

# INSPECTION REPORT

## **WILLIAM SHREWSBURY PRIMARY SCHOOL**

Stretton, Burton-on-Trent

LEA area: Staffordshire

Unique reference number: 124132

Headteacher: Mrs Bernadette Hunter

Lead inspector: Mr P M Allen

Dates of inspection: 4<sup>th</sup> - 7<sup>th</sup> October 2004

Inspection number: 268265

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	623
School address:	Church Road Stretton Burton-on-Trent Staffordshire
Postcode:	DE13 0HE
Telephone number:	(01283) 239 131
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Elizabeth Laughlin
Date of previous inspection:	8 <sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

This is a very large three-form entry community primary school. It is located in a semi-rural area of mainly owner-occupied housing. The enormous growth in housing over recent years in Stretton has contributed to an expansion in the number of pupils. Just under two thirds of pupils live locally, the rest being from the wider area. There are 623 pupils on roll, plus 52 children who attend the school's brand new Nursery on a half-time basis. There are more boys than girls across the school, notably in the Reception and Year 1 year groups. A very large majority of pupils are of white UK heritage background, with a small number from Pakistani, Caribbean, Chinese and mixed heritage backgrounds. There are no pupils with English as an additional language. Fifty-nine pupils are identified as having special educational needs, mainly concerned with moderate learning difficulties; there are seven pupils with statements of special educational need. Both of these proportions are below the national average. The proportion of pupils taking free school meals is well below the national average. The vast majority of pupils have had access to pre-school education. Children start in Reception in the September of the year in which they become five and attainment on entry is broadly in line with what could be expected. The school has been given the following awards: Healthy Schools 2002, Investor in People 2002, Basic Skills Quality Mark 2003 and Activemark 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17531	Peter Allen	Lead inspector	Mathematics History Physical education
11474	Peter Berry	Lay inspector	
21113	Jane Sargent	Team inspector	Foundation Stage Music Religious education
32637	Gill Hepworth	Team inspector	Science Design and technology Geography Special educational needs
29686	Stefan Lord	Team Inspector	English Information and communication technology Art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that provides very good value for money. In spite of its large size, the needs of every pupil are well taken into account as part of the school's very good caring, community ethos. Across the school, standards are above average in English, mathematics and science. The pupils achieve well because of the overall good quality of the teaching and learning. Much of the school's success is attributable to its very good leadership and management.

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

- The school is successful because of the very good leadership and management of the headteacher with her clear commitment to make the school as good as it can be.
- The quality of teaching and learning in Years 5 and 6 is very good.
- Pupils achieve well and standards at the end of Year 2 and Year 6 are above average in mathematics and science; standards in English are above average at the end of Year 2 and well above at the end of Year 6.
- Because of the very good provision, standards in information and communication technology are very good by the end of Year 6.
- The very good caring, community ethos permeates all aspects of school life and is enhanced by the very good provision for personal, social and health education, including citizenship.
- The independent tasks in literacy and numeracy at the beginning of Year 1, do not fully meet the needs of the pupils.
- Assessment in the Foundation Stage (Nursery and Reception Years) is in need of further development.

The school has made a good improvement since its previous inspection in 1999. The key areas for improvement have been addressed. As a consequence, challenging work is usually set for the higher attaining pupils and a safe and secure outdoor play area has been developed which is now being used by the new Nursery class. Accommodation has been improved. The school is vigilant to ensure that where pupils are withdrawn from lessons, such as for music lessons, this does not affect their access to the curriculum. The school's successful programme of improvement has led to it being more effective than previously.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	A	B
mathematics	B	A	B	C
science	B	A	B	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.*

**Across the school, pupils achieve well.** Virtually all the children are likely to reach the goals that children are expected to reach at the end of their Reception Year and a significant minority are likely to exceed them; children attain particularly well in the areas of personal, social and

emotional development and communication, language and literacy. Standards at the end of Year 2 are above the national average in reading, writing, mathematics and science. Standards at the end of Year 6 are above the national average in mathematics and science and well above in English. There are no significant differences between the achievement of boys and girls or between the achievement of pupils of different ethnicity. Pupils with special educational needs achieve well because of the very good support they receive. Standards in information and communication technology are good at the end of Year 2 and very good at the end of Year 6. Standards in religious education meet the requirements of the locally agreed syllabus. Across the school, standards in art and design, in design and technology and in music are higher than those expected.

**Pupils' personal development is very good. Their spiritual, moral, social and cultural development are very good overall.** Their very good attitudes, behaviour and relationships enhance the quality of learning. Punctuality is good and attendance is very good.

## **QUALITY OF EDUCATION**

**The good quality of education provided** enables the pupils to learn well. **The quality of teaching and learning is good overall and sometimes better.** The majority of the very good teaching observed during the inspection was in Years 5 and 6. Teachers are very conscientious and very committed to the school and its pupils. Classroom assistants provide good support. Teaching and learning benefit from the very good relationships and these promote the positive attitudes and self-esteem of the pupils. The school has very effective systems for monitoring attainment and progress in literacy and numeracy with good target setting. In the Foundation Stage, there is a need to further develop the monitoring of children's progress through the 'stepping stones' which lead to the standards they are expected to reach. The school provides a broad and interesting curriculum which is enhanced by the excellent opportunities for extra-curricular activities, especially in sport. The organisation and use of time in the literacy and numeracy lessons observed in Year 1 did not fully meet the learning needs of the pupils as a good number of them are not yet ready to work independently. The school enjoys a very good partnership with the parents and the local community. The school's arrangements for pupils' care, welfare, health and safety are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher's very good leadership and management are characterised by a sense of purpose and high aspirations. There is excellent strategic planning which reflects the school's ambitions and goals. The headteacher is well supported by the senior management team and the enthusiastic and knowledgeable subject leaders. Governance is very good and meets statutory requirements. Governors, well led by an able chairperson, are very knowledgeable and supportive of the work of the school.

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

Parents are very supportive of the school and its staff. Parents are appreciative of all the school does to help their children and no significant concerns were raised. Pupils love coming to school, showing an enthusiasm for all it has to offer.

## **IMPROVEMENTS NEEDED**

**The most important things this successful school should do to improve are:**

- Improve the provision for literacy and numeracy at the start of Year 1.
- Improve the quality and detail of assessment in the Foundation Stage.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Across the school the achievement of pupils is good. This is because of the overall good quality of the teaching they receive. They achieve best at Years 5 and 6. Pupils' level of performance rises from being broadly in line with what is expected nationally on entry to Reception, to standards at the end of Year 2 and Year 6 which are above national averages. There are no significant differences between the achievement of boys and girls and between the achievements of pupils of different ethnicity. Standards are higher than they were at the time of the previous inspection.

#### Main strengths and weaknesses

- Children make a good start and achieve well in the Foundation Stage.
- Pupils attain consistently above average standards in English, mathematics and science.
- Standards in information and communication technology have gradually risen so that they are now well above what could be expected at the end of Year 6.
- Pupils with special educational needs achieve well because of the very good support they receive.

#### Commentary

1. Children achieve well in the Foundation Stage because of the very good teaching they receive from the teachers and the teaching assistants. During this time, they are enabled to make good progress through each 'stepping stone' of the Early Learning Goals for children of this age. Virtually all children are likely to achieve the goals in each of the six areas of learning by the end of the Reception Year and a significant minority are likely to exceed them. Children's progress is most significant in the areas of personal, social and emotional development and communication, language and literacy. These children are prepared well for their next stage of learning.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	17.2 (16.5)	15.7 (15.8)
writing	16.5 (15.0)	14.6 (14.4)
mathematics	18.1 (17.1)	16.3 (16.5)

*There were 91 pupils in the year group. Figures in brackets are for the previous year.*

2. Standards at the end of Year 2 are above the national average in reading, writing, mathematics and science. Pupils achieve well in these subjects. Standards were even better in 2003 when a very high attaining year group reached levels which were well above the national average. These standards are reflected in the most recent results of 2004.

