

# INSPECTION REPORT

Randlay Primary School  
Telford

LEA area: 894 Telford & Wrekin

Unique Reference Number: 123441

Inspection Number: 186542

Headteacher: Mr. B. Jones

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Reporting inspector: Mr. M.G. Jones

Dates of inspection: 29<sup>th</sup> November to 2<sup>nd</sup> December, 1999

Under OFSTED contract number: 707734

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Randlay  
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TF3 2LR

Telephone number: 01952 590929

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Appropriate authority: The governing body  
at the above address

Name of chair of governors: Mrs. S. Harris

Date of previous inspection: 15<sup>th</sup> January, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr. M.G. Jones Registered Inspector	English Art	Attainment and progress Teaching Leadership and management The efficiency of the school Attitudes, behaviour and personal
Mrs. E. Owen Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the
Mrs. P. Brittain	Mathematics Information technology Religious education	Provision for pupils with special
Mrs. J. Buswell	Science Music Physical education	The curriculum and assessment Areas of learning for children under
Ms. J. McEntire	Design and technology History Geography	Staffing, accommodation and learning  Equal opportunities Pupils, spiritual, moral, social and

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## **MAIN FINDINGS**

### **What the school does well**

Standards in reading, numeracy and science are above the national average in both key stages. Standards of writing are average in Key Stage 1 and above average by the end of Key Stage 2. In the foundation subjects the progress made in art, physical education, design & technology at Key Stage 2 and in singing is good; it is satisfactory in all other subjects and in religious education. The teaching is never less than satisfactory and is often good or very good. The leadership and management is very good. The pupils' behaviour, attitudes and social, moral and cultural development are very good. Budgetary decisions to increase staffing and resources are having a positive effect on the standards attained in literacy, information technology, music and for pupils with special educational needs. There is a strong partnership with parents who value the work of the school. The additional literacy support given in Years 3 and 4 is very good. Target-setting for individual pupils in literacy, numeracy and science is having a positive effect. The pupils with special educational needs make good progress according to their capabilities. The school gives very good value for money.

### **Where the school has weaknesses**

All of the pupils need to write regularly in extended fashion. Monitoring procedures should include a regular scrutiny of pupils' completed written work and an evaluation of the marking of pupils' work.

Additionally the following weakness, which is already being addressed, may be included in any action plan produced by governors.

The lower attainment of boys in literacy

It is clear that these weaknesses are far outweighed by the strengths but they may form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

### **How the school has improved since the last inspection**

All of the key issues from the previous inspection have been addressed well. The outstanding quality of the learning environment is maintained and the school is an extremely attractive learning environment. There are good standards of behaviour and positive relationships. Schemes of work are used to plan the work in all subjects. A blend of nationally prescribed Qualifications and Curriculum Authority (QCA) or local education authority (LEA) schemes of work are used and these ensure continuity and progression in the children's learning. The use of the findings from assessment to inform pupils' future learning is addressed well, particularly in numeracy and science. Pupils solve problems and develop their enquiry skills regularly in the core and foundation subjects; science has been a particular focus for this work. Numeracy is now taught well. The implementation of the National Numeracy Strategy has been successful and the pupils are able to calculate mentally very well. The pupils learn progressively in all aspects of design & technology, music and information technology primarily because national and LEA schemes of work are used to help teachers plan what is taught.

The school has improved significantly in relation to the key issues identified during the last inspection. Improvements have also been made in literacy at Key Stage 2 in particular and the school is well-placed to improve even further. The school has well exceeded the pilot targets for 1999. Challenging targets have been set for 2000 of 77% in literacy and 70% in numeracy. The school is very well-placed to meet these targets.

### Standards in subjects

This table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests.

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	<b>Key</b>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	B	B	<i>average</i>	<i>C</i>
Mathematics	B	B	<i>below average</i>	<i>D</i>
Science	A	A	<i>well below average</i>	<i>E</i>

The pupils who are under five make satisfactory progress and most achieve the desirable learning outcomes on reaching the age of five.

Standards for seven-year-olds in 1999 were well above average in reading, writing, spelling, mathematics and science. In particular the numbers of pupils attaining the higher Level 3 were well above the national average in all three subjects. Improvements have been made in reading. The scores for writing and mathematics continue to improve and are consistently above the national average for the last three years. In science the results were maintained last year at above the national average.

The information shows that in 1999 standards for eleven-year-olds in the core subjects of English and mathematics were above average and more than matched the average performance of both all schools nationally and similar schools. In science the results were well above average when compared to both all schools and similar schools. A greater proportion of pupils attained the higher Levels 3 and 5 in the respective key stages in English and science. Last year the proportion of pupils attaining Level 5 in mathematics in Key Stage 2 dropped but a greater proportion attained Level 4.

The work seen in English, mathematics and science during the inspection confirms the improvements made in these subjects. In Key Stage 1 in reading, mathematics and science the pupils attain above-average standards and in writing standards are average. The quality of the marking of pupils' work varies and some children in certain classes are not helped sufficiently to improve their work. In speaking and listening standards are above average by the end of both key stages. In design & technology good progress is made in Key Stage 2. At the end of Key Stage 2 standards are above average in reading, writing, mathematics and science. The pupils make satisfactory or good progress across both key stages in most aspects of these subjects. In art, physical education and singing good progress is made by the end of both key stages. In all other subjects, including information technology and religious education, most of the pupils attain what is expected nationally or meet what is required by the agreed syllabus. However, more of the pupils need regular opportunities to write in extended fashion consistently across both key stages.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science	Satisfactory	Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Good	Good

The teaching is satisfactory or better in all lessons. It is very good in 18% of lessons, good in 45% and satisfactory in 37%. The teaching has improved significantly since the last inspection mainly because of teacher stability. Teachers who were newly appointed at the time of the last inspection have had the time and opportunity to become effective practitioners.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses*

