of the headteacher and staff. 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 highly 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 areas for development. Although the governors' annual report to parents has a few omissions that require attention, inspectors judge that governance of the school is very good overall.

31. The overall leadership and management by other members of staff, in their particular areas of responsibility, are good. Leadership and management of the Foundation Stage are very good. Subject leaders for English and mathematics play a strong role in monitoring pupils' work and observing lessons, and this allows them to be fully aware of the standards being achieved in their subjects, as well as helping them identify areas for possible development. This has contributed to the improved standards now evident. Subject leaders relate well to their colleagues, provide advice and support when necessary and they complement each other very well in the overall curricular and teaching provision. However, there has been little formal monitoring of provision and standards in subjects other than English and mathematics.
32. The management by the special educational needs co-ordinator of the provision for pupils with special educational needs is good. The co-ordinator keeps extensive and detailed records, and the progress made by the pupils is carefully checked. The governors appointed to monitor the school's provision for pupils with special educational needs carry out their work efficiently and helpfully.
33. Financial management of the school is very good, and it is efficiently monitored by the governing body. 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, which enable the headteacher and governors to monitor the deployment of resources. Principles of best value are followed very well when measuring improvements in the quality of teaching and standards achieved, and when purchasing resources. When the use of available resources, the quality of teaching and learning, the progress now being made by pupils and the income that is received are taken into account, the school gives good value for money.
34. Day-to-day financial management and administration are very good. Routine administrative procedures operate efficiently and unobtrusively. The school secretary gives very good support to headteacher, teachers and pupils. Good use is made of information technology systems to maintain financial control and accountability, and this administration effectively supports the smooth running of the school.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	374,187	Balance from previous year	20,100
Total expenditure	378,169	Balance carried forward to the next	16,118
Expenditure per pupil	2,644		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good, providing children with a range of experiences in all areas of learning and helping them to achieve well.
- Very good relationships help to ensure that the children are happy and settled.
- The classroom provides a welcoming environment for the children.
- A lack of shelter limits the use of the outdoor area during inclement weather and a lack of large wheeled toys inhibits children's physical development.

Commentary

35. Children are admitted to the mixed Reception and Year 1 class either in September or January depending on the date of their fifth birthday. Presently there are five Reception-aged children in school. All children have had some pre-school experience and this has helped them to settle quickly into the routines of school. Their classroom is an attractive and welcoming environment where children are happy to come. Although attainment on entry is broadly average, it varies year by year. Many children will attain or exceed the levels in all areas of learning by the end of the year. This is particularly so in personal, social and emotional development, communication, language and literacy, and mathematical development. For all children, achievement is good. There are presently no children with special educational needs in the Reception group. However, the five children currently attending the Reception class may not be representative of the whole year group because there will be another intake after Christmas. Also, because year groups are small and the number of children with special educational needs varies, overall standards vary quite dramatically.
36. The quality of teaching is very good and this is an improvement since the last inspection. The class teacher has a good understanding of the needs of this age group, which leads to the provision of a wide and appropriate range of worthwhile activities. The provision is closely matched to the *Stepping Stones* for early learning. Planning is so clear that the tasks for Reception children are identified separately from those for pupils in Year 1 and are easy to track. Tasks are carefully matched to the relevant learning needs and this has a positive effect on learning. The classroom assistant makes a very good contribution to the learning of the children. Questioning is used very effectively to extend or reinforce learning. Very good relationships give children confidence to respond to adults and share their thoughts. There is a good balance between directed and self-chosen activities. Assessment is very thorough and used very effectively to ensure children are appropriately challenged. Leadership and management of the Foundation Stage are very good. Very good teamwork and liaison between all adults ensure that children receive beneficial support. It also ensures that both Reception children and Year 1 pupils can experience individual adult

input. Overall, provision in the Foundation Stage has improved and is now a main strength of the school; it gives children a very good start to their education.

