

INSPECTION REPORT

WHITGREAVE PRIMARY SCHOOL

Featherstone, Wolverhampton

LEA area: Staffordshire

Unique reference number: 124082

Headteacher: Mr K Grayson

Lead inspector: Mr J Young

Dates of inspection: 13 – 15 June 2005

Inspection number: 268254

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 267 |
| School address: | The Avenue Featherstone Wolverhampton |
| Postcode: | WV10 7AS |
| Telephone number: | 01902 734167 |
| Fax number: | 01902 727502 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr N Snell |
| Date of previous inspection: | 9 June 2003 |

CHARACTERISTICS OF THE SCHOOL

Whitgreave is a large primary school situated in the expanding village of Featherstone to the north of Wolverhampton. Almost all pupils attending the school live in the village. Nearly half of the village children attend schools other than Whitgreave, although this is beginning to decrease as the school becomes more popular. The mobility of pupils is more than usual with 18 pupils joining the school other than in nursery or reception and 15 pupils leaving before the normal time of transfer to secondary school. Children's attainment on entry is below that which is found nationally among most four year-olds, particularly in their development of language and literacy skills.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are average. Entitlement to free school meals is in line with the national average. The overall proportion of pupils on the special educational needs register is below the national average but the number of pupils with statements of special educational needs for physical and speech and communication difficulties is above the national average. The percentage of pupils from minority ethnic groups is little different from that found in most schools nationally; no child is at the early stages of learning English. The headteacher has been in post for two years and is stabilising the changes in staff experienced by the school over the past year.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|--|
| 21386 | John Young | Lead inspector | Art English as an additional language Information and communication technology Music Physical education Science |
| 19365 | Gordon Stockley | Lay inspector | |
| 22421 | Val McGrath | Team inspector | Design and technology Foundation Stage Mathematics |
| 21992 | Jean Newing | Team inspector | English Geography History Religious education Special educational needs |

The inspection contractor was:

Cambridge Education Limited

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whitgreave Primary School is a good and rapidly improving school, giving good value for money. Standards are rising at a rate that is higher than that seen nationally, principally because of the excellent leadership of the headteacher. The underachievement by pupils reported in the last inspection two years ago has been rigorously and very effectively eradicated and pupils now achieve well across the school. The overall quality of education in the school has been improved significantly through good teaching, good governance and good care and support given to pupils.

The school's main strengths and weaknesses are:

- The headteacher's leadership of the school is excellent and is the main reason the school has improved so well over the past two years.
- Pupils' behaviour is excellent and they have very good attitudes to learning.
- Children join the school with skills that are below average when compared to children of a similar age yet by the time they leave at the end of Year 6 they attain standards in national tests in English and mathematics that are above average. This represents good achievement overall with some very good achievement seen in Year 6.
- Results in the national tests in 2004 in science are well above the national average for all schools and in the top five per cent when compared to similar schools based on the prior attainment of the pupils.
- Pupils' behaviour is excellent and their very good attitudes to learning in their lessons are a very positive aspect of their success.
- Attendance is unsatisfactory. Continued efforts by the school to encourage pupils to attend regularly are not having sufficient impact as the policies and practices are not supported by some parents.
- Lessons are well planned and provide pupils with interesting and exciting activities and teaching overall is good with some very good teaching seen in Year 6, in mathematics and in science. Nevertheless, there remains some unsatisfactory teaching in religious education in Year 5.
- The impact of the school's inclusion policy is very good and pupils with special educational needs achieve well against the targets set in their individual education plans.

Improvement since the last inspection has been very good. Inspectors in June 2003 found the school to be underachieving. This is no longer the case. Key issues of the last inspection have been dealt with very effectively. Standards have risen in Year 6 in English, mathematics, science and information and communication technology. Governance is now good and governors have a clear vision of how the school will continue to improve.

STANDARDS ACHIEVED

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

Key: A - in the top five per cent nationally; 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 achieve well. They make good progress in the Foundation Stage and in Years 1 and 2. By the end of reception, children in the nursery and reception class will achieve the goals they are

expected to reach in their different areas of learning. By the end of Year 2, pupils' standards in English and mathematics are in line with the national average and above average in science. Standards in reading have improved and now match the standards pupils achieve in writing which are in line with the national average. The school has done much to improve standards over the past two years. Pupils now achieve well overall in Years 3 to 6 and current standards by Year 6 in science are well above average. Standards are above average in English and mathematics at the end of Year 6. This shows a remarkable improvement since 2003 when standards in English, mathematics and science were well below average. Standards in information and communication technology are average by the time pupils leave to join their secondary schools. Pupils with special educational needs achieve well in all classes in the school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Behaviour is excellent and pupils have very good attitudes to learning because of the very good relationships between them and all the adults in the school. Attendance is unsatisfactory despite the school's good effort to encourage parents to ensure their children attend school regularly.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good. Pupils learn well because teachers plan interesting and challenging lessons in which pupils often have to think for themselves and provide their own solutions for solving problems. Science teaching in Year 6 is excellent and leads to very high standards. Teaching assistants are well informed and make a very valuable contribution to pupils' learning. In the small percentage of lessons where teaching is unsatisfactory, teachers have low expectations of what pupils can achieve and pupils are therefore given insufficient challenge to make progress in their learning. The curriculum is good and interest and relevance are added by extra-curricular activities, residential adventure weeks and visits to museums. The care and welfare given to pupils is good. Links with parents and other schools are good. Links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's leadership is excellent. He is an excellent role model for all staff and gives an extremely strong, purposeful lead to the direction of the school. Subject management is good and co-ordinators have made a positive contribution to the improvement in standards over the past two years. Governors know their school well, fulfil all their statutory responsibilities and provide good governance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school and make a good contribution to their children's education. They are very pleased with the recent improvements in their children's education and believe this has come about as a result of the appointment of the current headteacher two years ago. Pupils are also very fond of their school and their excellent behaviour and the self-disciplined way in which they approach their learning shows their pride in it.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching in the small minority of lessons where pupils' achievement is unsatisfactory.
- Continue the school's good work with parents to improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

At the end of Year 6 in 2004, pupils' results in the National Curriculum tests (looking at the average points scores as shown below) were well above average in English and science and above average in mathematics. This shows a remarkable rise in standards since 2003 when pupils achieved standards that were well below average in English, mathematics and science. When compared to similar schools, standards in English and mathematics match those above. However, standards in science when compared to similar schools equalled those of the top five per cent of schools nationally. The school has made significant changes to the deployment of teachers in the key areas of the school, particularly Year 6. This has had a very positive impact on standards as the expertise of these teachers has provided pupils with challenging and exciting lessons during which they have made very good progress in their learning. Performance at the higher level (Level 5) was impressive. Higher attaining pupils achieved standards well above average in English and above average in mathematics. Standards attained by higher achieving pupils in science were in the top five per cent of schools nationally.