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
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English	28.8 (27.8)	26.8 (27.0)
mathematics	28.0 (28.4)	26.8 (26.7)
science	29.7 (29.8)	28.6 (28.3)

*There were 98 pupils in the year group. Figures in brackets are for the previous year.*

3. Pupils achieve well in Years 3 to 6 and most strongly in Years 5 and 6, because the quality of teaching in those years is very good. Standards at the end of Year 6 are above the national average in mathematics and science. These standards are reflected in the 2003 results in mathematics and science which were above the national average and in line with those of similar schools. The 2004 results were well above the national average. Standards at the end of Year 6 are well above the national average in English. This is reflected in the 2003 results, which were well above the national average and above the average for similar schools and also in the 2004 results. In English, standards are high in reading and speaking and listening and also in written work. In recent years the school has successfully addressed its target of raising standards in writing.
4. There are clear systems for tracking progress in literacy and numeracy throughout the school and this leads to individual target setting with pupil involvement; this means that pupils, especially those in Years 3 to 6, are very aware of what they need to do to improve. Each individual pupil's performance and potential is reviewed on a regular basis. The school's analysis of data shows that most pupils throughout the school achieve well and make good progress.
5. Since the previous inspection, when standards were judged as satisfactory, the school has targeted the raising of pupils' attainment in information and communication technology. All the improvements, including staff expertise through training and the imaginative development of the computer suite and the information and communication technology curriculum have resulted in recognition through a national award. Standards in information and communication technology are currently above those expected nationally at the end of Year 2 and by the end of Year 6 they are well above. This represents a very significant improvement since the previous inspection. Standards in religious education meet the requirements of the locally agreed syllabus. Given the time constraints of the inspection, it was not possible to make firm judgements about standards in all the other subjects, although a careful review of samples of work, indicated standards across the school in art and design, design and technology and music were above those expected.
6. Inspection findings are that there are no significant differences between the achievement of boys and girls; this was evident across the school including the Reception and Year 1 groups where there are significantly more boys than girls. There are no significant differences between the achievement of pupils of different ethnicity. Pupils with special educational needs make good progress and achieve well, guided by the appropriate targets for development on their individual education plans. The school identifies those pupils who are higher attainers, including those who are gifted and talented and teachers are successful in providing challenging work for these pupils, sometimes on an individual basis. This enables them to achieve high levels in English, mathematics and science compared to national averages.
7. The school's own 'value-added' analysis shows that almost all pupils achieve well compared with their prior attainment and ability on entry to school. They make similarly good progress, irrespective of their gender or background. The school is successful in its aspiration to maintain and raise standards. Challenging but realistic targets are being well met. The leadership of the school successfully fosters a shared commitment amongst the staff to continue to raise standards and to continue to improve the quality of

education provided. The high effectiveness of the school is clearly reflected in the above average standards reached at the end of Year 2 and the end of Year 6, especially given attainment on entry which was broadly in line with what could be expected.

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

Pupils' behaviour is very good throughout the school. Their attitudes to work are, overall, also very good. Pupils' personal development, including their moral, social and cultural development, is very good; their spiritual development is good. Punctuality is good and attendance is very good.

### **MAIN STRENGTHS AND WEAKNESSES**

- PUPILS' ATTITUDES TO LEARNING ARE VERY GOOD ACROSS THE SCHOOL; PUPILS WORK WELL INDEPENDENTLY AND CO-OPERATIVELY.
- Pupils behave very well, both in and out of classes.
- Relationships amongst pupils and between pupils and adults are very good.
- Pupils undertake a wide variety of tasks, willingly accepting responsibilities.
- The very good, caring, community ethos permeates all aspects of school life and is enhanced by the very good provision for personal, social and health education, including citizenship.

### **Commentary**

8. Pupils arrive at school enthusiastically, looking forward to their day's work. A number of families take advantage of the pre-school Breakfast Club, 65 pupils being counted in the hall at one point during the inspection. There are well established routines at the start of the day, such as when the teachers set a short exercise for the pupils to undertake during registration; this enables the pupils to settle very quickly and ensures a prompt, purposeful start to the school day.
9. Pupils' attitudes to their work are normally very good in lessons, reflecting the teachers' good management techniques. Pupils work well independently and show appropriate co-operation when required to do so; for example, a group of pupils in a Year 1 science class on the human senses was observed passing around covered beakers and discussing what smells they encountered.
10. Behaviour of pupils is very good both in lessons and around the school. In the first assembly of the week for the older pupils, behaviour was exemplary. No oppressive behaviour was observed during the inspection and discussion with a wide range of pupils revealed no concerns on this matter. There have been no recent exclusions of pupils from the school. Evidence indicates that the school deals very well with the rare occasions when a pupil's behaviour causes a problem. Pupils move around the school in an orderly manner and they show suitable respect for property and for the feelings of others.
11. Pupils' personal development is very good. All aspects of personal, social and emotional development are well promoted in the Nursery and Reception Years and the children respond well. Pupils' personal development benefits from very good provision for personal, health and social education, including a wide range of activities promoting citizenship. Excellent extra-curricular provision and charity work, together with residential

and educational visits, all make strong contributions to the pupils' social development. The school proudly displays certificates for the many awards it has received for projects and for environmental work. Responsibilities are willingly accepted by all the pupils, the older ones in particular having many tasks which are designed to promote harmony and camaraderie across the school. The 'Planet family' arrangements foster friendship between pupils of all ages.

12. Pupils are confident and courteous, showing a high level of self-esteem. The provision for pupils' development has been improved to enable them to appreciate the diverse nature of the multicultural societies throughout the world in which they live. Pupils' spiritual development is enhanced by the well-planned assemblies and the religious education lessons; for example, in a Year 2 lesson the pupils were asked to close their eyes and say thank you to God for delivering the harvest and to reflect on the lives of those less fortunate.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

13. The school has a very good attendance level, being consistently well above the national average for primary schools. The level of unauthorised absence is minimal, being limited to a small number of pupils who have taken excess holiday. The school monitors attendance closely and has appropriate procedures in place for dealing with the handful of pupils whose attendance drops below 80 per cent. Punctuality is very good for nearly all pupils with a very small minority doing less well.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The overall good quality of the teaching and very good levels of care and support mean that pupils are able to learn well. There is a very good partnership with parents and the school works very closely with the local community.

**Teaching and learning**

The quality of teaching is good overall and sometimes better and consequently pupils' learning is good. The assessment of pupils' work is good overall.

**Main strengths and weaknesses**

- Teachers' high expectations and challenging lessons have a positive effect on the behaviour and application of most pupils.
- Pupils in Years 5 and 6 make very good gains in their knowledge, skills and understanding because a high proportion of teaching is very good.
- Achievement and productivity for Year 1 pupils were adversely affected during the inspection by some literacy and numeracy tasks which they were unable to complete independently.
- Support staff are effectively deployed and make a significant contribution to the quality of teaching and learning.
- There are very good systems for assessing and monitoring pupils' progress and achievements in English and mathematics.

- Assessment in the Foundation Stage does not adequately enable staff to track children's progress effectively.

## Commentary

14. The table below shows the quality of teaching seen across the school. Teaching in Key Stage 2 was good overall. The majority of the very good teaching was seen in Years 5 and 6, with an excellent lesson seen in Year 5. Teaching seen in the Foundation Stage was good and in Key Stage 1 just over half was good or better and the remainder was satisfactory. No unsatisfactory lessons were observed. Overall, pupils achieve well because of the high proportion of teaching that is good or better. The proportion of teaching that is good or better has increased significantly since the previous inspection. In questionnaires and in discussions with inspectors, parents and pupils responded positively when asked for their views about the quality of teaching.

### **Summary of teaching observed during the inspection in 58 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	16 (28%)	26 (45%)	15 (26%)	0 (0%)	0 (0%)	0 (0%)

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

15. Teachers are very committed to the school and its pupils and are keen to share good practice and improve their own work. Good practice was seen across the school and some strengths were common to a number of the lessons seen. Relationships are very good at all levels and this contributes well to the learning environment. Support assistants are well briefed and make effective teams with class teachers so that, with appropriate help, all pupils, including those with special educational needs, achieve well and sometimes very well. There is a common expectation that pupils will behave well and the orderly atmosphere of lessons facilitates the good and sometimes very good learning that occurs. In a significant majority of lessons seen, pupils were engaged in work that interested them and offered them appropriate levels of challenge. Pupils apply themselves well from the start of lessons and most sustain their concentration throughout the lessons. At the start of lessons the learning objectives are shared with pupils. Most teachers then move on to question-and-answer sessions which are briskly paced and successfully develop pupils' speaking and listening skills. They successfully revise previous learning and introduce new learning in ways that capture pupils' interests. Pupils are eager to participate and their contributions are valued. Homework, mostly English and mathematics, is used effectively to consolidate and extend learning that takes place in school.
16. Most of the very good teaching was seen in Years 5 and 6. In these lessons teachers had very good or excellent subject knowledge. The use of a range of teaching styles enables pupils to learn by listening, seeing and doing and pupils are very responsive. Planning is detailed and takes full account of the age and stage of learning of the pupils in the class. It is shared with support assistants and prepares them well for their tasks. In some lessons, pupils are given opportunities to discuss their ideas with classmates before class discussions take place in which questioning is used very effectively to probe pupils' depth of understanding. Excellent teaching was seen when a well chosen task put learning into an interesting context. Using information and communication technology, pupils searched a database to find a criminal. Throughout the lesson the teacher

intervened where explanation or consolidation was required, ensuring that all pupils were paying attention at these times. All pupils achieved very well because they were supported very effectively by the teacher and the teaching assistant and so became absorbed in the lesson.