37. The children currently in the Reception year are on course to exceed the national goals for early learning in **personal, social, emotional development**. A wide range of opportunities is provided for the children to develop the relevant interpersonal skills, therefore all children achieve well. They all conform to the high expectations of good behaviour. They know the routines well and settle quickly to work or activities. They remain well focused and on task. A calm, working atmosphere pervades the classroom. Children are confident and willing to respond to adults' questions. They take turns, listen to each other and play well together. The very good teamwork of all adults provides the children with good role models of co-operation.
38. The children are on course to exceed the national goals in **communication, language and literacy**, because a strong emphasis is put on developing language skills including letter sounds, reading and writing. Children achieve well in this area of learning. Many opportunities are provided for children to enjoy the lessons as they learn about sounds and develop their writing skills. Questioning is used very effectively to extend children's knowledge and to stimulate them to respond. Children are confident, articulate speakers, who reply in sentences. A love of books is being created among the children. They talk enthusiastically about their books and favourite stories and recognise some familiar words. Writing for different purposes is encouraged successfully. The children make good progress when they are developing their writing and reading skills.
39. Standards are above average in **mathematical development**. Children confidently count to ten and back, understand one more or one less than a number, and know which number comes between two others. They recognise two-dimensional shapes and can describe their properties, for example, when feeling the shape inside a bag. Children are achieving well because of very good teaching and challenging activities which develop their skills.
40. Children are on course to attain the national goals in their **knowledge and understanding of the world** and they achieve well. They are introduced to a wide range of topics, often enhanced by visits or visitors. Children's **physical development** is already well on course to exceed the national goals. When moving in the hall, children demonstrate good spatial awareness and body control. Their achievement is good. Opportunities are provided for children to use scissors to improve their cutting skills or to practise pencil control. Although the outdoor area is well used by teachers as an extension of the classroom, its use during inclement weather is limited by a lack of shelter. There is also a lack of wheeled toys. The school is aware of these shortfalls and there are plans to address both issues. No teaching of **creative development** was observed and consequently, no judgement can be made about attainment or achievement. Planning shows that children have opportunities to explore a variety of media.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good overall and very good in Year 6.
- There is a good level of challenge in the work set for pupils.
- Procedures to assess pupils' progress and for setting targets are very good and help pupils to understand what they need to do to improve.
- Opportunities for pupils to complete extended pieces of writing are sometimes missed.
- In a small proportion of lessons where teaching is satisfactory, the pace of learning slips.
- Links with other subjects are very well established.

Commentary

41. Standards in the current Years 2 and 6 are above average and pupils achieve well from Years 1 to 6. Standards vary from year to year partly because of variations in the nature of the small year groups and also because of the mobility of pupils. A close analysis of the results of last year's Year 6 pupils, who were at the school the longest, shows that they made good progress and achieved well, meeting their targets. The school is successful achieving the targets it sets for pupils. Pupils with special educational needs make good progress in all classes as a result of good teaching and good support from classroom assistants. They meet the targets in their individual education plans.
42. Standards of speaking and listening in the current Year 6 are above average and this is the result of a school-wide focus on improving these skills in response to earlier monitoring of standards. Teachers encourage pupils to respond to questions fully in lessons across all subjects and pupils' fluency, even among younger age groups, is a noticeable strength. Standards in reading are above average by Year 6. The strong emphasis on pupils reading in pairs, with adults in groups, at home, or in the successful *reading buddies* system, helps the pupils to achieve well. Standards in writing in Year 6 are only average, however. Individual pupils have achieved success in local and national competitions but despite a clear emphasis on teaching skills in lessons based on the National Literacy Strategy, some pupils experience difficulties with writing at length. For instance, in the 2004 tests, two pupils who were expected to achieve the higher Level 5 in writing did not do so. A sample of junior pupils' work during the last school year shows that opportunities to write at length are not as regular as they could be. There are missed opportunities to use topic work in subjects such as geography, history and religious education to practise writing at length. This is an aspect for improvement.
43. Standards in the current Year 2 are above average and pupils achieve well. The nature of this year group is such that it is likely to reach standards better than the last year group, as there are fewer pupils with special educational needs. In last summer's tests, standards were well above average, as was the proportion of pupils reaching the higher Level 3 in reading and writing. Pupils in the current Year 2 are developing skills of reading, writing, spelling and punctuation well. Their

understanding of the sounds that letters make is good, because there is a clear emphasis on the teaching of letter sounds.