## Other aspects of the school

Aspect	Comment
Behaviour	Very good in lessons and circulation spaces. There are consistent high expectations from the headteacher and all members of staff.
Attendance	Satisfactory, and matches the national average. Pupils are punctual and when they arrive at school they work quietly in classrooms.
Ethos*	Very good. Pupils have very positive attitudes to their work. Relationships are very good and pupils are prepared to help each other.
Leadership and management	Very good. A great deal has been accomplished in the way of raising academic standards and of sustaining the very good behaviour. Monitoring is undertaken but could now include a scrutiny of pupils' written work.
Curriculum	Broad and balanced in the time available after literacy and numeracy have been taught. Assessment procedures are comprehensive. Recent developments in target-setting for individual pupils in the core subjects are beneficial. There is a good range of extra-curricular activities.
Pupils with special educational needs	Very good provision; many such pupils make good progress according to their capability.
Spiritual, moral, social & cultural development	A strength of the school. Social, moral and cultural development are very good and the pupils' spiritual development is addressed well.
Staffing, resources and accommodation	Good collegiate spirit amongst an effective team of teachers and non-teaching staff. Resource levels are good and have a positive effect on standards. The accommodation is extremely attractive.
Value for money	Very good.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## **The parents' views of the school**

### **What most parents like about the school**

Many things including:  
the standards of work;  
the values and attitudes which the children are taught;  
that the staff are very approachable;  
that parents are encouraged to get involved;  
that their children like school.

Inspectors' judgements support parents' positive views. Homework was judged to be generally satisfactory and the school has a policy which it monitors effectively. The founding of a parents' and friends' association is being addressed.

### **What some parents are not happy about**

Homework, although opinions varied. Some felt  
the fact that there is no parents' and friends'

## **KEY ISSUES FOR ACTION**

To improve the school still further the governors, headteacher and staff should sustain the many initiatives to raise standards and:

ensure, by agreeing how often extended writing should occur, that the children in all classes undertake extended writing regularly;

*(paragraphs 13, 33, 78, 134)*

ensure, by regularly evaluating the pupils' writing and its marking and feeding back the findings to teachers, that monitoring procedures incorporate a scrutiny of pupils' written work and its marking.

*(paragraphs 50, 78, 134)*

These are the only key issues to address. The following issue, which is already being addressed, may also be considered for inclusion in the action plan.

Continue to raise the attainment of boys in literacy.

*(paragraphs 10, 78, 128)*

## INTRODUCTION

### Characteristics of the school

1 Randlay Primary School and Nursery is situated just to the south of Telford Town Centre. It was originally a first school but was extended in 1983, and in 1989 began to cater for ten and eleven-year-old pupils. Very recently a nursery has been added. Currently it caters for forty part-time pre-school children admitted just before they become four years of age.

2 The pupils enrolled in the main school are drawn from a very diverse mix of socio-economic backgrounds. A large number of pupils travel from other parts of Telford and further afield. Currently there are 299 pupils enrolled. 15.1% of the pupils are entitled to free meals, a slightly below-average figure. The full range of attainment is displayed by the pupils on entry to the school but overall the attainment of the children is average. There are 54 pupils on the special educational needs register, which is close to the national average. Four pupils have specific statements, which is just below national and LEA figures. There are 22 pupils from other ethnic groups, most of whom are Japanese, and their parents usually work in local factories. The estates surrounding the school comprise both private and municipal, with more pupils living in municipal housing. The school has appropriate aims and three overriding priorities:

to ensure that the numeracy strategy is implemented properly;

to ensure that literacy is being taught properly after the strategy was implemented two years ago;

- to continue to develop information communications technology and to ensure that standards continue to improve.

3 The governors, headteacher and staff are committed to further raising standards of literacy and numeracy, and challenging targets have been set for 2000 and 2001. The school has well exceeded the pilot targets set for 1999 in literacy and numeracy.

## 4 Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	28	22	50

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	26	28	28
	Girls	21	21	21
	Total	47	49	49
Percentage at NC Level 2 or above	School	94 (86)	98 (90)	98 (94)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	28	28
	Girls	20	21	21
	Total	46	49	49
Percentage at NC Level 2 or above	School	92 (88)	98 (94)	98 (92)
	National	82 (80)	86 (85)	87 (86)

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	17	27	44

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	14	14
	Girls	23	22	26
	Total	35	36	40
Percentage at NC Level 4 or above	School	80 (60)	82 (60)	91 (79)
	National	70 (65)	69 (59)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	13	12
	Girls	17	17	20
	Total	27	30	32
Percentage at NC Level 4 or above	School	61 (62)	68 (66)	73 (81)
	National	68 (65)	69 (65)	75 (71)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year (i.e. 1998)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.4
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	17.9
	Satisfactory or better	100.0
	Less than satisfactory	0.0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

5 The percentage of pupils in Key Stage 1 attaining Level 2 and above in the national tests in 1999 shows that in comparison with all schools nationally pupils' attainment in reading was high and well above the national average for writing, spelling and mathematics. When compared with schools with similar characteristics attainment in reading was very high and in writing, spelling and mathematics was well above the national average. In science, which is evaluated by teacher assessment, pupils' attainment was well above the national average when compared with all schools and similar schools.

6 The percentage of pupils attaining the higher Level 3 was well above the national average in reading, writing, spelling, mathematics and above the national average in science.

7 The percentage of pupils in Key Stage 2 attaining Level 4 and above in the national tests in 1999 indicates that in comparison with all schools nationally pupils' attainment in English and mathematics was above the national average and well above the national average in science. When compared to schools with similar characteristics attainment in English and mathematics was above average and well above in science.

8 The percentage of pupils attaining the higher Level 5 was similar to the national average in English, above average in mathematics and well above average in science. The results of the 1999 tests indicate improvement in attainment especially in Key Stage 2. A far higher proportion of pupils attained at Level 3, the higher level, in all aspects of English, mathematics and science. A greater percentage of pupils attained at Level 5, the higher level, in English and science, but this figure dropped in mathematics, although a higher percentage of pupils attained at Level 4.