Main strengths and weaknesses

- The highest achievement by pupils is found in Year 6 where some inspiring teaching is leading to improved standards.
- A strong focus on challenge and independent investigative work is enabling the highest attaining pupils to perform to their potential and reach Level 5 in their work in the three core subjects.
- Although pupils' attainment in ICT is in line with expectations their progress is restricted by computers that are unreliable, slow and outdated
- There are some pockets of underachievement, often seen where there is unsatisfactory teaching. For example, in religious education in the Year 5 class, pupils' achievement is unsatisfactory and standards are below average.

Commentary

1. There has been a rapid rise in standards across the school during the last two years corresponding to a rigorous review of policies and procedures instigated by the headteacher and implemented very effectively by teachers and their assistants. The impact and success of these intervention strategies are realised in the outstanding results in the national tests for pupils in Year 6 in 2004. Inspection evidence indicates that these standards are likely to be continued in the national tests in 2005. The achievement of pupils as they move through the school is at least good and sometimes very good. All pupils make good progress in their learning regardless of age, gender or ability reflecting the very good inclusion policy of the school.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.8 (24.7) | 26.9 (26.8) |
| Mathematics | 28.2 (24.5) | 27.0 (26.8) |
| Science | 31.3 (26.1) | 28.6 (28.6) |

There were 39 pupils in the year group. Figures in brackets are for the previous year

2. The five year trend in the National Curriculum test results is above the national trend. There have been no significant differences between the performance of boys and girls. Pupils from different ethnic backgrounds achieve in line with their peers. There are no pupils for whom English is an additional language. Pupils with special educational needs achieve well against the targets on their individual education plans because of the good support they receive.
3. Children achieve well in the Foundation Stage. They begin school with skills that are below those expected for their age, particularly in their development of language and literacy skills. By the time they enter Year 1, all children are likely to achieve the goals they are expected to reach in their different areas of learning.
4. Inspection evidence shows that, as a result of the school's initiative to introduce effective guided reading sessions, reading standards are improving and are likely to be in line with the national average in the national tests in 2005 for pupils in Year 2. There are no significant differences in the performance of boys and girls or in that of pupils from different ethnic backgrounds.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.9 (15.4) | 15.8 (15.7) |
| Writing | 14.7 (14.3) | 14.6 (14.6) |
| Mathematics | 16.3 (16.5) | 16.2 (16.3) |

There were 36 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is excellent and the majority have very good attitudes to school. Their spiritual development is good; their moral and social development is very good, and their cultural development is satisfactory, making their personal development good overall. Punctuality is good but attendance is unsatisfactory.

Main strengths and weaknesses

- The school has very high expectations for pupils' conduct, relationships and freedom from bullying.
- Pupils have a keen interest in school life and are willing to take responsibility.
- Pupils are not well prepared for life in a multicultural society.
- Some pupils do not attend often enough to gain full benefit from what the school offers.

Commentary

5. Pupils' very good attitudes to school have a significant impact on their learning. They enjoy being at school and are highly motivated, showing maturity and working very well in pairs or small groups. Pupils respond very well to the school's very high expectations for behaviour and the vast majority of behaviour seen during the inspection was exemplary. No examples of bullying were seen and pupils do not consider bullying to be an issue. One pupil received two fixed-term exclusions in the previous academic year, but these were justified in response to incidents of violent behaviour by the pupil, who had been permanently excluded from two other schools. Despite a significant amount of support, the pupil was unable to improve his behaviour to an acceptable level and was transferred to specialist provision.

6. Pupils' relationships with other pupils and their teachers are very good and this results in a pleasant and friendly school community. The school's ethos provides a strong basis for pupils to develop positive values. There is a valuable link with a local church and the vicar regularly leads assemblies in school. Pupils experience a spiritual sense of reflection and enjoyment in assemblies and in their work in art and music.
7. Pupils develop a very strong sense of moral responsibility through supporting and helping others. This aspect is reinforced very effectively by staff in assemblies, lessons and in their daily contact with pupils, where they set a good example for pupils to follow. Pupils are also encouraged to think of the needs of others when they collect money for a range of charities, as well as donating harvest gifts to a local hostel for the homeless and to a local family centre.
8. Adults working in the school promote pupils' social development very well by setting good examples through their own conduct and by promoting routines such as sharing and taking turns. Older children have a good range of opportunities to take responsibility by carrying out jobs such as fruit monitors, office duties and playground helpers. Pupils' achievements are celebrated publicly, often with their parents present, and this is very effective in raising their confidence and self-esteem. The annual camping visit to an outdoor pursuits centre for pupils in Year 6 also makes a good contribution to the development of pupils' social skills.
9. Pupils gain an insight into aspects of their own culture through their studies in history, supplemented by visits to museums and art galleries. They learn about some other religions and an African Art Week provided opportunities to learn about life in an African village. The school is aware that more should be done to prepare pupils for their future life in our multicultural society and is actively pursuing ways of doing this.
10. As a result of the school's good procedures, attendance is showing an improvement, but it is still below the national median for primary schools. Most authorised absence is due to illness. Regular attendance is a prerequisite of continued progress, yet despite all efforts, the school is unable to secure the support of some parents to recognise this important requirement.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.7 | School data | 0.1 |
| 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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 256 | 2 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, effectively enriched by visits, visitors and extra-curricular activities. The care and welfare given to pupils is good. Links with parents and other schools is good and links with the community are satisfactory.