44. The quality of teaching and learning is good overall and very good in Year 6. Strengths of the teaching include high expectations of pupils' behaviour and presentation of work, and very good use of classroom assistants who support a variety of groups in classes, including those with special educational needs. As a result, pupils work well when unsupervised or in groups. In most lessons, the pace of learning is good and pupils get through a large amount of work. In a small proportion of lessons, however, the pace is variable and a few pupils are not learning as quickly as they are capable of. The challenge for the school is to bring the pace of learning in these lessons to match that in the best lessons.
45. Leadership and management of the subject are good. Members of staff have responded well to the weaknesses highlighted in the last report and in more recent monitoring, for example, in relation to promoting pupils' skills of speaking. There are now very good systems in place for assessing pupils' progress, for setting targets and for helping the pupils to know how they can improve. A newly opened library in the heart of the school, with access to networked computers, is a significant improvement in provision since the time of the last inspection. There have been further improvements in resources. Pupils were judged to be underachieving in this subject at the time of the last inspection and are now achieving well. This constitutes very good progress in the two years since the last inspection.

Language and literacy across the curriculum

46. Links with other subjects are very well established. Opportunities for pupils to use skills of speaking, listening and reading are very good in subjects such as design and technology, geography, history and religious education. There are also good opportunities for writing short extracts, letters and reports in geography and history. More opportunities are being taken in recent months to develop skills of report writing in science. However, there are still missed opportunities to practise writing at length using other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in both Year 2 and Year 6. Based on their prior attainment, all pupils are now achieving well. This is a significant improvement since the last inspection.
- The overall quality of teaching and learning is good, with teachers making good use of assessment to ensure that pupils are provided with suitably challenging work.
- Teachers make good use of other subjects to enhance pupils' skills in numeracy.
- The attitudes and behaviour shown by pupils are good. They clearly enjoy their work in the subject.
- The role played by the subject leader is good.

Commentary

47. Pupils throughout the school are confident in tackling all aspects of the subject. They achieve well and often have understanding and skills that are above the expected levels. For example, pupils in Year 2 tackle addition and subtraction confidently and have a secure knowledge of the multiplication facts relating to 2, 5 and 10. Pupils in Year 6 readily reduce a fraction to its lowest form and confidently use brackets in their number work when appropriate. Pupils in Year 2 measure accurately with a range of standard and non-standard measures and the Year 6 pupils calculate areas and perimeters using a formula. Pupils in Year 2 collect data, for example, on favourite foods, produce graphs and then interpret the information that the graphs contain. Pupils in Year 6 readily compare simple distributions using, for example, range and mode. Pupils throughout the school tackle challenging practical and problem solving activities. Most of the older pupils are competent at tackling problems that involve more than one step to find the solution.
48. The overall quality of teaching and learning is good. Lessons are very suitably planned and resourced and teachers fully involve all pupils during the mental sessions at the start of lessons. Teachers have good subject knowledge, they explain clearly the work under consideration and they make good use of the appropriate terminology in explaining methods and processes. Pupils are also provided with the opportunity to talk about their work, which enhances their understanding. Teachers make sure that pupils are kept busy with a range of challenging activities and with the teaching assistants, provide suitable help. Teachers make very good use of assessment to ensure that these activities are suited to pupils' particular needs. Much well directed help is provided by adults, and as a result, all pupils, including those with special educational needs, make good gains in their overall mathematical knowledge and understanding. Occasionally, when the pace of the lesson is slower, and the pupils' interest is not fully engaged, progress is more limited.
49. Pupils throughout the school clearly enjoy their work in mathematics, in particular the mental sessions, and their attitudes are good. They are prepared to answer questions and offer opinions. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils when required, and they make good attempts to find answers and provide solutions. Most pupils take considerable care with the presentation in their books and some take a pride in their work. Teachers mark pupils' work regularly and most provide helpful, encouraging and sympathetic advice, which helps them improve their work further.
50. Leadership and management of the subject are good. The subject leader has contributed much towards the improved standards and progress now being achieved. She regularly monitors the work being produced by pupils, and on occasions observes lessons to evaluate the standards being achieved. Improvement since the last inspection has been very good.