9 There has been a significant improvement in SATs scores particularly at Key Stage 2 with the results for English being above the national average for the first time. In mathematics and science the results were maintained last year at above the national average. The scores for reading and writing in Key Stage 1 continue to improve and are consistently above the national average for the last three years.

10 There is a difference in the attainment of boys and girls in English over the last three years with girls out-performing boys. Strategies to address this issue include the use of groups of pupils to learn phonics, booster classes and an allocation of more hours to non-teaching assistants. Analysis of SATs results and a moderation of all pupils' progress in the core subjects is leading to early identification of under-attaining boys and summer-born children who subsequently receive effective, targeted support.

11 Attainment on entry to the nursery represents the full range of abilities with a large percentage of pupils attaining average standards in literacy and numeracy. The pupils make satisfactory progress and by the time they reach compulsory school age overall attainment is average in aspects of literacy, numeracy and all other areas of learning.

12 The school set pilot targets for attainment at the end of Key Stage 2 in 1999 and these have been exceeded significantly in English and mathematics. Targets for 2001 reflect this improved attainment in 1999 and have been set at challenging levels. Targets for 2000 are far more conservative

and should be exceeded significantly by the current cohort of pupils in Year 6. Everything is in place to help the school improve even further.

13 Findings from the inspection indicate that by the end of Key Stage 1 overall attainment in reading, spelling and speaking and listening is above average. Currently attainment in writing is average. Children of all abilities make good progress in speaking, listening, reading and spelling. In writing there is too little extended writing although the pupils are capable of attaining the SAT levels attained in 1999. By the end of Key Stage 2 overall attainment in English is above average, and children make good progress in all aspects of the subject. At certain stages in Key Stage 2 there is too little extended writing but the situation is remedied especially in Years 5 and 6. The literacy strategy has been adopted well before it became statutory. It is having a positive effect particularly on reading and, at certain stages, on writing. Plenaries are used effectively to develop pupils' speaking and listening skills and to develop their understanding and knowledge of language. Handwriting and spelling are taught effectively and the presentation of pupils' work is generally good.

14 By the end of Key Stage 1 attainment in mathematics is above average and the pupils make good progress. The good progress continues in Key Stage 2 and by Year 6 pupils' attainment is above average. Children of all abilities make good progress in mathematics. The introduction of the numeracy strategy is a significant factor. There is a consistency in the quality of teaching which is having a positive impact on pupils' confidence and accuracy particularly in the oral mental sessions. Numeracy is now taught and learned well after being a key issue in the previous inspection.

15 Opportunities to consolidate literacy and numeracy skills are evident in history, where pupils write in empathetic style or present well-reasoned arguments, in science, religious education and geography, where data are presented in a range of charts, tables and graphs.

16 Attainment in science by the end of Key Stage 1 is above average with many pupils making satisfactory progress and some making good progress. Progress by the end of Key Stage 2 is good and attainment is above average at the end of the key stage.

17 There has been appropriate emphasis given to information technology, an area of the curriculum which was criticised in the last inspection report. Progress is satisfactory and pupils are given opportunities to apply their skills in other subjects. In information technology there is some specialist teaching which contributes effectively to the standards attained in Key Stage 2. In religious education pupils' attainment in both key stages is in line with the requirements of the agreed syllabus and they make satisfactory progress.

18 In art pupils' attainment in both key stages is above that expected for children of the same age and the pupils make good progress. In design & technology, which was criticised in the last inspection, standards are in line with those expected nationally and progress is satisfactory in Key Stage 1. In Key Stage 2 good progress is made and pupils attain at above what is expected nationally. Music teaching is supported significantly by the appointment of a part-time teacher who undertakes some specialist teaching. Progress in singing is good in both key stages. Too little other work was seen in other aspects of music to allow a judgement to be made. However, the use of a scheme of work to guide teachers' planning ensures progression in the pupils' learning.

19 Pupils attain above-average standards in physical education in both key stages and make good progress. Average standards are attained in history and geography and the pupils make satisfactory progress in both key stages, with fieldwork a particular strength.

20 The progress made by the pupils varies as they move through the school. Generally progress in the nursery is satisfactory although the level of challenge is not sufficient for some of the pupils. In reception children make good progress in reading and mathematics. The pupils in the Year 1 class make very good progress across the curriculum. Progress in other Year 1 and Year 2 classes varies from satisfactory to good. In Key Stage 2 after a satisfactory or good start in Year 3 and Year 4 progress increases markedly in Years 5 and 6 because of the quality of teaching which is mainly good or very good. Pupils are challenged consistently, have excellent work habits, work well independently and respond to high expectations. It is clear that the teaching of literacy in Years 5 and 6 is very effective and has contributed directly to the vastly improved SATs scores in 1999.

21 Pupils on the special educational needs register make good progress. They are supported very well by a part-time teacher and classroom and special support assistants. Some pupils in Years 3 and 4 receive additional literacy support. This provision is good, targeted well and led very effectively by a special support assistant.

22 The main minority ethnic group of pupils is Japanese. Generally they make very good progress in mathematics, especially in numeracy, and literacy.

23 The school has made notable improvement in English and significantly exceeded the targets set for 1999. Similarly in mathematics the school has exceeded the pilot target set for 1999. The headteacher and governors have accurately identified the need to support pupils' learning which is reflected in the extra teachers and additional allocation of hours to support assistants. These strategies have contributed significantly to the improved standards especially in literacy, numeracy, music and for the pupils with special educational needs.

### **Attitudes, behaviour and personal development**

24 Pupils' behaviour in lessons and around the school is very good. The quality of teaching and content of lessons encourages pupils to sustain a high level of interest and concentration, both during whole-class sessions and in individual and group work.