Teaching and learning

Teaching and learning are good and often very good or better. Assessment is good.

Main strengths and weaknesses

- Teachers plan interesting and exciting lessons, often based on investigation and problem solving.
- Science teaching in Year 6 is excellent.
- The teaching in one lesson seen was unsatisfactory.
- Adults and pupils work together to achieve a positive classroom ethos.
- Teaching assistants make a very valuable contribution to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 34 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|---------|--------------|----------------|------|-----------|
| 2(6%) | 12(35%) | 16(47%) | 3(9%) | 1(3%) | 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.

11. Pupils learn well because teachers plan interesting and challenging lessons in which pupils often have to think for themselves and provide their own solutions for solving problems. They relate very well to each other and to all adults in the school. This, together with pupils' excellent behaviour, helps to create a very positive climate for learning in the classroom. When undertaking work of an investigative or enquiring nature, pupils co-operate very effectively to produce work of a high standard. This is a special feature of this school. A clear example of this was seen in two Year 6 science lessons where pupils co-operated extremely well to investigate their own questions on how far a tub could travel when propelled by a rubber band.
12. Pupils from different years are organised into groups for English and mathematics so that they work with other pupils of similar ability, but not necessarily similar age. This works particularly well in three classes across Years 3 and 4. In a very good mathematics lesson, for pupils of lower ability, pupils were able to learn about Venn Diagrams in a very practical way. Skipping ropes were used by the teacher to create a physical Venn Diagram on the classroom floor so that pupils could decide where to sit if, for example, they were in Year 4 or not in Year 4, in Class 7 or not in Class 7.
13. The quality of teaching and learning has improved significantly since the last inspection. However, there remains a small percentage of unsatisfactory teaching, primarily in Year 5. From one lesson seen, the scrutiny of pupils' work and from talking to pupils, unsatisfactory teaching in Year 5 shows lessons lack challenge and teachers have low expectations of what pupils can achieve. This slows down pupils' progress and they do not achieve as well as the Year 5 pupils in the mixed Years 5 and 6 classes.

14. Teaching assistants provide valuable support to pupils' learning. They have received good training and they are very capable of teaching small groups or individual pupils. A good example of this was seen in an ICT lesson for Years 3 and 4 where the teaching assistant was able to give technical support to pupils who were struggling to send and receive e-mails from other members of the class. Teaching assistants provide very good support for pupils with special educational needs. The unobtrusive care and attention they give to these pupils enable them to become fully involved in the lesson.
15. The school has recently developed a good whole-school system to monitor pupils' attainment on a regular basis. As a result, pupils' progress is carefully monitored and support is focused where appropriate. The assessment co-ordinator and subject co-ordinators make valuable use of these assessments and the analysis of national test results to identify any weaknesses in teaching. This has already improved teaching and learning throughout the school, particularly in science, and has helped improve standards. Teachers mark all pupils' work thoroughly. This helps pupils to have a clear idea of the next steps they need to take.
16. Procedures for assessing pupils' special needs are good. Targets in pupils' individual education plans are effectively monitored and reviewed when achieved. Teachers plan well for the pupils in their classes with special educational needs and teaching assistants liaise closely with teachers on achievement and future planning.

The curriculum

The school provides a good curriculum.

Main strengths and weaknesses

- The school provides a rich and relevant curriculum which fully covers all areas of the National Curriculum.
- Opportunities have been created to link subjects together to make learning more coherent.
- There is good provision for pupils' personal, social and health education and citizenship.
- The curriculum is enriched by visits, visitors and extra-curricular activities.

Commentary

17. The school is to be congratulated on the creative and innovative approach it has adopted to enrich the curriculum and to make it possible for all pupils to learn, enjoy and succeed. The curriculum is planned very well to cater for the needs of all pupils. This works particularly well in Years 3 and 4 where pupils work with other pupils of similar ability regardless of age. In English, mathematics and science, the curriculum is planned very well to extend and challenge higher attaining pupils.
18. The recent experiment in linking subjects together in topics for example recycling, snow, out and about (a local study) is an example of the successfully reorganised curriculum. The National Curriculum is fully covered and where a subject does not easily fit the topic it is taught discreetly.
19. Special weeks, such as Art Week this term and Science Week and African Week earlier in the year, give opportunity for pupils to be creative and to participate in a wide range of activities. Specialists, for example, artists, musicians and storytellers enhance the opportunities available.
20. Provision for pupils' personal, social and health education and citizenship is good. Although there is no school council this is in the school development plan. The school rightly focused on raising standards as its priority. However, pupils express their opinions confidently to teachers and teaching assistants and feel their views are taken seriously. Pupils regularly consider a healthy lifestyle which includes exercise and diet. The school nurse visits regularly

and in the summer term talks to the oldest pupils about puberty. Pupils in Years 3 and 4 discuss the environment and the problems associated with litter. They consider the use of global resources and the way these are distributed. The oldest pupils look at the way developing countries use their resources and consider how individual choices can make a difference.

21. Visits are an important part of the curriculum. Pupils have visited museums in Birmingham, Cannock and Coventry Cathedral as part of their history work. A residential adventure week for the oldest pupils is very popular. Pupils participate in archery, climbing, canoeing and hill walking. An experience such as this raises pupils' self-esteem, helps them to learn to work together and increases their confidence. Pupils have opportunities to take part in extra-curricular activities mainly associated with sport, for example, football, tag-rugby and athletics. They take part in sporting tournaments.
22. The school is rightly proud of the way pupils with special educational needs are integrated into the school. They receive very good support in the classroom by well trained teaching assistants which enables them to be successful learners.

Care, guidance and support

The school takes good care of its pupils. It provides good support, advice and guidance and involves pupils well in the running of the school.

Main strengths and weaknesses

- Pupils feel happy and safe in school, knowing that there is always someone they can turn to for high quality help and support.
- A number of risk assessments have yet to be carried out.
- Pupils know that their opinions are important.