Mathematics across the curriculum

51. Numeracy is taught most successfully in mathematics lessons, where teachers put much emphasis on developing the pupils' ability in handling numbers. Teachers also make very good provision for pupils to develop their mathematical skills in other subjects, such as science, geography and history. Good use is also made of information and communication technology, especially in relation to data handling.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in both Year 2 and Year 6 are rising.
- Pupils enjoy science and talk enthusiastically about their work.
- A new initiative to develop pupils' investigative skills has had insufficient time to have an impact on standards, particularly in Year 2.
- Procedures to assess pupils' progress are unsatisfactory.
- The monitoring role of the subject leader is underdeveloped.

Commentary

52. Currently standards are broadly average in Year 2, and in Year 6 they are average. Because the size of year groups is small and the mobility of pupils is above average, a comparison of results with other schools is unreliable. For pupils in Years 1 and 2, including those with special educational needs, achievement is satisfactory but there have been too few pupils achieving the higher Level 3 in assessments in recent years. For many pupils in Year 6, including those with special educational needs, achievement is good, because the majority of pupils make the expected or better progress in achieving their targets. In the most recent tests in 2004, a good proportion of pupils achieved the higher Level 5. The trend for improvement over time in Year 6 is broadly in line with the national trend, which is upwards.
53. The quality of teaching is good overall but teaching and learning in Years 1 and 2 are only satisfactory. From a scrutiny of pupils' work last year and talking to a group of pupils in Year 3 about their work in Year 2, it is evident that pupils have more factual knowledge than skills of enquiry. Pupils have had too few opportunities to participate in investigations, to use initiative and to make decisions. However, in the lessons observed during the inspection, teaching was good. For example, pupils in Years 1 and 2 enjoyed a practical session outside the classroom when they explored characteristics of the wind. A more practical approach to science has recently been introduced.
54. Although only one lesson was observed in junior classes, the overall quality of teaching is good and as a result, standards are better. A discussion with pupils in Year 6 showed that they are knowledgeable and enthusiastic. They are gaining in confidence because of the present emphasis on developing their investigative skills, and the planning and conducting of scientific experiments. They explained how they used the *science board* in their classroom to plan an experiment. The board guides groups as they work together to devise, plan and execute an experiment. This method of working has only recently been implemented across the school and therefore has had little time to make an impact on standards overall. There is little assessment of pupils' progress but the school is currently developing both a new scheme and the relevant assessment procedures. These have yet to be implemented and evaluated for their impact on standards.

55. The subject is well led and managed by an enthusiastic subject leader. The monitoring role is presently underdeveloped because English and mathematics have been higher priorities. Consequently, improvement since the last inspection has been only satisfactory. However, the subject is now a priority and additional funding is to be used to ensure improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching includes high expectations and a high level of challenge to the pupils.
- Teaching assistants make a very good contribution to provision and pupils' learning.
- Forward planning for the subject is very good.
- There are no systems to assess pupils' progress.