25 The headteacher and staff have high expectations of pupils' behaviour and this is reflected by the pupils' positive attitudes and self-discipline. Pupils are consistently polite and friendly and take pride in their environment. This positive key issue from the last inspection has been maintained very well.

26 There are opportunities for pupils to develop their personal study skills in a number of subjects, including science, history and English, particularly in Years 5 and 6. Pupils are encouraged to develop their own ideas and thinking from reception onwards.

27 Pupils relate well to each other and co-operate when they are working. The relationships between adults and children are very good and provide a firm foundation for the pupils' behaviour. The children are sensitive to the views and beliefs of other individuals and cultures.

28 Older pupils are encouraged to take responsibility, particularly regarding the younger children. They undertake responsibilities in a number of areas with evident enthusiasm. For example, they read with younger children at the start of the teaching day, which is of great benefit to the younger pupils.

29 Additionally there is a high degree of racial harmony between pupils of different ethnicity and

this reflects the documented policy.

## **Attendance**

30 Attendance is satisfactory and in line with the national average. The level of unauthorised absence is very low. Registration is carried out using optical mark reader technology and is undertaken in accordance with regulations. Generally pupils are punctual in the mornings and quietly get on with work when they arrive in the classroom.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

31 The teaching is satisfactory or better in all lessons. It is very good in 18%, good in 45% and satisfactory in 37% of lessons. Very good and good teaching occurs in both key stages. The high percentage of very good and good teaching is a significant strength. It has increased greatly since the last inspection from 81% being satisfactory or better to 100% being satisfactory or better during this inspection.

32 The teaching in the nursery is satisfactory. The quality of relationships is good and praise is used well. Activities are planned to meet most of the children's needs. However, the planning does not show how the activities are matched to pupils' different stages of development. The pupils are encouraged to work co-operatively in small groups and to listen and follow instructions. However, there are fewer opportunities for the children to undertake extended discussion about their work and to develop their own ideas. The children with special educational needs receive good support and make satisfactory progress.

33 The teaching of English through the literacy hour ranges from very good to satisfactory in both key stages. There is thorough and effective planning, time is used well in the lessons and a range of challenging tasks is provided to match the needs of children's differing abilities. Introductions to lessons are usually good and conducted at a brisk pace. The joint reading of big books is undertaken well with teachers highlighting initial sounds and letter blends and requiring the pupils to predict what may happen next. At certain points in both key stages too little extended writing is undertaken. Although the pupils are perfectly capable of writing at length they are not required to do so often enough in all classes. In the satisfactory teaching the expectations of work produced by the pupils are lower. Consequently the children do not write at sufficient length, their spelling can become erratic and the marking of work is not tight enough.

34 In mathematics in the good and very good teaching in both key stages, lesson objectives are simple, straightforward and shared with the pupils. There is clear planning and the teaching takes account of what has been learned previously. Children are expected to explain the strategies that they deploy using correct mathematical vocabulary. The tasks allocated to the children match their differing abilities, and plenary sessions are lively and interesting. In the satisfactory lessons too little time is spent on the actual demonstration and instruction to whole classes or groups and the pace slows because more of the teacher's time is spent with individuals helping them to understand rather than with larger groups.

35 In science in the good and very good teaching in both key stages the teachers have an effective subject knowledge. Activities are challenging, good opportunities are presented for the pupils to investigate, demonstration is used very well and correct subject vocabulary is highlighted. The satisfactory teaching is conducted at a slower pace and it is far more difficult to hold the attention of all pupils.

36 Generally in information technology the teachers are confident users of hardware. They are comfortable with technology and they instruct clearly. There is some effective specialist teaching by the co-ordinator and the headteacher also teaches classes while some of the class teachers work with smaller groups of pupils.

37 In religious education the very good or good teaching includes the use of interesting stimuli to create a sense of awe and wonder. There is very good questioning to encourage reflection and effective discipline based on good relationships in lessons. In the teaching which was satisfactory the tasks asked of the children were not demanding enough and did not extend their understanding sufficiently.

38 In other subjects the teaching ranges from very good to satisfactory. There is very good teaching in music by a part-time teacher who undertakes some specialist teaching, in design & technology and in physical education where the warm-up activity was good, demonstration was used very effectively and opportunities were allowed for pupils to develop their own ideas.

39 The teaching of the pupils with special educational needs is good. Much of the teaching is undertaken by a part-time teacher who withdraws pupils to receive extra support. This is very effective and contributes directly to the good progress that they make in relation to their capabilities. Special support assistants also contribute very well particularly to the additional literacy support provided for lower-attaining Year 3 and 4 pupils.

40 Currently the quality of teaching addresses the criticism from the previous inspection that occasionally too many activities in different subjects were undertaken at the same time because for the vast majority of the time only one subject is taught.

41 Curriculum planning is thorough. The teachers also undertake the moderation of pupils' work in the core subjects. Subsequently targets are set for each pupil, are made known to parents and contribute directly to the good progress made by many of the children.

42 Homework is set across both key stages and focuses mainly on literacy and numeracy. More demanding tasks are set as pupils move through the school. Some parents feel that variable amounts of homework are set week by week. However, there is a policy for homework which the school monitors.

## **The curriculum and assessment**

### *Curriculum*

43 In the nursery the curriculum for the children under five is planned according to the desirable outcomes for children's learning on entering compulsory education and is linked appropriately to the National Curriculum at the reception stage. A comprehensive induction programme for children entering both the nursery and the reception class ensures that children settle quickly, and parents appreciate this feature.