Commentary

23. The school is a happy and caring place where pupils trust staff and enjoy working and playing together in an atmosphere free from bullying and harassment. The children enjoy school and feel that the teachers are kind and always willing to help and support them if they have a problem or difficulty with their work. Their responses to the pupil questionnaire completed before the inspection indicated a very high level of satisfaction with the school.
24. The day-to-day care and welfare provided for pupils is of a high standard, with good attention paid to routine matters such as procedures for dealing with pupils' injuries and awareness of the particular health needs of individual pupils. All the regular routine checks on equipment are carried out as required and pupils' accidents are meticulously recorded and overseen daily by the deputy headteacher. However, there are a number of formal risk assessments that need to be done in order that staff are fully aware of potential hazards and how to avoid them. The headteacher is the designated person for child protection purposes and he ensures that his own knowledge is updated regularly and that all staff working in the school are aware of their responsibilities in this important area. There are good procedures to ensure pupils' safe use of the internet.
25. Teachers identify pupils who have learning or behavioural difficulties and provide additional support to help them. Teachers use assessment data effectively to set appropriate targets and to make individual pupils aware of what they need to do in order to improve their work. Good use of homework to extend learning and good marking both make an effective contribution to this area of the school's work.

26. Pupils feel that their views are important and respected. Although there is not currently a school council, pupils were confident that they could raise concerns or issues about the school either through class discussions or direct with their teacher or the headteacher. Pupils who join the school, other than in the nursery, settle in very well and are made to feel welcome by the whole school community.

Partnership with parents, other schools and the community

The school's links with parents and other schools and colleges are good. The school has sound links with the community.

Main strengths and weaknesses

- Parents are very pleased with the recent improvements in their children's education.
- There are good procedures to support the smooth transfer of pupils to the partner secondary school.
- Parents make a good contribution to their children's education and receive good quality information from the school to help them.

Commentary

27. The improving partnership with parents noted at the time of the previous inspection has continued and is now good. The current headteacher has promoted a genuine open door policy which parents appreciate. He makes a point of being around at the start and end of the school day and parents find his easy going approachable personality very likeable. Parents' responses to the questionnaire indicate a good level of satisfaction with the school. The staff of the recently opened nursery class have provided opportunities for parents to find out more about their practice and how they can help their children but the response so far has been disappointing.
28. Parents support their children well and the school helps them by providing attractive fortnightly newsletters, advance curriculum information and good quality written reports on their children's progress. These reports are issued half way through the academic year and contain targets to assist parents in supporting their children at home. They could be further improved by including information about how well pupils are doing in the core subjects in relation to national expectations for their age. The school also offers family learning opportunities in conjunction with a local further education college. Parents support the school's events well and the recently reformed parents' association is very active and currently working hard to raise funds for improvements to the playground. However, not all parents encourage their children to attend school on a regular basis.
29. Strong links have been established with the school's main partner high school, a specialist sports college. This has provided benefits for pupils such as improved teaching of physical education and opportunities for pupils to take part in a wider range of sporting and arts events. The good arrangements for supporting pupils during their transfer to the secondary stage of their education include transition units of work which pupils start in the primary school and continue when they move on to the high school.
30. The school has some links with the local community, notably two local churches and local shops, which help to enhance pupils' knowledge and understanding of the outside world. Pupils also visit a nearby home for older people where they share biscuits they have made with the residents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The leadership of the headteacher is excellent. The subjects are well managed. The school's governance is good.

Main strengths and weaknesses

- The excellent leadership of the school by the headteacher has enabled it to improve very well since the last inspection.
- Governors are well informed and take an effective part in management.
- Subjects are managed well.
- The school's recruitment and deployment of staff are very good.

Commentary

31. The headteacher gives excellent direction to the work of staff and pupils. He has extremely clear vision for the improvement of educational standards in the school and has improved tremendously the reputation of the school in its community. Any future plans for the provision of extra pupil places in the school, or indeed in the village of Featherstone, are being closely monitored by the headteacher. Under his leadership, he has maintained standards at the end of Year 2 and improved standards greatly at the end of Year 6.
32. The headteacher has very successfully established a supportive staff who are committed to raising standards of performance. The strong leadership team share the headteacher's determination to allow all pupils to achieve their highest potential within a secure and safe learning environment. There is good consultation on management issues which results in a cohesive approach where contributions from all staff are valued. The very good recruitment of experienced and talented staff and the deployment of teachers in key areas of the school (Year 2 and Year 6) have been fundamental in the raising of standards.
33. Subject co-ordinators are given a full range of responsibilities. These include providing very effective in-service training for colleagues and the monitoring of teachers' planning to help them improve their lessons. Alongside the headteacher, co-ordinators play an effective part in the school's monitoring of teaching and learning to ensure lessons are stimulating and interesting.
34. The special educational needs co-ordinator is away on long-term sick leave. The headteacher has temporarily taken on the role and has good plans for delegating these duties next year. He has the needs of pupils with special educational needs clearly documented and is aware of the support they are receiving to enable them to achieve the targets on their individual education plans. There is effective liaison between outside agencies, for example, education psychologists, language therapists and the teacher for pupils who are hearing impaired. The management of special educational needs is good.
35. The governing body is supportive of the school and has become much more involved since the last inspection. New, enthusiastic governors have been recently appointed and all governors are now effective in challenging the headteacher and leadership team when they are unclear about policy proposals. Governors support school improvement initiatives and are extremely well briefed by the headteacher. Governors know the school well and they ensure that all statutory obligations are met.

Financial information

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|-------|
| Total income | 722,880 | Balance from previous year | 4076 |
| Total expenditure | 702,647 | Balance carried forward to the next | 20233 |
| Expenditure per pupil | 2555 | | |

36. Financial management is very good. The governors' finance committee is very well briefed, and well placed to make the right spending decisions. The school manages its resources very well, using them to enrich the pupils' learning whenever possible; for example, in the provision of interactive whiteboards in every classroom to support pupils' learning. This initiative has contributed to the recent improvement in the quality of teaching and learning in the school. Budget priorities are closely linked to the school improvement plan and decisions are made in consultation with the headteacher, governors and staff. The school's finance officer is very effective in keeping the headteacher and governors informed of budget developments. The school is very effective at making spending decisions based on the needs of its pupils. This was the case when refurbishment of the ICT suite was postponed in favour of the purchase of class interactive whiteboards. The principles of best value are applied well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

- There is good leadership of a recent initiative to integrate the nursery and reception classes.
- There is good planning and enrichment of the curriculum.
- The indoor accommodation and resources are very good.
- There are good opportunities for pupils to collaborate, contributing to their very good behaviour.
- Assessment is not yet used to monitor how individual children progress over time.
- The deployment of staff does not make best use of time.