Commentary

56. Standards are above average in Years 2 and 6 and the pupils achieve well, including those with special educational needs. This is because members of staff plan the use of the computers in the specialist room to good effect and provide the pupils with the opportunity to learn a full range of skills. Pupils in Year 2 show confidence using the menu and tool bars and have good skills controlling the mouse. They are familiar with simple word processing facilities, can use clip art in their work and know how to make a programmable toy follow a set of instructions. The pupils make good progress because they develop these skills when they visit the specialist computer room regularly. By Year 6, pupils are confident using programmes to write polished versions of their work in English and are able to use formulae to make calculations about data on spreadsheets. They find useful websites for researching topic work and generate a variety of graphs to illustrate work in mathematics. Pupils are keen to do well and enjoy working with computers.
57. Teaching and learning are good. Strengths of the teaching include the teachers' high expectations for what pupils can do and how they are to behave. Teaching assistants have improved their own ability to use computers, one gaining a national award in the process, and they are deployed particularly effectively. For example, they sometimes support groups of pupils in the specialist room and show good levels of expertise. At other times, they guide groups of pupils on other learning tasks in classrooms while the teacher takes groups in the specialist room. This is very effective use of time and means all pupils gain from having premium time at the computers. Although this is generally the case, time was wasted in one lesson because the planned work was not sufficiently matched to the pupils' levels of understanding.
58. Leadership and management of the subject are good. There is a very effective action plan to develop the expertise of staff and improve resources, such as more interactive whiteboards. An aspect for development is the monitoring of provision through work sampling and observing lessons. Staff know the pupils well but there are no systems in place to assess how well pupils are progressing. This means that pupils themselves have no way of measuring how well they are doing. Improvement since the last

inspection has been good, especially in resources and teachers' expertise. Standards of pupils' work have been maintained.

Information and communication technology across the curriculum

59. Very effective links are made with other subjects so that work in English, mathematics, science, geography and history is enriched by opportunities to research topics, draft and polish work, or record data in investigations. Members of staff make good use of computers in art and design and in the way they create attractive displays of pupils' work. Those who have interactive whiteboards in their rooms make good use of them in lessons.

HUMANITIES

60. **Geography** and **history** were only sampled during the inspection. No lessons were seen in geography, two were seen in history, and therefore no overall judgement on provision or standards is possible. Both subjects have a high profile in the school curriculum. They are very well planned to cover the requirements of the National Curriculum and are significantly enriched by many visits and visitors to the school, which enliven the subjects. Very good use is made of the local environment and historical artefacts. In addition, very good links have been established with other subjects across the curriculum. Displays around school, for example of Greek and Aztec pottery, show that the pupils achieve a high standard of work. The subjects also make a good contribution to the pupils' numeracy skills, for example when exploring maps and coordinates, and constructing graphs of data collected. Literacy skills are also applied in a similar way, although more opportunities could be offered for pupils, especially in junior classes, to write at length and imaginatively about the topics they cover. Pupils enjoy both subjects, which make a very good contribution to their social and cultural development.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have a good understanding of why religion is important to people.
- Resources are good and cover a range of religions.
- There is a good range of visits and visitors to school to enhance the subject.
- Opportunities for older pupils to practise writing at length are sometimes missed.

Commentary

61. Although there were few opportunities to observe lessons during the inspection because of timetable constraints, evidence about provision, based on a scrutiny of work and interviews with pupils in Years 3 and 6, indicate that the attainment of pupils in Years 2 and 6 is in line with the expectations of the locally agreed syllabus and pupils achieve well. These findings are broadly similar to those at the last

inspection. Older pupils are very aware of how important religion is for many people and feel they need to know about how people of other faiths celebrate and worship. They have a good knowledge of Christianity and other faiths. They were appreciative of how their teacher gave them the opportunity to discuss the topic of death very sensitively. They talked enthusiastically about a pilgrimage they had experienced and related this to a Muslim pilgrimage. The younger pupils enjoyed learning about parables, particularly when they had an opportunity to act out the story. They could recall much about Christianity but were less well informed about others faiths.