17. In less effective lessons, the introductory sessions are sometimes too long and teachers are insufficiently clear about what they want pupils to do, so that pupils are not productive enough when working. Some lessons are too long and, in a small number, time is not used effectively and as the lessons progress, achievement and productivity diminish. In numeracy and literacy lessons seen in Year 1, after an effective start, young pupils were required to work independently on tasks which were too difficult for some of them to complete alone. Because of this, teachers were unable to fully focus their time on teaching single groups of pupils and had to move around the room trying to support the other groups of pupils.
18. Under the guidance of the deputy headteacher, the school is reviewing its assessment, recording and marking procedures. It has very effective systems for monitoring attainment and progress in literacy and numeracy. School data is used to identify where pupils had difficulties in national tests and teaching and learning are then reviewed. Teachers review pupils' progress in literacy and numeracy each term and set challenging targets for the following term. Individual targets are shared with parents and reviewed with pupils and parents each term, so that pupils understand how they can improve their literacy and numeracy work. Work has started on further developing science and information and communication technology assessment and the assessment of foundation subjects is being reviewed by subject leaders. In the Foundation Stage, statutory requirements to complete individual assessment profiles at the end of the Reception Year are met. The monitoring of children's progress across the Foundation Stage requires further development so that children's progress through the 'stepping stones' is recorded more clearly and the next stages of learning are identified.

### **The curriculum**

The school offers all pupils a broad, well balanced, interesting curriculum with many strong features. The range of extra-curricular activities enriching the curriculum is excellent. The range and quality of resources are very good. The attractive and imaginatively used accommodation is good.

### **Main strengths and weaknesses**

- The very good provision for personal, social and health education and citizenship contributes strongly to the very good personal development of pupils.
- This is a very inclusive school with very good provision for pupils with special educational needs.
- Very good use is made of information and communication technology to support all the areas of the curriculum.
- The school has successfully introduced the teaching of French.

### **COMMENTARY**

19. The curriculum is well planned and regularly reviewed. It ensures progression in pupils' learning. Although there is a focus on literacy, numeracy and science throughout the

school, the curriculum as a whole provides a broad range of curricular opportunities across all the subjects. The curriculum meets statutory requirements, including those for religious education and collective worship.

20. The school has a strong commitment to enhancing and extending the curriculum. A particular feature is the teaching of French for pupils in Years 5 and 6. This is so successful that there are further plans for French teaching in Years 3 and 4. National guidelines form the basis of the curriculum and subjects are reviewed on a regular basis. Literacy, numeracy, science and information and communication technology skills are developed effectively and used well within other subjects.
21. A very good programme to develop pupils' personal, social, health education and citizenship is in place which includes sex and relationships education and attention to alcohol and drugs misuse. The school respects the individuality of all pupils and understands that confidence aids pupils' achievement. The work in personal, social, health education and citizenship establishes the building blocks for this to happen. The school's very good caring ethos helps pupils to be well prepared for their move to the next stage of education.
22. The school provides an excellent range of extra-curricular activities during the day and after school. These include excellent opportunities for pupils to join in a wide range of sporting activities. All pupils are encouraged to join one or more of these activities and participation rates are very high. This helps pupils develop confidence and a personal sense of achievement. Planned activities and educational visits, including the annual residential visits for pupils in Year 5 and Year 6, make a very good contribution to pupils' social and physical development and pupils value these opportunities.
23. The school is highly inclusive by ensuring equality of access and opportunities for all pupils. Provision for pupils with special educational needs is very well organised. These pupils achieve well because of the use made of the good quality individual education plans and the high quality support provided by teaching assistants and the special educational needs co-ordinator. Teaching assistants are deployed flexibly and work in close liaison with each year group to provide support in class, on a one-to-one basis or in groups. The provision for gifted and talented pupils is good. The school is continually reviewing the curriculum to ensure that work for these pupils is sufficiently challenging. This includes increasing learning resources and regular staff training to develop greater understanding of different teaching and learning styles.
24. There are sufficient teachers and support staff who provide a very good match in meeting the demands of the curriculum. The extensive accommodation is attractive and well managed although the limited size of some of the classrooms, including the outside classrooms, poses challenges for the staff in those rooms. The quality and quantity of resources are very good. The interactive whiteboards are used effectively. Overall, the accommodation and resources have a positive impact on standards and achievement.

#### **Care, guidance and support**

The school has very good procedures for the care, welfare, health and safety of the pupils. Within its caring, friendly environment, it provides good support and guidance. There are very good procedures for the involvement of pupils through seeking, valuing and acting upon their views.

## **Main strengths and weaknesses**

- THERE IS A WIDE RANGE OF VERY GOOD PROCEDURES AND POLICIES TO SUPPORT PUPILS' PASTORAL NEEDS.
- All staff know the pupils well and provide appropriate supervision.
- A healthy lifestyle is well promoted, including an excellent range of sporting activities.
- There are good procedures for the induction of new pupils.
- The school provides very well for pupils' individual needs.

## **Commentary**

25. The leadership of the school and the commitment of all staff ensures that a very friendly, community ethos permeates the school. It is a caring school with a benevolent atmosphere, which is highly valued by both parents and pupils. The large number of staff, parent helpers and other volunteers provide good support and supervision. All staff are appropriately trained in welfare matters, including the midday supervisors. First aid provision is very good. There is a good staff handbook and the teachers each have copies of the school's comprehensive pastoral policies; however, all such policies should be signed and dated on adoption by the governing body.
26. Motivation and encouragement of pupils is underpinned by a successful system of 'Star Points' (for the 'Planet families') and certificates, culminating in the merit assembly celebrations each Friday. Each class draws up its own set of rules and the school's 'Caring Contract' is reinforced by posters and displays, such as the 'Tree of Values' in the front corridor. The 'Apple Book' applauds the Key Stage 1 pupils' contributions to citizenship and the 'Golden Book' celebrates the positive attributes of the Key Stage 2 pupils. Throughout the school the colourful displays and the general decor provide a high quality environment for learning.
27. Child protection measures are fully in place and welfare matters receive suitable priority. Good support is given to the school by external agencies, in particular through the school nurse. The designated teacher has worked hard to ensure that the curricular provision for pupils' personal, social and health education, including citizenship, is of the highest order.
28. The school has good procedures for monitoring pupils' academic progress which track pupils' learning and individual progress as they move through the school. This is particularly effective in literacy and numeracy. Appropriate early identification and ongoing support for pupils with special educational needs, ensures that they make good and sometimes very good progress; for example, a group of six Year 1 pupils withdrawn from the classroom, were observed working enthusiastically and accurately with the learning support teacher, identifying 'c' words on the computer.
29. Health and safety matters are well covered, overseen by the knowledgeable vice-chair of the governing body. Risk assessments are undertaken and cross-checked before all school visits. Most of the school affords good accommodation, but the mobile classrooms can be cramped with minimal circulation space. The conscientious work of the caretaker and his staff ensures that the buildings are well maintained, clean and tidy. The school's work on health and environmental awareness has been recognised by several awards.

30. Pupils' own views are sought regularly through the school councils and through other avenues, such as the pupil representatives on the health and safety committee. There are good induction procedures for new starters. Parents of pupils who have joined from other schools emphasised how quickly their children settled in and made new friends. Considering the relatively large size for a primary school, the integration and inclusion of all pupils is one of the strengths of the school. The school is successful in meeting its aims and the very good care, guidance and support provides, in the words of its mission statement, 'a caring, stimulating environment.....enabling children to achieve in all aspects of their lives'.

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

The school has a very good partnership with parents and its community. Parents support the school very well and appreciate the school's very good provision for their children's personal development. Links to other schools and colleges are good and links to the local community are very good.