Commentary

37. A new nursery class was established in September 2004. 34 full-time reception and 17 part-time nursery children have worked together in an integrated unit since April 2005. A teacher leads a team of 4 staff, delivering a curriculum that is well planned to ensure children enjoy a wide range of practical learning opportunities. On entry to nursery the majority of children are attaining levels below those expected for their age, with the full range of ability represented. The needs of all children, including those with special needs, are met well because there is good support for individuals in small groups. At this very early stage of the new integrated Foundation Stage unit, there are some weaknesses in the use of assessment to monitor the progress of pupils from their induction to nursery to the end of the Reception Year.
38. The indoor accommodation and resources are very good and there has been good improvement in the provision of a secure outdoor environment. However, limited storage space for equipment constrains the range of outdoor resources. The satisfactory induction arrangements allow children from the two main pre-schools to attend for half-day sessions, and there are 'stay and play' sessions when parents are invited to attend with their children. There are limited opportunities for parents and children to meet with staff individually during the induction period. There are also missed opportunities for the parents of reception pupils to communicate with parents informally at the start or end of the day. Parental partnership is satisfactory overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

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

Main strengths and weaknesses

- A good balance of independent and collaborative activities leads to good achievement in developing social and personal skills.
- There are some missed opportunities for supporting emotional development because parental partnership is not well developed.

Commentary

39. Good management of staff and resources for small group activities leads to good levels of concentration and perseverance. In child-initiated activities children select from a range of activities planned for them and levels of engagement are high. The range of equipment has improved and promotes good levels of interest and enthusiasm. Good teaching contributes to good achievement in PSED, and pupils reach levels expected for their age by the end of the reception year. When reception children come together in a large group of 34, or nursery and reception children join a large group of 50 plus, there is insufficient opportunity for adults to interact with individuals. In these circumstances children are expected to wait for too long before being actively involved, and this leads to some passivity and distraction.

40. There are regular opportunities for daily contact with the parents of nursery children but carers and parents of reception children are not encouraged to join children in the classroom at the start or end of the day. Consequently the personal, social and emotional needs of children are not shared frequently enough. Adults regularly give positive responses and encouragement to children, contributing to their good attitudes to work and very good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good levels of individual support lead to good achievement in reading and writing.
- The use of additional adults does not maximise opportunities for speaking and listening.

Commentary

41. Good achievement in reading is promoted by effective use of good resources, and the involvement of parents in reading at home. The range and quality of introductory reading books are very good, providing good levels of challenge for pupils who need it and a good breadth of experience for children needing more practice. Nursery children develop good understanding of characters, settings and main events in stories by regularly enjoying books with adults. Reception children learn how sounds, pictures, rhyme and sentence patterns can help them read words. They regularly read in small groups with the teacher and are encouraged to use their knowledge of letters and sounds and to recognise common words.
42. Children are given good individual support when writing. Consequently, they develop a good understanding of letters and sounds and apply this confidently when building words and sentences. The vast majority are able to write short phrases and sentences, using plausible spelling. Children are encouraged to write in response to stimuli from books, for example they wrote about where they would like to go, or what they might see on a journey after listening to 'The Train Ride'.
43. Children's talk is promoted well when working in small groups with adults. For example children were encouraged to talk about their own seaside experiences as they handled, observed and drew shells. However, some children are reluctant to respond to questions when participating in a large group. The deploying adults does not provide sufficient opportunities for children's talk during the introduction to lessons. Good use is made of pretend play for promoting speaking and listening, enabled by the quality of resources and the time allowed for collaboration. For example as children worked in pairs at creating rock pools they named marine life and the talked about the textures of seaweed, sand and rock. Good teaching and achievement in communication, language and literacy leads to the majority of children reaching the expected levels for their age by the end of the Reception Year.

CREATIVE DEVELOPMENT

Provision creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for promoting imaginative play.
- Some over direction constrains creativity.

Commentary

44. Teaching and learning are good. Children learn how to print, paint, make collage pictures and models with dough. They develop good control of tools and materials as they cut and stick. There are good stimuli for creativity, for example children created paintings, collage pictures and observational drawings during their themed day about the seaside. However, when a narrow range of paint and paper is set out for children this constrains their opportunities to express preferences and to select art materials for a purpose. Both classrooms provide art areas and the range of materials is good. The art areas have the potential for making materials and tools more visible and accessible, however. This is necessary in order to promote more independence and to encourage children to pursue their own unique artistic responses.
45. Children use percussion instruments, join in songs and listen to recorded music. Good learning opportunities in role play promote children's imaginative responses, and children act out roles they have observed. For example in the railway station and ice cream parlour they order, buy and serve each other confidently. Children also play imaginatively when they use play people, construction toys and puppets, often taking on the roles of characters they know from books. Standard by the end of the reception year are in line with expectations for their age. Teaching and achievement are good.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of equipment in the hall.
- Unsatisfactory resources in the outdoor learning environment limit children's achievement in physical development.

Commentary

46. Children's manipulative skills are well developed through a wide range of activities involving constructing, cutting, drawing and modelling with malleable materials. Whilst every effort has been made to provide opportunities to climb, balance and link movements in hall sessions, these opportunities are not offered frequently enough. In the outdoor area wheeled toys are made available but these are too small for reception pupils and the space available is a major constraint. Lack of storage also limits the provision of small equipment and the surfaced area is too small for children to control changes in direction and speed. There is insufficient challenge and adult involvement in daily physical activity outside. In physical development the Nursery children and those at the end of the Reception Year demonstrate competencies in line with those expected for their age, indicating satisfactory achievement over time. Teaching and learning are satisfactory overall, although good teaching was observed in the hall gymnastics session.
47. It is not possible to make judgements about provision for **mathematical development** and **knowledge and understanding of the world** because insufficient teaching was observed. Observations of children engaged in mathematical activities show their competencies in using mathematical vocabulary and counting are in line with those expected for their age. Mathematical activities are enriched well by using practical and meaningful contexts to promote understanding. For example, in a well-planned activity, children used positional language to describe where teddies were sitting on the train, and counted how many were travelling at stages in the journey.