44 The curriculum in both key stages is broad and balanced in the time available after literacy and numeracy have been taught. The requirements of the National Curriculum are met particularly well in both key stages in reading, numeracy, science, art, physical education, singing and design & technology at Key Stage 2. The requirements are met satisfactorily in all other areas of the National Curriculum

and religious education. The issues raised in the previous inspection concerning schemes of work have been addressed. There are separate curriculum policies and schemes of work for all subjects. In the main these offer helpful guidance for the teachers. Current schemes of work ensure that the planning of the curriculum is balanced in relation to the National Curriculum programmes of study with an appropriate emphasis on the acquisition of knowledge. Subjects are planned and taught separately on the whole. The school has agreed an allocation of time appropriate to all subjects of the National Curriculum after time has been allotted to literacy and numeracy, thereby addressing an issue from the previous inspection. The school adopted the literacy and numeracy strategies prior to their recommendation for national implementation which has helped to improve standards. All classes set time aside daily for the teaching of literacy and numeracy, and during the inspection all teachers were observed teaching these subjects.

45 All of the curriculum planning clearly takes account of the National Literacy and Numeracy Strategies. Teachers plan collaboratively and this ensures balance and consistency in what is to be taught across year groups and classes. There is a homework policy which outlines expectations clearly and helpful booklets are provided by the school suggesting ways in which parents and carers can help. Meetings for parents about the literacy and numeracy strategies have been held.

46 All children have equal access to the curriculum and children with special educational needs are fully integrated into all aspects of the life of the school. There are currently 54 children on the school's register of special educational needs, with four having an individual statement of special educational needs. Provision for these children is very good. They receive effective support from the special educational needs teacher, co-ordinators, visiting specialist teachers, additional support staff and their class teachers. Parents are actively involved in their children's learning through regular meetings with members of staff. Children included on the special educational needs register have detailed individual education plans which are used well by class teachers to raise attainment further. Children on the initial stages of the special educational needs register are targeted to achieve Level 4 in the Key Stage 2 SATs. The policy for special educational needs complies fully with the requirements of the code of practice.

47 The policy for personal, social and health education includes provision for drugs awareness which involves the local police in Year 6. Sex education is also taught in Years 5 and 6. Opportunities to explore issues relating to equal opportunities and multicultural awareness are addressed across the curriculum and in religious education which is a positive feature.

48 The curriculum is enhanced through a range of visits and visitors to the school. These include visits to Much Wenlock and other places of interest such as the local church and longer overnight visits to youth hostels, for Year 2 children to Coalbrookdale and Year 6 to Wilderhope. Visitors include Indian dancers, nurses, local clergy and the police. A good range of extra-curricular activities is also provided. These activities include sporting clubs such as football, netball, rounders and gymnastics and children take part in inter-school sporting competitions. Clubs for art, cooking and chess are also held. There is also a club for information technology which enables children to take further advantage of the very good resources and a club for mathematically able children which takes place at a local secondary school. Approximately 75% of Key Stage 2 children take part in these activities.

### *Assessment*

49 Assessments and records of the children's attainment are undertaken when children enter the nursery and are enclosed to the reception teacher. Baseline assessments, using the local education authority's scheme, are carried out in the reception class. The findings from baseline assessment are used effectively to ensure continuity and progression in the children's learning in the school, for example

in numeracy.

50 In Key Stages 1 and 2 very comprehensive procedures are in place which clearly identify the pupils' progress and achievement and the recording strategies to be undertaken by members of staff. Recently individual targets have been set in the core subjects to focus on what children can do and what they need to achieve. These are reviewed each half-term. The school should now consider refining marking procedures to focus more sharply on what children have to do on a day-to-day basis to improve their work, especially in writing.

51 Annual reports to parents meet statutory requirements. Parents are invited to come into school to discuss their child's report and there are two formal occasions for parents to discuss their children's progress. Parents of children who are on the special educational needs register are fully involved in regular reviews of progress and, when necessary, in statementing.

### **Pupils' spiritual, moral, social and cultural development**

52 There is good provision for children's spiritual development. During assemblies time is set aside for personal reflection about such issues as trust and feelings. Appropriate music and the lighting of candles encourages a thoughtful atmosphere. There are many opportunities in personal and social education lessons for children to reflect on their own thoughts and feelings, for example through circle time, and also in English lessons when studying poetry.

53 Religious education lessons also provide many opportunities for children's spiritual development. The study of Christianity and other world faiths gives children insights into beliefs and values. Children in Year 2 and Year 6 have explained beliefs associated with the festivals of Diwali and Ramadan to their classes. A lesson about creation gave children in Years 5 and 6 opportunities to describe their feelings of wonder in relation to the planet Earth.

54 There is very good provision for children's moral development. Relevant issues are discussed in assemblies, in personal and social education and other subjects. In a religious education lesson Years 5 and 6 children devised a charter for our responsibilities in caring for the planet. As part of their historical study of Much Wenlock Years 3 and 4 pupils have considered how society in the past upheld the law through acting out a courtroom scene in the Guildhall's old law court. When studying the geography of Much Wenlock they considered views both for and against the closure of the High Street to traffic.

55 Children's social development is very good and is supported very well by many aspects of school life. Adults treat children with respect and they demonstrate care and support. Behaviour is very good. Staff are guided by an excellent policy for the promotion of good behaviour and classes have devised codes and charters for positive relationships and behaviour.

56 The personal and social education programme helps children to learn about relationships. The STAR project for Years 5 and 6 encourages children to think about ways of dealing with peer pressure and difficult social situations. A theatre workshop performed by drama students from local colleges addressed ways of dealing with bullying and other problems.

57 Children are given opportunities to take responsibility for others. Older children help younger children to practise their reading skills. In design & technology lessons children in Years 5 and 6 have investigated the needs of nursery children in order to design toys which will appeal to them. Recent

charitable work has included collecting gifts for children affected by conflicts in eastern Europe.

58 Children are encouraged to use their initiative, for example when investigating questions posed in science work. They are given opportunities to collaborate with each other, for example when formulating play scripts in English and when sharing design ideas for design & technology projects. Opportunities to take part in residential visits in Years 2 and 6 also enhance children's social development.