### **MAIN STRENGTHS AND WEAKNESSES**

- Parents support the school extremely well, including the significant number who help in school.
- There is a wide range of information provided for parents, including detailed information on pupils' progress.
- Homework requirements are known and understood by parents.
- Formal consultation evenings and open days are very well attended.
- The school is welcoming to parents and actively canvasses their views.

### **Commentary**

31. In the questionnaire to parents, the pre-inspection meeting and in many discussions during the inspection, parents were very positive in their views of the school. The indications are that parents have a higher opinion of the school than at the time of the previous inspection. The school is fortunate to have a very successful 'Friends' Association' which raises significant funds and organises many events. Parents feel that the staff are easily approached and sympathetic to any concerns.
32. Parents are warmly welcomed into the school and around 25 parents and other friends give regular help which is greatly valued by the school. In a Year 5 art class, for example, a grandmother, who is a keen artist, was observed assisting the teacher by demonstrating colour washing. During the week of the inspection the grandparents' lunches were well attended and very successful. The majority of the school's teaching assistants started off as parent helpers and the school has facilitated their training. The 'Busy Bees Club', the 'Inspire Science Club', the 'Lads & Dads Club' and the 'Family Learning Initiatives' are some of the many ways that parental links have been developed and extended by the teacher who has specific responsibility for parent and community matters.
33. The school produces a wide range of useful information for parents, including the comprehensive prospectus and an excellent web site. E-mail has also been used in order to include parents not living locally. There are regular curricular events and open

days to enable parents to see their children's work and keep abreast of the current educational work. The two formal consultation evenings are very well attended with parents taking a keen interest in the pupils' progress. The pupils' end-of-year reports contain good details of the pupils' attainment against listed targets in each subject, together with comments on effort, progress and personal development. Parents of those pupils with special educational needs enthused about the way that the school keeps them involved and updated on their children's progress. The homework policy is well publicised and understood by the parents; the vast majority of parents are happy with the amount of homework given.

34. There are good links to other primary schools, to the local secondary school, to Burton College and to the University of Derby. The school buildings are well used by the community, including church and drama groups. Pupils benefit from many educational visits into the community, such as visits to local businesses and performances at a local residential home. The school grounds have been improved by a series of initiatives; for example, community service work was utilised to build the Key Stage 2 quiet area adjacent to the playground. The successful partnerships that have been developed impact positively on the standard of education provided by the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The governance of the school is very good. The headteacher provides very good leadership with significant support from the leadership team. The management of the school is very effective.

### **Main strengths and weaknesses**

- The headteacher has a clear vision and high aspirations for the school.
- The governors give very good support and perform their duties well.
- The excellent school development plan guides improvement and reflects the aims and values of the school.
- Effective management teams ensure the school is continually developing.
- There are very good systems to monitor, evaluate and review all aspects of the school's work.
- Excellent induction procedures and a high commitment to the professional development of all staff create very good teamwork.

### **Commentary**

35. The leadership and management ensure a clear direction for the work and development of the school and promote high standards. The very good leadership of the headteacher provides a very clear, shared educational vision for the school and a determination exists to achieve the highest possible standards in all areas of the school's work. The quality of her leadership skills has led to all staff and governors working successfully as a team that strives to ensure pupils achieve as well as possible. She has delegated responsibilities wisely so that effective teams have been developed. Members of the leadership and management team provide very good role models for other staff and for pupils and play an important role in the leadership of the curriculum and teaching. This is a very inclusive school, with a caring ethos, where all pupils are valued. The leadership of the school has remained as strong as it was at the last inspection.

36. The governing body fulfils its statutory duties well. It benefits from the enthusiastic and knowledgeable leadership of its chairperson. The governors are very effective as they are well informed, which enables them to make a significant contribution in helping to shape the vision and direction of the school. They are committed to regular self-evaluation, which gives them a very good knowledge of the school's strengths and weaknesses. They are not afraid to employ the role of 'critical friend' by questioning and challenging senior staff and in this way promote a full and open level of debate. They manage their own induction programme to help new governors fulfil their role and to develop their understanding of the school which has a positive impact on their involvement in the school.
37. The excellent strategic planning focuses on the raising of achievement. This is reflected in the comprehensive school development plan which clearly identifies where the school needs to improve further. Improvements are based on continual school self-evaluation which enables the headteacher, governors and staff to identify the school's strengths and weaknesses and take action to meet the pupils' needs.
38. The school is managed by a system of 'teams within teams' that are very effective in ensuring the cohesive co-ordination of all phases and aspects of the school. The strong and proactive management teams and enthusiastic subject leaders enable ideas and initiatives to be put into practice through clear systems and rigorous monitoring. This process ensures that the school is developing continually and that there is a very good level of communication between the different teams in the school.
39. There are very effective systems in place for monitoring the work of the school at every level so that improvement takes place. The leadership and management team and subject leaders regularly monitor teaching and learning and the expertise of individual staff is disseminated for the benefit of all. The school makes particularly good use of data to track the progress of pupils and to ensure that all achieve to their capability. Assessment procedures in the core subjects are very good and enable teachers to have a clear view of the progress and attainment of their pupils. The management of provision for those pupils with special educational needs is very good, so that their particular requirements are very well met.
40. Excellent procedures have been established for the induction of new staff into a large school; for example, the allocation of a professional mentor and a social 'buddy'. Very good performance management and continuing staff development procedures contribute significantly to the ethos of the school and standards achieved. Teachers have opportunities to further their skills through training events and the sharing of good practice. Training extends to all staff which contributes to strong teamwork; eight teaching assistants have achieved an accredited qualification and all have benefited from additional training in school to hone their skills in, for example, information and communication technology.
41. The headteacher, administrative officer and finance committee of the governing body manage the school budget very well. There are efficient systems in place to make sure that the finances are controlled carefully and that expenditure is regularly reviewed. There is a very good grasp of the principles of best value, which helps the school to achieve educational priorities, such as the decision to invest in information and communication technology. The surplus at the end of the last financial year, shown in the table below, has been appropriately earmarked.

Income and expenditure (£)	
Total income	1,363,995
Total expenditure	1,370,140
Expenditure per pupil	2,140

Balances (£)	
Balance from previous year	75,580
Balance carried forward to the next year	69,435

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good**. Children enter Reception with attainment that is broadly in line with what is expected for children of this age. Children achieve well because of the good teaching that they receive from teachers and support staff. Most children are likely to achieve the Early Learning Goals across all six areas of learning by the end of the Reception Year and a significant minority are likely to exceed them. The curriculum is well matched to the varying needs of the children because of the high level of adult and child interaction. The school's new Nursery was opened four weeks before the inspection. Prior to this the school ran part-time pre-school classes in the spring and summer terms. The Nursery children benefit from the outdoor play area that was created for Reception children following the previous inspection. The school is in the process of creating a new Reception play area. Assessment in the Foundation Stage is in need of further development. Staff meet statutory requirements by completing the required profiles at the end of the Reception Year and the school makes good use of the data that these provide. Monitoring of children's development over time is less well developed. Children's progress through the 'stepping stones' towards the Early Learning Goals is not clearly recorded and there is no indication of their next stage of learning. The Foundation Stage is effectively led by the knowledgeable Foundation Stage manager. She has a good overview of Nursery and Reception because she works in classes across the phase, supporting staff and teaching groups of children. Very good support is being given to the staff in the new Nursery.

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

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

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

- Children learn to select their own activities and use resources independently.
- Achievement is good because good relationships are established with adults and other children.

#### **Commentary**

42. Teachers and support assistants effectively help children to develop good and sometimes very good social skills. This area is rightly a priority in the Foundation Stage. Most Nursery children are happy to leave their parents and quickly become engrossed in their chosen activities. Reception children enter school confidently and listen sensibly during whole class sessions. Although the inspection took place early in the school year, children are learning to take turns to speak and to listen to what others have to say. Adults effectively model good behaviour and are respectful when talking to adults and children. This is copied by the children. Children make good progress in developing their attention and concentration. In Reception, children sustain their work at directed activities because adults praise them and challenge them to try new things. When choosing activities, children are confident to approach groups of other children and quickly become involved, sharing available resources.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children make good progress in developing their speaking and listening skills.
- They enjoy books and learn to read common words and simple sentences.
- Children know the sounds of most of the letters of the alphabet and can identify initial sounds in words.
- By the end of the Reception Year, children are confident writers and use their knowledge of letter sounds effectively.