48. Children's awareness of change, the world of work, religious celebrations and the living world are promoted well through a good range of first hand experiences. For example, children have explored the effects of heating and cooling using jelly, and how colour and consistencies can be changed using icing sugar. They have enjoyed visits to Shugborough Hall, the local shops and chapel and Cannock Chase Park. This is a sample of the wide range of visits and visitors, which provide good enrichment of the curriculum, particularly for knowledge and understanding of the world.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision for English is **good**.

Main strengths and weaknesses

- Standards in reading and spelling are improving.
- Pupils achieve well because of the high level of good and very good teaching.
- Many new effective initiatives, such as separate guided reading sessions, have been introduced since the last inspection.
- Management of pupils' literacy development is good.

Commentary

49. At the end of Year 6 in 2004, pupils' results in the National Curriculum tests were well above average in English. This shows a remarkable rise in standards since 2003 when pupils achieved standards that were well below average. Current standards are above the national average in Year 6 and in line with the national average in Year 2. Standards in reading and spelling are rising throughout the school as a result of the new policies and strategies that have been introduced. All teachers have enthusiastically embraced the changes and their effect is regularly monitored. Reading is taught mainly through guided reading and these sessions are well organised. These activities are planned well for the different needs of the pupils, tasks are interesting and challenging. The teaching of spelling is very focused resulting in good learning. Pupils' progress is monitored so that teachers and pupils are aware of the progress being made.
50. Pupils achieve well because of the high level of good and very good teaching. Teachers make lessons fun and stimulating and as a result pupils work hard and do their best, for example, pupils in Year 1 found the pirates' treasure in the classroom. This added real excitement. Speaking and listening are very well promoted and drama is used frequently in the literacy hour, especially in Years 3 to 6. This good practice is improving the quality of the pupils' writing. Teaching is consistently very good in Year 6 and this has had a huge impact on pupils' achievement. The teaching assistants make a very effective contribution to learning, especially for those pupils with special educational needs.
51. Many new initiatives have been introduced since the last inspection and all teachers and teaching assistants have received good quality training to enable them to implement the changes successfully and consistently which is an important factor in improving standards. All policies and strategies are now whole-school based so that an initiative started in Years 1 and 2 is continued in Years 3 to 6. Planning is much improved and teachers in mixed age classes plan together to ensure all pupils have full access to the curriculum. Pupils' progress is carefully monitored so that teachers can target a child who is not making the expected progress. At the last inspection underachievement was identified as a severe problem; this has been drastically reduced. Grouping pupils so that they work with pupils of similar ability in lessons in Years 3 to 6 is one of the new initiatives which has been very effective in raising standards. It has enabled teachers to plan more focused lessons which meet the needs of all the pupils in their group. The more able are well challenged and the less able are very well

supported. Relationships are very good between adults and pupils. There is mutual respect and pupils' work and effort are valued and celebrated. Parents support their children well by attending the school's Literacy Evenings, helping them with their homework and listening to them read regularly at home.

52. Management of pupils' literacy skills is good. The co-ordinator has been in post since the last inspection in 2003. She has received training in her role and she has enthusiastically carried out her duties of setting targets, monitoring pupils' progress, and teachers' planning and teaching.

Language and literacy across the curriculum

53. Literacy is very well used across the curriculum. A very good link was observed in geography with two classes in Years 3 and 4 who took part in a high quality debate. Year 6 pupils wrote informatively about the Indus Valley. They described artefacts, wrote a letter to an archaeologist and compared Mohenjo-Daro with Wolverhampton. Younger pupils wrote about the features in the village during their local geographical study. Interesting and informative writing by the oldest pupils enhances their display about the recent residential trip.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- There has been a very good improvement in standards by the age of 11.
- Very good leadership and management have led to very effective implementation of whole-school initiatives.
- Pupils achieve well overall, and show very good achievement in Year 6.
- Teaching is good overall, although the teaching of mental skills is less effective in some junior classes.
- There are some gaps in the teaching of shape and measures in some classes.

Commentary

54. National tests in 2004 show standards were above average in Years 2 and 6. Assessments indicate standards this year are at least average in Years 2 and 6, and observations show pupils' competencies in calculating and problem solving are above average in Year 6. Although not as high as in 2004, these outcomes fairly reflect the academic profile of the current year groups, and demonstrate a considerable improvement compared to standards achieved before 2004. Standards are above average in the current Year 1, and are average in Year 5. Overall the achievement of pupils is good. Pupils with special educational needs also achieve well because assessment is used effectively to identify their needs, and they receive good support. On the evidence available, the achievement of pupils in Years 1 to 4 is good, is satisfactory in Year 5 and is very good in Year 6.
55. Teaching is good overall, and is very good in about one third of lessons. In the very good lessons, teachers challenge pupils to think and to develop strategies which enable them to deal with mathematical problems. They plan lessons very effectively, give very clear explanations, support individual pupils well and question them carefully to ensure that they understand. This is particularly evident in Years 2 and 6, where pupils are being challenged to apply their skills independently as well as meeting high expectations when using mental calculating skills. Occasionally, however, the pace of lessons is slow, with too much time spent on the introductory section and too little time for pupils to work independently. In satisfactory lessons, teachers offer insufficient variation in the levels of challenge for different ability groups. This leads to some underachievement for the more able in the class. In some lessons the use of interactive whiteboards makes a very positive contribution to teaching. For

example, pupils played 'Countdown' to practice calculating skills, and explored number patterns as an introduction to algebra. Few examples were observed of pupils using computers independently to promote their learning. The scrutiny of pupils' work indicates good teaching of number, but too few opportunities to learn about shape and measures in a minority of classes.