59 Provision for children's cultural development is very good and children are helped to appreciate their own and other cultures. The school aims to value cultural and linguistic diversity and has developed a range of cultural links. Year 6 children have penfriends in North America and exchange letters, photographs and audio tapes. Japanese parents at the school have described their cultural traditions to children, sharing food and wearing traditional dress. Children experience the arts through a range of visits and visitors including a performance by a visiting string quartet.

60 Children have very good opportunities to appreciate local cultural traditions and heritage, for example through their study of history and geography. They experience a wide range of fieldwork visits which include Blists Hill Museum, Shugborough Hall, Muck Wenlock and Telford Town Centre.

61 Provision for children's spiritual, moral, social and cultural development has continued to have a high profile in the school since the previous inspection. The resulting good behaviour and positive attitudes and relationships contribute to the good standards achieved by the school.

### **Support, guidance and pupils' welfare**

62 The support given to pupils by the headteacher and members of staff is very good. They all know the children well and each child is valued.

63 The academic progress of pupils is monitored by class teachers and the headteacher, and individual targets are set in the core subjects.

64 There is some monitoring of personal development carried out as part of the annual evaluation of each pupil's progress, and any problems are followed up.

65 Good behaviour is promoted very effectively by a consistent and fair approach which contributes to the high standards throughout the school with an emphasis on encouraging the positive aspects of behaviour.

66 Attendance is monitored by the school administrator and headteacher on a regular basis, and appropriate action is taken where necessary. The education welfare officer is involved when occasional problems arise. Pupils with special educational needs are supported very well by all members of staff.

67 There are effective child protection procedures in place with regular training and dissemination of relevant information. Health and safety is monitored regularly with governor involvement, and action taken when needed. There are appropriate procedures relating to first aid and accidents and there are regular fire drills.

## **Partnership with parents and the community**

68 Parents are very supportive of the school, and the parents' questionnaires indicate that they feel confident to approach the school, support the values it provides and feel well-informed about their children's work and progress.

69 Parents receive information about the curriculum through the prospectus and information evenings. Information about their children's progress is provided at termly parent evenings and in the annual reports. Links between parents and the school are helped by homework and reading diaries. Information is provided to parents of pre-school children and throughout the school for reading and mathematics about how they can help their children at home.

70 A number of parents help in school, either in the classroom or with a variety of practical tasks, and they make a valued contribution.

71 Parents of pupils with special educational needs are involved fully in the review process.

72 A number of links with the local community and local industries have been formed, often through individual parents, to enhance the children's work. Recently this included work on product packaging as part of a link with the children's university and the calendar club sponsored by local business.

73 There is good liaison with a number of secondary schools, some of which organise after-school activities for primary children, and a number of curricular initiatives are taking place in mathematics and information technology.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

74 The headteacher has been in post for twelve years. He has established himself as a very effective leader. A good role model is offered through his own teaching and in the way in which a very positive ethos is generated. The headteacher has regular and productive contact with the governors and parents. He is easily visible and accessible at the start and end of the teaching day.

75 The headteacher is the joint co-ordinator for special educational needs and the pupils make good progress according to their capabilities. The headteacher has focused on the key issues raised by the last inspection and all of these have been addressed well. Behaviour has been maintained at a very good standard and the learning environment remains very attractive. Schemes of work have been adopted for all subjects. Numeracy has been improved radically with the pupils in Years 2 and 6 attaining standards above the national average. Information technology, music and design & technology have all been improved significantly and there is clear progression in the pupils' work. Part-time teachers have been employed to teach music and special educational needs and they provide good value for money. Other issues from the previous report have been addressed incidentally. For example, the percentage of teaching which is satisfactory or better has increased from 81% to 100%. This is mainly because there is greater stability among the teaching force and teachers who were newly appointed at the time of the last inspection have had the time and opportunity to become effective practitioners.

76 Currently the quality of teaching addresses the criticism from the previous inspection that occasionally too many activities in different subjects were undertaken at the same time because for the vast majority of the time one subject is taught at any given time.

77 The headteacher and staff have ensured the early implementation of both the literacy and numeracy strategies prior to their becoming a national focus. Under his leadership a major nursery development has been undertaken.

78 The quality of curriculum, planning and teaching are monitored by the headteacher and co-ordinators. The co-ordinators for literacy and numeracy have recently been involved. However, monitoring procedures have not included an overview of written work which is needed to ensure that a sufficient amount of extended writing is undertaken across both key stages. Over the last few years the attainment of boys in literacy has lagged behind that of girls. This issue is being addressed by targeting the boys for extra attention through booster classes, phonic groups undertaken by the part-time teacher and non-teaching assistants and by additional literacy support undertaken very effectively across Years 3 and 4 by a non-teaching assistant.

79 The current school development plan is costed clearly and contains an appropriate number of priorities. Its implementation is discussed well at every full governing body meeting. The school has exceeded its pilot targets for numeracy and literacy set for 1999. There is a helpful handbook for members of staff, job descriptions are in place, there is a strategy for teacher appraisal, surveys of parents' views are taken and acted upon and the statutory home-and-school agreement is completed.

80 The headteacher is supported very well by a deputy headteacher and a team of teachers, all of whom take responsibility for a curriculum area or an aspect of the work of the school. These tasks are undertaken very effectively. The deputy headteacher is responsible for mathematics, has a part-responsibility for special educational needs and personal and social education and liaises with lunchtime supervisors. All of these tasks are undertaken well.

81 The governing body is extremely supportive of the headteacher and members of staff. They are heavily involved in formulating the school development plan. The governors have been very supportive of the Ofsted action plan and its implementation has been discussed regularly. They have appointed governors who have an oversight of literacy, numeracy, special educational needs and target-setting. Relevant committees have been formulated and all statutory requirements are met. At some of their regular meetings the standards attained by the pupils are discussed. Governors take an active interest and SATs results are discussed in detail. They have been closely involved in setting academic targets for the pupils.

82 Day-to-day administration is managed efficiently by the two administrative assistants, the first of whom handles finance and the second other administrative tasks.