### Commentary

43. Communication, language and literacy skills are taught well and as a result most children achieve well and a significant number achieve very well by the end of the Reception Year. Staff use their time well to talk to the children and extend their vocabulary. Children are encouraged to discuss their work and other things that interest them; for example, when working with a support assistant, Reception children discussed pictures they had brought from home to show their interests and favourite things. Children play happily in role-play areas. Shy or hesitant children are well supported, sometimes working alone with an adult until they feel more confident to speak about their work.
44. Children enjoy listening to stories. Nursery children enjoyed looking at the story of 'Handa's Surprise', trying to predict what would happen next. Reception children listened to the teacher narrating an early, textless reading scheme book. They eagerly added their own ideas and drew on their own experience, speaking in clear voices and using good, simple sentences. During the Reception Year children learn all the sounds and names of letters. A range of activities is used to reinforce their learning, such as writing in sand and on whiteboards or playing matching games. They learn to identify initial and final sounds in words. By the end of Reception, children know a range of common words which they can read in simple sentences.
45. There are plenty of opportunities for children to develop their writing skills and understand how writing is used to communicate. In Nursery, children were encouraged to make marks on a paper covered table top, using felt tips. The adult supporting the work quickly assessed children's levels of experience and ability and helped them to practise and progress. Some children made letters and cards and 'addressed' them before posting them in the Nursery post box. In Reception, children learn to write the letters of the alphabet and are taught the sounds associated with each letter. They practise writing their names in sand and on boards and careful support encourages children to persevere. By the end of the Reception Year, children use their knowledge of letter sounds to help them write, with higher achieving children writing simple sentences independently.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

## Main strengths and weaknesses

- Most children know numbers to 10 and some children know numbers up to 20.
- They begin simple addition and subtraction knowing 'one more than' or 'one less than'.
- They recognise two-dimensional shapes and begin to understand capacity when filling and emptying containers.
- Mathematics is experienced through a wide range of activities.

## Commentary

46. Teaching of mathematical development is good. Children make good progress because staff capitalise on the mathematical opportunities in many activities. Learning is fun. Tasks are well chosen and offer challenge to all the children. In a number task, children began by matching sets of objects to the correct numerals. More confident children began to thread beads up to a number between 10 and 20. One child was confident to count out beads to 18 and at 16 knew he needed 2 more beads. Children sang an elephant counting song, whilst placing elephant pictures on a spider's web. One child was able to add 3 more to 7 to make 10. By the end of Reception children perform simple addition and subtraction sums to 10 or beyond. Children in Reception recognise and name familiar two-dimensional shapes, such as a square, triangle or circle.
47. In Nursery and Reception, staff make effective use of mathematical opportunities in many activities. When reading 'Handa's Surprise', Nursery children counted the pieces of fruit in a picture. When making cards, they folded paper to make it smaller to fit it inside an envelope. Children playing in the sand filled and emptied containers. They developed a very good understanding of these concepts, adding sand carefully to a large container because they knew that there was too much sand in the smaller container. Very good work was seen when an adult worked with a quiet, reserved group of Nursery children, encouraging them to fill and empty containers and making good use of appropriate vocabulary. In Reception, children discussed shapes when making a collage and talked about the shape and size of construction bricks and the models they built.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

## Main strengths and weaknesses

- Children make good and sometimes very good progress in information and communication technology, although some children spend too long working alone on the classroom computer.
- Children learn effectively through practical experiences.
- Children begin to understand about the passage of time by looking at the seasons and learning the days of the week.

## Commentary

48. Teaching is good and involves many practical opportunities for learning, indoors and out. The variety of good learning opportunities provided helps children to achieve well. Children in Nursery touched and felt 'ice balloons' made by freezing balloons filled with

coloured water. The teacher generated a sense of awe and wonder as the children watched and described the changes.

49. In Reception, children use the computer suite in the main school. They have good keyboard skills and are able to log on and off with a little help. Some children are independently able to find and open the program that is needed. Good control of the mouse means that children draw good faces using an art program, changing colours as necessary. The children in the Foundation Stage are confident when using computers and enjoy using various programs. In Nursery, care needs to be taken to notice how long children spend working alone at a computer, as some children are inclined to spend very long periods of time there. Good co-operative play is seen when children play with construction sets and build interesting models. Their play is effectively extended into imaginative play with the use of 'small world' figures alongside the construction toys.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Children handle tools and small equipment safely and with increasing control.
- Children use larger equipment with increasing confidence and skill.

### **Commentary**

50. Good teaching ensures that children refine their physical skills across the Foundation Stage and achieve well. Children have many opportunities to develop their manipulative skills and co-ordination using pencils, paintbrushes, glue spreaders and scissors. When using scissors, they cut with increasing levels of accuracy. Children pour water and dry sand into containers and carefully assemble models using pieces from construction kits. Children take part in more energetic activities out of doors. They ride on wheeled toys, carefully steering around obstacles. One child was encouraged to walk on bucket stilts, showing a great sense of pride in her achievement. Adult involvement improved the quality of learning by adding new challenge and interest to ongoing activities.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Children experience a good range of materials, colours and textures.
- Imaginative role-play promotes good use of spoken language.

### **Commentary**

51. Good teaching helps children to use their creative skills effectively. Children use a wide variety of paints, paper, card and fabrics. In Nursery, children enjoy printing and discuss the colours and patterns that they create. In Reception, children work independently at a printing activity, sharing materials and praising one another's work. They choose the

colours purposefully and create colourful patterns. In a Reception lesson, children created self-portraits independently, using paper plates. They looked in mirrors and chose appropriate colours for their eyes and different materials for hair. One child chose gold tissue paper and scrunched it up to represent her fair, curly hair. The finished collages were evaluated in a whole class session and children contributed sensibly and sensitively, considering how effectively materials had been used.

52. There are good opportunities for children to engage in imaginative role-play, both through role-play areas, such as the 'Doctor's Surgery' and in small world play with model figures. Adult involvement in these activities stimulated children's imaginations and helped to develop spoken language. Although no musical activities were observed during the inspection, planning indicates that they are a regular feature of the Foundation Stage curriculum.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Teaching is good overall, with very good teaching for older pupils.
- There is good support from the teaching assistants for pupils with learning difficulties.
- Assessment procedures are very good.
- Pupils' positive attitudes to learning help them to achieve well.
- Literacy skills are used very well across the curriculum.

#### **Commentary**

53. Pupils in Year 2 achieve well and standards at the end of Year 2 are above average in reading and writing. In Year 6, pupils' achievement is very good with standards well above average in reading and writing by the end of Year 6. This reflects the overall pattern of attainment over recent years. As a result of the very good teaching they receive, more pupils in Year 6 are now achieving at a higher level in writing than they did at the time of the previous inspection. Standards in speaking and listening are very good across the school. Overall, standards are higher than those identified in the previous report. Pupils with special educational needs make good progress in relation to their prior attainment and there are no significant differences in the achievement of boys and girls or in pupils of different ethnicity.
54. Good opportunities are given to developing pupils' speaking and listening skills, such as paired discussion time and when reporting back to the rest of the class at the conclusion of lessons. Teachers use skilful questioning to extend pupils' language and level of understanding and pupils are taught the importance of listening to and appreciating the views of others.
55. Pupils enjoy reading and are very well supported both at school and at home which makes a significant contribution to the standards achieved. In Year 2, most pupils are confident, fluent

readers and are able to use a range of strategies to read unfamiliar words. The majority of pupils in Year 6 read challenging texts with expression to engage the listener's interest. They enjoy discussing the main characters and crucial developments in a story. They retrieve and organise information from a variety of sources, such as reference books and the Internet and use this to support their work in other subjects.