56. Learning is good, although there is some variability in the pace of learning for some ability groups. For example, the higher attaining Year 5 pupils learn at a faster rate because they are challenged well when learning alongside Year 6 pupils. Very good whole-school initiatives to bring consistency to the use of written calculations and to improve problem solving have been well embedded. This has improved the pupils' capacity to take responsibility for their work, and to organise their calculations in a way that makes good sense to them. There has been good progress in the development of mental calculating skills in Years 1 and 2, but for pupils in Years 3, 4 and 5 these are less well developed, partly due to disrupted teaching in the past.
57. Teachers regularly assess individual pupils, and identify strengths and weaknesses in their work. The school now monitors the progress of individuals and sets targets for each year group. Marking is consistently completed, but occasionally pupils lack guidance as to how they can improve their work. Homework arrangements are consistent and are used effectively.
58. The very good leadership and management have led to very good improvement since the last inspection. The level of monitoring and data evaluation is very good. Areas for development are identified and the co-ordinator has a very clear understanding of what needs to be done to continue to move the subject forward. The co-ordinator has acknowledged the need to ensure coverage of all aspects of mathematics throughout the school, and to systematically exploit opportunities to use mathematics in other subjects.

Mathematics across the curriculum

59. Pupils use mathematics satisfactorily to support their work in other subjects, mainly in science and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. However, cross-curricular use of mathematics could be improved further, including the independent use of ICT to promote learning in mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils' standards are well above average by the end of Year 6.
- Teaching is very good overall with excellent teaching in Year 6.
- Practical activities and investigations make science lessons very meaningful and exciting.
- The science co-ordinator manages the subject very well.

Commentary

60. At the time of the last report, standards were above the national average by the end of Year 2 and below average by the end of Year 6. The standards at the end of Year 2 have been maintained but standards at the end of Year 6 have improved greatly. As all pupils in Year 6 are on course to achieve Level 4 and most are likely to achieve Level 5, standards are now well above average. The improvement in standards at Year 6 has come about because of the deployment of enthusiastic and excellent teachers, one of whom is the subject co-ordinator, in this year group.

61. Teaching and learning are very good overall. This results in pupils' great enthusiasm for their work and their ability to maintain interest throughout the lesson. For example, in two excellent Year 6 lessons, pupils were investigating their own questions on how far a tub could travel when propelled by a rubber band. They posed questions such as 'is the distance affected by, 'the force of the person pulling the band?' or 'the thickness of the band?'. These lessons provided all the pupils with great excitement and enjoyment as they developed their scientific skills of prediction and fair testing.
62. Pupils in Years 1 and 2 also benefit greatly from well-planned practical and investigative science lessons. In a Year 1 lesson on sound, pupils had very good opportunities to play musical instruments and learn how to make louder or quieter sounds by blowing, plucking, striking or hitting the instruments harder or softer. Pupils in Year 2 make very effective use of recording sheets to help them to predict the outcomes of plant growth using different growing nutrients. This lesson enabled pupils to develop a good understanding of how to make a test fair by controlling one variable, identifying what to change and what to keep the same.
63. Work in pupils' books indicates that they are taught to record in a great variety of ways. They use tables, diagrams, written explanations and the computer to record their investigations. There is a great deal of evidence in pupils' books to show that the very high quality of their work results from very well-planned lessons based on investigative and experimental science which is meaningful and exciting for the pupils.
64. The co-ordinator manages the subject very well. She is an excellent science teacher, has a great deal of enthusiasm for the subject and has excellent knowledge of the science curriculum. Much of the improvement made in science since the last inspection has been brought about by the subject leader.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good use is made of interactive whiteboards by teachers and pupils.
- The subject is well led by a knowledgeable and enthusiastic co-ordinator.
- Although they make sound progress in ICT, pupils' achievement is held back by the out-of-date computers in the ICT suite.

Commentary

65. Standards are in line with national expectations by the end of Years 2 and 6. Pupils achieve satisfactorily because the subject is well taught and led. However, they could achieve more if the old, slow and sometimes unreliable computers in the ICT suite were more up to date.
66. Teaching and learning in all classes are good. Teachers have rapidly become proficient at using, and encouraging pupils to use, the new interactive whiteboards in each classroom. This has helped to make lessons more interesting and fun for all pupils. Teachers' good knowledge of the software enables them to give very clear instructions to pupils at the beginning of lessons. As a result of this, pupils are able to work hard and acquire new skills in ICT. This was evident in a Year 3 and 4 lesson where pupils, after receiving good instructions and advice, were able to communicate with friends in the class by sending, opening and replying to emails. These pupils were supported very well by an experienced and trained teaching assistant. Year 6 pupils were observed developing sound keyboard skills including the 'spell check' and 'word count' features of a word processing program.

67. Leadership and management are good. The co-ordinator has been very successful in enabling teachers and assistants to make good use of the new interactive software and hardware. He has provided much training on the new equipment and is well aware of the inadequacies of the personal computers in the school. This is an area of improvement identified by the school. ICT has improved well since the last inspection. Standards are now in line with national expectations by Year 6 and pupils have adequate experience in the use of controlling devices and sensors. All staff are well trained in the use of the new equipment and the school makes sound use of the Qualifications and Curriculum Authority's scheme of work for assessing pupils' progress and helping them to move on with the next stages of their learning.

Information and communication technology across the curriculum

68. Pupils make sound use of ICT in most subjects. A particular strength is the use of spreadsheets, graphs and tables in mathematics. Pupils in Years 5 and 6 use ICT effectively to enhance their work in mathematics by completing a spreadsheet to find the cost of a class party. The headings of item, cost, quantity, total and grand total, help pupils make accurate costings of party produce such as ice cream, crisps, biscuits and cola. These pupils also make sound use of vertical and horizontal bar charts to compare the length and weight of various objects. Pupils in Year 1 make sound use of ICT in mathematics lessons by using computers to generate simple pictograms of how they travel to school. Small pictures in their work helped the pupils to show clearly how many pupils travelled by car, bus, train, cycled or walked to school. Good links are made with the science curriculum in Years 3 and 4. Pupils create bar charts and pie charts on the computer to record the number of organisms in various habitats. In the school field, the colourful charts clearly presented the numbers of slugs, beetles, woodlice, caterpillars, flies and ants in a given area. Effective use of word processing is made by pupils in their English work.