83 There is a very positive ethos and the aims and priorities are implemented effectively. There is a very strong commitment to children's personal, social and moral development, to their learning and attainment, to the quality of relationships and to offering equality of opportunity. In the main these aims are met effectively. The school is regarded very well by parents who are very positive about its work and appreciate the commitment of the headteacher and members of staff. They appreciate the way in which concerns are handled. The information provided for parents about day-to-day organisational and pastoral issues, induction procedures and special events is good. Parents particularly like the reading diaries which children bring home as an effective means of communication with teachers and also the start of the teaching day when they are welcome in the school or in classrooms. Parents would like a

more formal parents' association an issue which is to be addressed.

### **Staffing, accommodation and learning resources**

84 The school has addressed well the key issue from the previous report. The outstanding quality of the learning environment is maintained and the collegiate spirit of the teaching and non-teaching staff continues to contribute to the good standards which the pupils attain.

#### *Staffing*

85 The school has sufficient teaching staff, who are appropriately qualified and deployed well to meet the requirements of the curriculum. Recent changes have produced a blend of experienced and more recently-qualified teachers. There are good arrangements to support teachers new to the school. Induction procedures for newly qualified teachers reflect the new requirements. All teachers have curriculum responsibilities. The roles of curriculum co-ordinators have been developed and strengthened and include elements of monitoring and review.

86 Teachers are complemented well by a number of effective and experienced support staff who make a very positive contribution to the teaching of the children.

87 There are arrangements for the professional development of all teaching and support staff. The focus for professional development reflects the priorities in the school development plan and individual teachers' professional needs. Governor training takes place to meet new developments and existing responsibilities.

88 Appraisal arrangements are well-established. Detailed and specific job descriptions exist which include agreed targets for the year ahead.

89 The school has used funding to appoint additional part-time teachers to support the work in music and special educational needs. This is having a positive effect on pupils' attainment in these areas.

90 Lunchtime supervisors work hard to ensure that the school runs smoothly for the benefit of the children. Administrative staff make an efficient and helpful contribution to the daily life of the school. The caretaker maintains the buildings to a very high standard of cleanliness.

#### *Accommodation*

91 The accommodation is attractive and welcoming and is maintained very well. Pleasant classrooms front onto wide passages, which provide useful space for practical and small-group activities and the siting of the computers. The learning environment is very attractive and the positive key issue from the last inspection has been sustained.

92 Four classes including the nursery are sited in demountable units. There is a hall and a small central library, which also incorporates a number of information technology facilities. Attractive displays of children's work and interesting artefacts enhance the environment.

93 There is a good range of outdoor facilities including hard-play areas, a playing field,

environmental area and a secure area for the nursery. The attractive grounds are used well to support the curriculum. The children use these facilities to undertake geographical and environmental studies and games lessons.

### *Resources*

94 Overall the amount, quality and management of learning resources is good in all curriculum areas. Newly-purchased resources relate to recent initiatives in literacy and information technology and are used effectively to raise standards in both key stages.

95 Generally the school has a good supply of books which are in good condition. They are supplemented by a wide range of good-quality material from the library service.

96 Good use is made of learning resources beyond the school site with a wide range of educational visits to support the work in history, geography and science. Residential visits are organised and these benefit the physical, personal and social development of the pupils.

### **The efficiency of the school**

97 Financial planning is very good. Priorities are targeted clearly in the school development plan at raising standards of attainment and supporting the positive ethos. The finance committee of the governing body is fully involved in financial management and decision-making and reports effectively to the full governing body. The budget is monitored effectively by the headteacher and finance committee. A recent audit concluded that there was a sound basis for strong financial control in the school. Two recommendations have been addressed satisfactorily.

98 Recent priorities have included major expenditure on the nursery, information technology and the library with more finance to be targeted to the purchase of computers and books. There is a contingency fund of £30,000. Sizeable proportions of this contingency fund are targeted to pay for another teacher for the spring and summer terms and to purchase more computer hardware.

99 Extra hours have been allocated to the non-teaching assistants. They help by providing additional literacy support to some of the pupils in Years 3 and 4 and by supporting literacy or numeracy across the school. These assistants give very good value for money. Part-time teachers are appointed to support music and the teaching of special educational needs. Both these appointments are good and they provide good value for money. Specific grants, for example for training and for provision for pupils with special educational needs, are accounted for and managed well. Members of staff with co-ordinator responsibilities take their roles seriously and offer help to colleagues with curriculum planning. The two administrative assistants have clearly-defined tasks and make helpful contributions to the smooth running of the school.

100 Budgetary decisions have reflected the focus on raising attainment through, for example, the appointment of extra teachers and the allocation of more hours to classroom assistants. Given the below-average level of income, the high attainment in the core subjects in both key stages, the consistently good teaching, the very good leadership, the very good contributions of non-teaching staff and the very positive attitudes of the pupils, the school gives very good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

101 Children under five are taught in the nursery and in a reception class. At the time of the inspection there were 39 children in the nursery and 2 children in the reception class. The provision made for children under five is good and the quality of teaching is satisfactory

102 Children are admitted to the nursery from the beginning of the term in which they become four and attend for five half-day sessions each week for three academic terms. Prior to children starting the nursery a home visit is undertaken by the teacher and a Nursery Nurse Examining Board (NNEB) assistant. During this visit an evaluation is begun of what the children can do, for example in terms of speaking, listening and social skills. A helpful information booklet about the nursery is made available to parents.

103 There is a clear policy for admission to the nursery and reception class. Nursery provision has been established for just four terms. The school is to be commended for the effective manner in which this new provision has been introduced. A lot has been achieved in a short space of time and the school has accurately identified where further development is needed.

104 On entry to the nursery children reflect a broad range of ability, with the majority demonstrating average levels of attainment. Careful records are kept of pupils' progress across all areas of learning. Progress made by the children is satisfactory overall. However, more progress could be made by a number of the children in personal and social education and in some aspects of language and literacy.