56. The basic skills of spelling, handwriting and punctuation are emphasised and by the end of Year 2, most pupils' writing shows that they can develop their ideas into a sequence of sentences using interesting words and punctuate with capital letters and full stops. For example, one pupil wrote 'One dark thundery night there was a boot in a field in a slushy muddy puddle'. The modelling of writing and provision of writing templates results in all pupils achieving well. This was seen in a Year 4 lesson with a focus on writing a report for a newspaper. Good opportunities are provided for pupils to write in a variety of forms, often linked to other subjects.
57. The quality of teaching is good overall and sometimes, in Years 4, 5 and 6, it is very good. Teachers show good subject knowledge and plan lessons with clear learning objectives which are shared with pupils at the beginning of lessons and then used to review learning in very useful final review sessions. Most lessons show high expectation and challenge. In a very good lesson in Year 5, the teacher ensured a brisk pace through an imaginative use of the interactive whiteboard and the character 'Shrek', resulting in pupils making very good progress in developing character descriptions for a story. Teaching assistants make a significant contribution to the overall quality of teaching. They are well informed by the teachers and so are able to provide a good level of support that is well matched to the individual needs of pupils. Teachers have high expectations of pupils' behaviour and their approach to work, enabling pupils to make the most of their learning opportunities.
58. Teachers very carefully check how well pupils are doing and use the good systems in place for formal assessment to organise teaching groups. This leads to pupils being challenged and succeeding. Pupils are given extra support when it is needed which results in good achievement. Positive and constructive comments contribute to good marking of work which supports pupils well. Pupils have both class and personal targets for improvement in literacy skills; they understand what they need to do to improve and older pupils know the basis of their targets.
59. The very good attitudes shown by the pupils towards their work make a significant impact on the standards they achieve. Staff and pupils show a great respect for each other. Pupils are very well behaved, listen carefully and have the confidence to ask and answer questions, which enables them to make valued contributions during lessons. Pupils are good humoured and friendly. Very good relationships underpin the teaching and learning.
60. The organisation and use of time in the literacy lessons observed in Year 1 did not fully meet the learning needs of these pupils and would benefit from review, most notably of the independent group times. The overall leadership and management of the subject are good. As a result of effective checking of the quality of teaching and pupils' achievement, the two subject leaders are able to identify specific areas for development. The improvement in the subject has been good especially in identifying and using strategies to improve writing.

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

61. This is one of the strengths of provision. Oral sessions in lessons are used very effectively to develop speaking and listening skills and consequently pupils develop very high standards. Pupils are given frequent, worthwhile opportunities to practise their

writing skills in such subjects as geography, history, religious education, science, information and communication technology and design and technology.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of Years 2 and 6.
- The quality of teaching is good overall and very good in Years 5 and 6.
- Pupils have very good attitudes to learning mathematics.
- There are very good procedures for assessing pupils' attainment and progress.

### **Commentary**

62. Attainment is good in mathematics, as it was at the time of the previous inspection. Pupils across the school achieve well because of the overall good quality of teaching they receive. Standards at the end of Year 2 and at the end of Year 6 are above the national average. These standards are reflected in the school's most recent national test results. All the available evidence indicates that there are no significant differences in the achievement of boys and girls and the achievement of pupils of different ethnicity.
63. Although all the indications are that pupils receive an appropriate curriculum and make overall good progress across Year 1, the school's use of time for numeracy lessons in the early part of the year is in need of review. The lessons observed were overlong and many pupils found it difficult to concentrate on tasks during independent group times, unless supervised very directly. The pupils would benefit from shorter, more focused sessions with two target groups taught by the adults and with the other pupils involved in more self-initiated, less structured activities.
64. A review of pupils' work over the previous year shows that pupils in Year 1 begin to develop a good understanding of numbers. Year 2 pupils add and subtract confidently in 100s, tens and units. They are aware of number sequences such as odds and evens and halves and doubles and use the two and ten times tables successfully. Pupils successfully interpret mathematical problems expressed in words, for example, when dealing with money. They successfully construct block graphs from information contained in tally charts and understand how to interpret the information that they contain. Pupils gain from good opportunities to learn about two-dimensional and three-dimensional shapes and their characteristics. The activities are planned sequentially so that work builds on that covered earlier, leading to above average standards by the end of Year 2.
65. Pupils in Year 6 have a very good understanding of the different areas of mathematics. They use the four rules of number, addition, subtraction, multiplication and division, confidently in numbers up to six figures. Pupils understand that decimals, fractions and percentages are different ways of expressing the same concept and move successfully between them. Pupils develop a good understanding of how to approach and solve mathematical problems expressed in words. The review of work indicates that pupils across the school are given good grounding in using and applying mathematics, number and measures, shape and space, enabling them to reach above average standards by the end of Year 6.
66. The quality of teaching and learning is good overall, being very good in Years 5 and 6. Teachers have a very good level of subject knowledge and understanding and this is reflected in the very good quality of questions, which are clear and well focused. All teachers have recently undertaken specialist training. In the more effective teaching, which made up the vast majority of that observed, imaginative learning activities and a brisk pace engaged the interest

of pupils so that they worked with sustained interest and concentration and achieved well. Mental skills are being well developed and the pupils are enthusiastic to practise them. Work in books is well marked and mainly well presented. Very good relationships between adults and pupils, sometimes involving gentle humour, underpin the teaching and learning and promote the pupils' confidence and self-esteem.

67. Very good support, often by the good quality classroom assistants, ensures that the needs of pupils with special educational needs are well met, thus ensuring that these pupils achieve well and make good progress. Pupils in Years 2 to 6 benefit from being grouped by attainment for some and sometimes all of their daily lessons. This has a positive impact on attainment and progress because teachers can plan work of the same subject matter that is closely matched to individual needs; this was particularly successful in the lower attaining Year 5 and Year 6 sets. Teachers are skilled in ensuring that pupils are effectively challenged and enabling them to achieve well. Higher attaining pupils, including those who are gifted, receive challenging work which is sometimes specifically tailored to the needs of an individual pupil. Interactive whiteboards are having a very positive impact on the good quality of teaching and pupils respond to them positively and enthusiastically. The learning is enhanced by good use of computer programs for pupils to practise and reinforce skills. The provision for homework is good, supporting and extending what has been learned in lessons.
68. The subject is well resourced and well led and managed by its two enthusiastic and knowledgeable subject leaders who provide useful 'Mathematics Updates' for their colleagues. There are very good systems for assessing and monitoring pupils' attainment and progress throughout the school. Information gained is well used to set targets for whole year groups and individual pupils. The subject leaders have clear ideas on how to develop the subject further with very clear aspirations to increase the number of pupils who reach the higher Level 3 at the end of Year 2 and the higher Level 5 at the end of Year 6.

### **Mathematics across the curriculum**

69. Increasingly the staff are enabling pupils to make effective use of mathematics as part of their work across all areas and this helps them to begin to develop an appreciation of the practical uses of their skills. They use graphs and tables to record data in science, such as in a topic on 'food'. They use spreadsheets to collect information. In geography they use co-ordinates and scale and in religious education, as part of a visit to a mosque, they study Islamic patterns in art.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The good quality of teaching enables pupils to achieve well and reach above average standards.

- Pupils have very positive attitudes which make a significant contribution to their achievement.
- The science co-ordinator is providing very good leadership and management.

## **Commentary**

70. Standards at the end of Year 2 and Year 6 are above the national average as they were at the time of the previous inspection. This reflects the overall pattern of attainment over recent years. The 2004 cohort attained particularly well in the national tests with every single pupil reaching the appropriate Level 4 and well over half of the pupils reaching the higher Level 5. There are no significant differences between the achievement of boys and girls and of pupils of different ethnicity.
71. The good and sometimes very good quality of teaching is having a significant impact on pupils' achievement and the standards attained. Good quality programmes of work ensure that learning progresses well as pupils move through the school. Pupils with special educational needs achieve well because of the very good support they receive. The good range of well prepared and challenging activities, together with appropriate teaching methods and very good relationships, help to engage pupils' interest which is reflected in their enthusiasm and quality of response. Teachers make very good use of the interactive whiteboards.
72. Pupils are aware of the need to select appropriate equipment for their work and to control variables when devising a fair test. In lessons seen, in Year 3 and Year 6, pupils were encouraged to think and work like scientists. Questioning was sharp and well focused, allowing pupils of differing abilities to achieve well. The pace of the lessons was very good and pupils' attention and interest was retained because they were given new challenges. By the end of the lessons, pupils had increased their knowledge of how to set up an experiment. They were able to discuss details of experiments and investigations that they had completed and explain very clearly that in a fair test conditions must be controlled and only one variable altered. Good instruction is enabling them to plan well and systematically record their findings. Marking of work is good and informs pupils on how they can improve.
73. Teachers organise the practical work effectively, ensuring that all pupils are included. Pupils concentrate and persevere. They work well in lessons, especially when collaborating in group work. Older pupils become responsible for planning and recording their work. In discussion, Year 6 pupils commented on how much they enjoyed challenges when planning experiments.
74. The work in science is well supported by 'science weeks' and a science club; visits to places of scientific interest add to the pupils' enjoyment. Good links are made with design and technology and geography, with information and communication technology being used to support scientific investigations.
75. The enthusiastic science co-ordinator is leading and managing the subject very effectively. She is well informed about strengths and areas for development and has high aspirations. She analyses test results and monitors the pupils' work. The subject is very well resourced. Assessment procedures are good overall and the subject is well set to continue to improve.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **very good**.