62. It is not possible to give an overall judgement on the quality of teaching but evidence from talking to pupils indicates the quality of their learning is good. The pupils have very good attitudes to the subject and the presentation of their work in special folders is good. These folders include all the work they cover in infant and in junior classes and are a good feature of the teaching. They provide the pupils with a good record of what they have learned. Much of the work is carried out through discussion and this aids the pupils' skills of speaking and listening. Opportunities to promote older pupils' skills of extended writing through the subject are sometimes missed, however.
63. Leadership and management of the subject are good. The subject leader is enthusiastic and committed, and is well aware of the need to revise planning in the light of the new syllabus, which has only just been made available to schools. There has been little opportunity to monitor provision and standards. Resources are good, carefully stored and include a number of video recordings, artefacts, posters and stories from different religions. A good variety of visitors from other faiths and visits to places of worship help to enhance and develop pupils' understanding and appreciation of Christian and other faiths. The subject has not been a focus for development but, nevertheless, improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. These subjects were only sampled during the inspection and no overall judgements on provision are possible. They have a high profile in the curriculum and help to enrich the pupils' learning.
65. Only a small number of lessons in **art and design** were seen during the inspection. The overall quality of teaching was good and standards were higher than average. In Years 1 and 2, the pupils produced closely observed pictures of fruit and flowers, while those in Years 5 and 6 produced similarly detailed pictures of Aztec artefacts and historical figures. Pupils throughout the school readily produce carefully detailed work in the style of famous artists. Pupils also use computers to produce various pictures and illustrations. Evidence suggests that standards, especially those in Years 1 and 2, have improved since the last inspection.
66. During the inspection, only one lesson was seen in **design and technology**, in which the pupils in Years 3 and 4 successfully designed and made pictures with moving features. Their plans were detailed, and contained lists of the required tools and materials. The teaching was good, and pupils showed very good attitudes to the subject. They were provided with the opportunity to study commercially produced items, and pupils were keen to identify the components they would need themselves.

A study of other plans and samples of work shows that coverage of the subject is good and the items produced show a quality higher than average. For example, younger pupils made model houses, vehicles, puppets and fruit drinks, and older pupils made biscuits, money containers, moving monsters, musical instruments, bread, slippers and various structures. All were of a good standard. Overall, provision for the subject has improved, especially in Years 1 and 2, since the time of the previous inspection.

67. In **music**, pupils have the opportunity to learn a good number of instruments including recorders and orchestral instruments. They have good opportunities to sing and perform for their parents and the wider community in concerts and shows at Christmas and throughout the year. Pupils sing well when they are familiar with the words and the tune. The standard of singing is satisfactory but little encouragement to improve the quality of singing was given in the whole-school lesson observed. Pupils enjoy using percussion instruments to make music. A good lesson involving pupils in Years 5 and 6 making scores of their vocal compositions had strengths in the planning and in the level of challenge in the work. Lessons are taught by all class teachers and, in addition, a specialist music teacher is employed for half a day per week, taking each class for one half term and also acting as subject leader. She contributes well to enhancing the pupils' learning and particularly well to the regular performances and concerts that classes are involved in.
68. **Physical education** is very well planned to cover all aspects of the curriculum and is enriched by a very good range of extra-curricular activities such as clubs and coaching sessions in team sports, as well as opportunities to take part in inter-school events, such as swimming galas and cross-country events. The school has achieved significant success in many of these popular events. There is some specialist teaching of games to junior-aged pupils which is led by the subject leader. This also allows him to monitor standards in classes other than his own. Although there is no formal system for assessing the pupils' progress, talented pupils are identified and encouraged to join activities both in school and beyond in order to reach their potential. The subject makes a good contribution to the pupils' social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. During the inspection, only two lessons were seen in **personal, social and health education**, and no overall judgement is possible. In one lesson, pupils in Years 1 and 2 discussed their feelings in different situations, and recognised the need to respect the feelings of others. The teaching was good, and the pupils contributed readily. A study of teachers' planning, together with discussions with pupils, shows that the subject is taught regularly during the year. Pupils learn about sex education, drugs awareness and the importance of healthy eating and living. Other issues, such as the importance of caring for one another, how to deal with sadness, especially that relating to bereavement, the need to confront and deal with bullying and the importance of taking responsibility at different times are also suitably emphasised. The school provides very well for its pupils' needs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgment</i>	<i>Grade</i>
The overall effectiveness of the school	3
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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
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).