HUMANITIES

69. History and geography were not foci for inspection and religious education is reported below. No overall judgement may be made about standards, teaching, learning or provision. Only one lesson was observed in Year 2 in geography and no lessons in history were seen. Pupils' work and teachers' assessment files were examined.
70. In **geography**, pupils in Year 2 can use a map to identify areas of the United Kingdom and can arrange postcards in the geographical areas of 'towns', 'countryside' and 'seaside resorts'. They understand that maps are a 'bird's eye view' and why keys are necessary on maps to locate significant features. In a debate on the issue of a proposed new road to be built in the village, and the possibility of it crossing the school field, pupils in Years 3 and 4 were able to give great thought to the proposal and argue very effectively for and against the proposal. In Years 5 and 6, pupils have a good understanding of river systems. They have made good use of their understanding by creating effective collage representations of river systems in art and design lessons.
71. In **history**, the scrutiny of pupils' work and teachers' planning files show that the school has a good policy for this subject and pupils experience a variety of subjects, visits and visitors to enhance the history curriculum. Recent visits have included museums in Birmingham, Cannock and an outing to Coventry Cathedral. In their study of the Indus Valley, Years 5 and 6 pupils have made good use of their art and design skills by creating effective sketches of artefacts and clay replicas of ancient seals.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a satisfactory knowledge about Christianity and other world religions.
- Links with personal and social development are strong and provide good moral teaching.
- Pupils in the Year 5 class do not have the same curriculum opportunities as Year 5 pupils in the mixed Years 5 and 6 classes.
- As a result of unsatisfactory teaching in the Year 5 class, pupils' achievement is below average.

Commentary

72. From analysis of pupils' work and teachers' planning it is clear that pupils in Years 1 and 2 have a satisfactory understanding of the topics covered in the agreed syllabus. Their achievement is satisfactory and standards are average. Pupils know the main events of the Christian calendar, can retell and illustrate some bible stories and are able to name the special books used by Christians and Muslims giving guidance to live a spiritual life. In Years 3 and 4 pupils focus on the theme 'journeys'. They know stories about characters in the bible who made journeys and understand that Christians believe life is a journey. They study significant events on this journey, for example, baptism. Welcoming ceremonies in other faiths are explored. Pupils in Years 5 and 6 learn about creation and consider how we look after the world. They study photographs of buildings and artefacts to see what they can learn about the religious beliefs of the people of the Indus Valley and compare the evidence with the Hindu religion today.
73. Links with pupils' personal, social and health education and citizenship are strong. Diversity is celebrated. During a Years 5 and 6 lesson, respect was discovered to be the key to people living in harmony and pupils considered what this meant for them in their family, school and the wider community. Good moral teaching is given in assemblies when pupils are reminded that the individual choices they make affect their lives.
74. The teaching in Year 5 is unsatisfactory. Although the Years 5 and 6 classes plan together, this does not extend to the whole year group. Expectations are too low in the one Year 5 class. In the lesson observed the pupils' behaviour was good despite the teaching and achievement being unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Art and design, design and technology, music and physical education were not foci for inspection. No lessons were observed, so it is not possible to make judgements on provision, teaching, learning or standards.
76. In **art and design** the scrutiny of pupils work and observation of wall displays show that all aspects of the subject are covered to meet the requirements of the National Curriculum. Teachers provide a variety of artistic opportunities across a wide range of media and ICT is used well to support learning. Work of great artists is well represented in Years 3 and 4 by examples of pictures on black sugar paper in the style of 'Mondrain'. Effective images in a variety of media have been created by Years 5 and 6 pupils. These have been inspired by the moving images on a computer media player program.
77. In **design and technology**, evidence in teachers' planning shows that pupils are given opportunities to design, make and evaluate in contexts which are well linked to their class topics. These opportunities include food technology, using fabric and stitching, and using a range of joining and finishing techniques. Pupils in Years 1 and 2 have designed individual rockets and finished them with care and attention to detail. Older pupils in Years 3 to 6 have

designed and made a bag for an explorer, using textiles and incorporating stitching and crochet skills. They have also made penguin models and puppets with design specifications for stability, and bird scaring machines. These tasks have generated individual responses, using a range of materials. Pupils have also effectively evaluated their work.

78. In **music**, some older pupils receive good quality tuition from the local instrumental music service in strings, brass and woodwind. Good use is made of the school's collection of tuned and untuned percussion in science lessons. This helps pupils understand the variation in pitch and dynamics. The local vicar provides good vocal and guitar accompaniment to enable pupils to make a satisfactory vocal contribution to songs in the school's act of collective worship.
79. In **physical education**, wall displays, teachers' planning and resources were observed. These show that the school has a good policy for the subject and that pupils have good access to games, dance, athletics, swimming and gymnastics. The school takes part in local inter-school sports competitions in tag-rugby, high-five netball and girls' six-a-side football. Strong links with the high school, a specialist sports college, have provided benefits for pupils such as improved teaching of physical education and opportunities for pupils to take part in a wider range of sporting activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. There was insufficient evidence for an overall judgement about standards of work, teaching or learning in pupils' personal, social and health education and citizenship. However, discussions took place with staff, pupils' work was seen and school documentation was scrutinised.
81. The school sees pupils' personal development as an important part of its role and good progress has been made to help pupils develop respect for each other and themselves. The work in personal, social and health education and citizenship includes work on health, drugs, sex education and personal safety. Celebrating diversity and showing respect are recurring themes in the teaching of this area.
82. Pupils show very good attitudes to learning and behaviour is excellent indicating that pupils' personal, social and health education and citizenship is a strong area of the curriculum. Pupils with special educational needs are very well integrated and all pupils put into practice what they have learnt about respect by valuing the contribution of these pupils in lessons.

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 | 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 | 3 |
| Attendance | 5 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 1 |
| 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 | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 3 |
| 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 | 4 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 2 |
| The governance of the school | 3 |
| The leadership of the Headteacher | 1 |
| 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).