### Main strengths and weaknesses

- Standards are well above what is expected nationally at the end of Year 6.
- Pupils achieve well because the quality of teaching and learning are good overall.
- Pupils' attitudes and behaviour are very good.
- Teachers have a clear understanding of how well pupils are progressing; pupils know how well they are doing.
- Leadership is excellent and management is very effective.
- The curriculum is well thought out and used well to assist learning in other subjects.

### Commentary

76. Pupils' achievement is good in Years 1 and 2. Standards at the end of Year 2 are above what is expected and well above at the end of Year 6 where pupils achieve very well. Those standards are as a result of the good and sometimes even better teaching. This is a much improved picture from the previous inspection when standards were judged as satisfactory. This is because the leadership has developed the subject very well since the last inspection. All pupils, including those with special educational needs, are fully included in lessons.
77. The quality of teaching is good overall with excellent teaching observed in a Year 5 lesson. The planning and structure of lessons are very good and build on national guidance very well. Teachers make learning meaningful through providing interesting activities and introducing skills in carefully considered progression which enables all pupils to achieve well. This was exemplified in the excellent lesson seen in Year 5, where the teacher's excellent subject knowledge and preparation enabled her to bring excitement, enjoyment and a brisk pace to the teaching and learning of difficult skills. Working in pairs, the pupils eagerly took on the roles of detectives intent on solving a series of crimes using the 'Crimebusters' program. On successfully solving each crime they were 'promoted' to another level of detective which led them to a more complex crime; this added tremendous pace to the lesson, resulting in the rapid progress of all pupils in the development of their skills at analysing data and carrying out complex searches.
78. Teachers make very good use of the interactive whiteboards to model new information and communication technology skills and tasks which impact positively on pupils' learning. In a Year 2 word processing lesson, the teacher demonstrated the software and used the large display to present the lesson content very clearly, thus ensuring that pupils knew exactly what they were about to do and what was expected. Teamwork between teachers and support staff is very good, ensuring that all pupils are very well provided for. Pupils are very well behaved. Co-operation between pupils when sharing computers in the classroom and in the computer suite is very good. They help each other and often take turns in inputting data. Pupils show engagement, application and good levels of concentration.
79. The school has recently developed an effective system to check pupils' attainment and progress by recording pupils' achievements succinctly according to whether individuals are

below, in line or above average level for their age in each unit of work and as the information builds up it will be used to track pupils' progress over time. Assessment is used to inform future planning to help teachers meet the needs of all pupils. Pupils complete a record of learning at the end of a unit of work which allows them to assess the level of their understanding and know how well they are doing. Targets are set for improvement; for example pupils are set keyboard speed targets. Such developments have contributed well to raising standards in the subject.

80. Subject leadership is excellent. The recent award of a national information and communication technology (ICT) Quality Mark to the school celebrates the commitment of the leadership to the development of information and communication technology and the pupils' high attainment in the subject. The co-ordinator has a high level of personal skill and ensures that best practice is shared through monitoring teaching and learning, keeping annotated samples of work for teachers to refer to and helping to develop teachers' and teaching assistants' confidence and skills through training sessions; all of these have been effective in raising the quality of teaching and learning.

### **Information and communication technology across the curriculum**

81. The curriculum has been thought out carefully to develop pupils' skills in information and communication technology as well as to assist learning; for example, the use of the Internet, e-mail, CD ROMs, digital cameras and videos. Interactive whiteboards are installed in most classrooms and during the inspection these were used well as a teaching tool; for example in a Year 5 mathematics lesson with a focus on fractions. In science, Year 5 pupils use equipment with sensors to monitor and measure temperature changes. In design and technology, Year 6 pupils write a series of instructions for controlling the speed of their model fairground rides. Pupils throughout the school word-process very well such as in stories and poems.

### **HUMANITIES AND CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

The work in geography and history and in art and design, design and technology, music and physical education meets statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence there is insufficient evidence to make overall judgements on the quality of the provision.

#### **Geography**

82. In geography, it was possible to see parts of just two lessons and, therefore, there was insufficient evidence to form secure judgements about the quality of provision and standards. Nevertheless, a review of teachers' plans, analysis of pupils' work and discussions with the co-ordinator indicate that the pupils receive an appropriate curriculum which is based on nationally prescribed guidelines. The curriculum is effectively complemented through a variety of visits and visitors.
83. In a very good lesson observed in Year 6, the pupils developed an understanding of map symbols and how they represent features on the landscape. The lesson focused on enabling pupils to understand and use grid references. Although this was challenging work, by the end of the lesson all pupils achieved very well. Pupils' stayed on task showing positive attitudes.
84. The subject co-ordinators have a clear vision for the development of geography. They have produced a strategic action plan that includes immediate priorities and long-term

goals. Planning is continually reviewed to include further development of cross-curricular links between geography and other subjects. Effective procedures are in place to track pupils' progress over time and the subject is well resourced.

## History

85. No lessons were seen during the inspection and there is insufficient evidence to make secure judgements about the quality of teaching and learning or about standards. The pupils follow an interesting and imaginative series of well-planned topics, one per term. Topics for Years 1 and 2 include 'Myself and My Family', 'Toys and Games' and 'Seaside Holidays in the Past'. Topics for Years 3 to 6 include the Romans, the ancient Greeks and the Victorians.
86. A review of pupils' work in history over the year prior to the inspection showed a good range of work which makes good use of other curriculum areas. For example, in work on the Romans, pupils made shields and in drama they used the shields to march and make wedge and tortoise formations. Pupils wrote biographies of Sir Francis Drake and created a Tudor newspaper.
87. Good use is made of a wide range of history websites. The pupils' enthusiasm for the subject is well promoted by a range of historical visits. The pupils learn about their own community through walks around Stretton, looking at local housing, the old school building and the railway cottages. Visits further afield include the Toy Museum at Cannock and a Victorian Day at Sudbury Hall. A day at Tatton Hall deepens the pupils' knowledge of the Tudors through many practical activities such as learning how to make a traditional corn dolly and making rush lights by dipping reed into animal fat. The visits of theatre groups and role play help to bring history alive and add to pupils' interest.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils' learning about the values and beliefs of people from different faiths contributes effectively to their personal development.
- Older pupils need more opportunities to reflect upon, ask questions about and discuss challenging moral and religious issues.

## Commentary

88. Standards remain in line with the expectations of the locally agreed syllabus, as they were at the time of the last inspection. Four lessons were observed in Years 1 and 2 and one lesson was observed in Year 6. Teachers' planning, pupils' work and discussions with pupils indicate that standards and achievement are satisfactory throughout the school. Pupils' knowledge of world faiths, such as Christianity, Judaism and Islam, is good. They are taught about the rituals and artefacts associated with different religions and visit different places of worship. Work shows that pupils have great respect for the values and beliefs of others. They enjoy the visits of people who come to tell them about their life as a member of a faith community.

89. In the lessons seen, teaching was satisfactory. Pupils gain sound knowledge of Christian celebrations. They learn about the artefacts associated with different ceremonies and the roles of important adults, such as those of godparents at a Christening service. Year 6 pupils are developing an understanding of the responsibilities that adults assume and how these can change as adults undertake different roles in life. From reviewing pupils' work, the subject leader has rightly identified some areas of the syllabus that are not taught as well as others. These are the strands of the syllabus that refer to the consideration of moral and religious issues. Pupils need to be challenged to think more deeply about such matters and to draw upon their knowledge and understanding of different world faiths as they discuss them.
90. The curriculum is well planned and the subject leader effectively keeps a watchful eye on planning and work to ensure that there is appropriate coverage. Assessment is being reviewed and revised as part of a whole school focus on assessment.

### **Design and technology**

91. Only one lesson was observed during the inspection. As a consequence no judgements can be made about teaching and learning. Other evidence, such as work in books, teachers' planning files and photographic evidence, suggests that standards reached by pupils at the end of Year 2 and the end of Year 6, are above those expected. A review of pupils' work files indicates that the planning and design stages are aspects of work that are well developed. This was confirmed after discussion with a group of Year 6 pupils who all agreed that they enjoyed planning and designing their work. They described design and technology as their favourite subject.
92. Pupils use skills from other subjects to help them with their work in design and technology. Year 6 pupils used their knowledge of forces when planning and making fairground rides. Year 2 pupils made dragons with moving sections as part of a topic on eastern culture. The evidence shows that pupils are given a stimulating range of activities covering the full range of the curriculum.
93. In a Year 4 lesson seen, pupils were making a moving book with a pop-up mechanism. Good teaching enabled pupils to solve problems and build on experiences from previous lessons. The two subject leaders are very enthusiastic and knowledgeable. They have a clear view of what needs improving and have opportunities to monitor and refine all aspects of their subject. They recently organised a practical training day for all staff.

### **Art and design**

94. Only one lesson in art and design was observed during the inspection; however, a good range of evidence indicates that art and design has a secure place in the curriculum. Samples of pupils' work on display, a portfolio of pupils' work, together with a review of planning, show that pupils are given opportunities to use a good range of techniques and materials, including drawing, painting, printing, sculpture and working with textiles. The work seen indicates that standards are good across the school.
95. In the very good lesson observed in Year 5, the teacher's knowledge and understanding of the subject together with her enthusiasm, explanations, demonstrations and high expectations enabled most pupils to achieve very well in developing their skills in the use

of water colour by applying a colour wash of varying tones. The pupils listened extremely well and worked with enthusiasm which contributed to the very good progress they made.

96. Samples of pupils' work show that they are taught about the work of known artists and often use their work as a stimulus for their own. For example, the pupils in Year 2 looked at the work of LS Lowry as a starting point before painting their own scenes in the style of the artist. Pupils used computer software packages to represent the abstract work of Mondrian and digital cameras to save posed images to support sculpture work in the style of Henry Moore. The work on 'Landscapes' by Year 6 pupils demonstrates good colour mixing and brush techniques to produce work of a good quality.
97. Aspects of art and design are celebrated in 'Creativity Weeks' and 'Multicultural Weeks'. The pupils in Year 3, for example, looked at pattern in Indian art, designed their own patterns and explored printing techniques on paper before printing onto fabric to make striking wall hangings. Such events effectively contribute to pupils' knowledge and understanding of other cultures.
98. The subject is well managed by two enthusiastic subject leaders. The school draws on the expertise of visiting artists and arranges visits, such as to Birmingham Art Gallery and a mosque; such activities help to widen pupils' experiences of art and to make the subject meaningful to them.

## **Music**

99. There is insufficient evidence to make a secure judgement on provision and teaching and learning, but other evidence, including a review of work, teachers' files and a performance by pupils from Year 6, indicates that standards achieved by pupils are above what is expected at the end of Year 2 and Year 6. Pupils are given good opportunities to experience all the required strands of the music curriculum. Pupils enjoy taking part in the annual musical productions such as the recent performance of 'Grease'. Singing in assemblies is good. Pupils sing with enjoyment and reverence; their diction is clear.
100. Pupils in Years 1 and 2 enjoy musical activities and participate in their lessons with great enthusiasm, playing instruments and indicating high and low pitch in musical games. In Year 3, pupils begin to consider how to write down their musical ideas and compose using non-standard notation. By the end of Year 6, pupils are beginning to use standard notation and compose short, simple pieces for four or five performers.
101. The subject leaders arrange for a number of visitors to perform for pupils. These visits give pupils opportunities to listen to live music from different cultures and of differing styles. During the inspection, a class of Year 6 pupils gave a 'premiere performance' of a song for which they had written the lyrics. Professional musicians set the words to music and worked with pupils to rehearse the song to performance standard. The words were written after a visit to the National Arboretum, where pupils reflected on loss and bereavement. The work was part of a larger local education project which culminated in a performance of the pupils' song and Duruflé's Requiem in Lichfield Cathedral. The assembly performance of parts of the Requiem and the pupils' composition was very moving. Pupils showed elements of musicianship and performance of outstanding quality. The young performers expressed a wide range of emotions through music and words and showed a very good understanding of the words of the Requiem. The professional musicians engaged the audience (pupils from Years 5 and 6) in experiencing emotion through music and in a very short time all the pupils present

demonstrated their ability to sing with passion and conviction. Such musical opportunities enrich the provision for pupils' personal development.

102. The subject is effectively led by two teachers who work together well. They have produced a good scheme of work which supports non-specialists in teaching music. The subject is well resourced. Assessment is being reviewed as part of a whole school review.

### **Physical education**

103. Physical education has a high profile in the school and, with its focus on participation partly through the wide range of extra-curricular activities and its emphasis on fair play, makes a significant contribution to the pupils' social and moral development. All the indications are that the curriculum has improved significantly since the previous inspection, mainly due to the impact of enthusiasm and knowledge of the joint subject leaders, who between them provide much of the extra-curricular sport. The school has gained a silver Activemark award.
104. Due to time constraints no lessons were observed during the inspection and so no secure judgements can be made on standards or the quality of teaching and learning. The work is led by national guidance which ensures that pupils receive an appropriate curriculum. The work benefits from there being two halls, including an excellent new one which is mainly used for dance and extensive playing fields which include football and hockey pitches. A full range of gymnastic equipment, provided by the Friends' Association, enhances the work which is well resourced in all aspects.
105. Good opportunities are provided for swimming, with pupils in Years 3 and 4 having lessons at the local pool for around 30 weeks a year. The vast majority of pupils have reached the end of Year 6 national expectation in swimming by the end of Year 4. The school deservedly has a very good reputation for sport in the local area because of the large numbers involved and success in a wide range of competitions. There is an excellent range of sporting activities provided outside the school day, including football, hockey, netball and athletics. The school has received the Football Association's Charter Mark in recognition of the extensive football provision. Boys and girls are very enthusiastic about the activities, involving as they do, excellent opportunities to take part in competitive sport with other schools. Many parents, together with a very good number of pupils spoken to, cited the sporting opportunities as one of the best features of the school.

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

The quality of provision is **very good**.

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

- Personal, social and health education and citizenship permeate all aspects of school life and reflect and reinforce the school's ethos.
- Skills of independence and responsibility are nurtured well.
- The work involves a wide range of imaginative activities.
- The school councils are having a positive impact on the life of the school.
- The work is well led by its experienced and enthusiastic subject leader.

## Commentary

106. There is very strong staff commitment to this area of the school's work which is taught through a 'Life Skills' programme which guides the work for each year group. The emphasis on responsibility and independence promotes the pupils' very positive attitudes and other personal qualities. The work is timetabled and well organised and includes work on 12 identified areas which include drugs and sex education, citizenship, personal safety, anti-bullying and emotional health. The school has received a Healthy Schools Award.
107. The work offers a wide range of interesting and enjoyable experiences for the pupils, making good use of 'circle time' which helps pupils to respect the views of others. The school's approach helps to ensure that every individual in the school community is valued and respected. Pupils are helped to gain an understanding of group membership through the six 'families' named after planets, containing all pupils and many of the teaching and support staff, who meet altogether on a half-termly basis. The work is enhanced by specialist visits to give insights into such issues as drugs awareness and people with disabilities. Pupils benefit from a sensitive approach to sex and relationships education with valuable help from the school nurse. Recently a group of pupils from across the school gave a presentation on 'Sex and Relationships Education' to a group of teachers and health professionals at a local conference.
108. The school councils, one for Year 2 and one for Years 3 to 6 are very well organised and make a valuable contribution to the life of the school; they give pupils good insights into the democratic process, helping them to make their own views known. Years 3 to 6 representatives (three per class) are elected through a proper ballot and meet fortnightly. The termly membership ensures that all pupils have the opportunity to be members. The school offers many such opportunities for pupils to take responsibility, such as Year 6 prefects, class captains and vice captains and 'perfect pals' (peer mentors). Each Year 5 pupil is given a responsible job.
109. The leadership of the school has a positive impact on the high profile given to this work. The knowledgeable and enthusiastic co-ordinator, who is a local education authority 'mentor' for the work, provides very good leadership and management. The school's programme makes a positive contribution to its strong, caring, community ethos where every child is valued. Co-operative relationships are encouraged throughout the school. Pupils develop a good awareness of how to behave in a community and they work well together in a supportive and caring way. The provision for personal, social and health education and citizenship is one of the many features that make this a very good school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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