105 The induction programme to the reception class involves visits for parents and children to meet their teacher, sample a meal and join in assemblies and other aspects of school life. Parents appreciate the good induction procedures to both the nursery and the reception class.

106 At the start of the term in which they become five, children enter the reception class. Baseline assessments are undertaken within seven weeks of admission. Recently attainment in mathematics and language and literacy has been average, with the majority of children achieving the desirable learning outcomes at five years of age.

107 The nursery is accommodated in a suitably-adapted demountable classroom. The indoor and outdoor accommodation and the overall resourcing are good.

108 The curriculum for the under-fives is based on the desirable learning outcomes and incorporates Key Stage 1 objectives for the more able reception children in numeracy and literacy. The curriculum is taught through direct teaching and structured play activities including role-play and construction, sand, water and technological activities. Regular and helpful observations are made of the pupils' progress. These findings inform the next steps of learning which are identified from the LEA's Early Years Curriculum.

109 The teaching of children under five is satisfactory. The teaching is characterised by positive relationships and the effective use of praise. Activities are planned to meet the learning objectives relevant to children's needs identified within the desirable learning outcomes for children under five. Planning does not indicate, however, how the activities will meet the different stages of development and

progress of the children. Adults encourage children to interact with each other in small groups and the pupils are encouraged to listen and follow instructions in large groups. There is less opportunity for children to engage with adults in extended conversation about their work and insufficient emphasis is given to the development of children's own ideas.

110 The children are given daily opportunities to develop numeracy and literacy skills. For example, they read and write their names on arrival, listen to stories and engage in rhymes and role-play. Registration is used effectively to consolidate numeracy skills, as the children count those present and match the number to a number line. Equal access is provided for all children and appropriate use is made of resources. Those children with special educational needs are supported well and make satisfactory progress.

#### *Personal and social development.*

111 The provision for personal and social development is satisfactory. Relationships between staff and nursery and reception children are good. The children play and work well together. These positive relationships, together with the appropriate use of play as a medium for learning, provide satisfactory support for the development of self-confidence.

112 Opportunities to increase independence are provided by children taking responsibility for choosing activities and equipment. However, children need more encouragement to extend and develop their own ideas, to respond imaginatively and creatively and to take the initiative in the activity that they are undertaking by organising resources themselves, for example during art, gymnastics and snack time.

#### *Language and literacy*

113 Time is set aside each day for the learning of language and literacy. By the time the pupils reach statutory school age most have attained the desirable learning outcome relating to speaking, listening, reading and writing. Emphasis is given to speaking and listening. The children are encouraged to listen to their teachers and to each other and to describe what they have done, for example during the time allocated for the recalling of news, and when reviewing activities. The children listen with interest to instructions, poems and stories. They speak readily when they play imaginatively and with visitors and can make themselves understood. Questions are used well by staff to improve children's listening skills, but less well to engage children in extended conversations when they explain what they are thinking, express preferences or give reasons. Stories are used to set a context for role-play activities to develop children's imaginative and expressive vocabulary.

114 Pupils are encouraged to take books home and parents help to exchange them. A letter is sent home giving guidance on how parents might help their children with reading. The children are introduced to first letter sounds and some of them use a word bank. They show interest in books and are aware that print carries meaning. Many understand that print flows from left to right. They can recognise their own names and can read back what they have written.

115 The pupils make random marks and scribble with increasing control. The pupils use some recognisable letters and non-universal symbols. They trace writing patterns and make posters. The children understand that there is a relationship between symbols and sound.

116 Overall the quality of teaching in language and literacy is satisfactory, and satisfactory progress is made by most of the pupils. In order to increase the rate of progress for some more able pupils, however, more opportunity should be provided for children to extend their talk by making a personal response which reflects their experiences and all pupils need to observe adults modelling reading and writing.

### *Mathematics*

117 Satisfactory teaching enables the children to develop appropriate mathematical knowledge and understanding. Good use is made of songs and rhymes to consolidate their understanding of number. They count regularly with adults. They can count objects accurately and recite and read numbers to 10 and beyond. They can sort equipment by colour and size and compare length and weight. They demonstrate mathematical language relating to capacity and recognise two-dimensional shapes and symbols.

118 Adequate resources for the full range of mathematical experiences are available.

### *Knowledge and understanding*

119 Books, visits and visitors are used well to extend children's knowledge and understanding of the world. For example, they have been learning about the jobs that people in the community do and how they help others. They have opportunities to use construction kits and to make three-dimensional models. Children made fire engines using re-cycled materials following a visit from the Fire Service. They become familiar with using the computer and controlling the mouse to move pictures around the screen. Children use a cassette tape recorder and listening centres to listen to stories.

120 Individual and small-group focussed activities provide satisfactory opportunities for practical investigations and provide suitable foundations for the development of scientific skills and knowledge. For example, the children observed reflections in shiny surfaces and talked about what they could see. They can name a range of animals that people keep as pets. They know that living creatures need water, food, warmth, exercise and rest in order to stay healthy.

### *Creative development*

121 The teachers plan a broad range of creative experiences. There are opportunities for children to develop their imaginations by responding to stories and role-play. Frequent opportunity is provided for singing, which the children undertake with confidence and enjoyment. Children's listening skills are developed through the playing of music and the repetition of familiar songs. This also enhances their understanding of number through the singing of number rhymes.

122 Opportunities are provided for children to paint, print and draw regularly and to create collage pictures using a variety of natural and man-made materials.

123 There is less evidence, however, of children making progress in their personal and creative responses by experimenting with materials, or by organising resources themselves, such as mixing paint.

### *Physical development*

124 The teachers provide the children with a wide range of activities to develop both fine and gross motor skills. The curriculum planning ensures regular opportunities for the pupils to develop physically and progress is satisfactory. The youngest children make daily use of an adjacent outdoor play area which is resourced with a good range of wheeled toys. There are opportunities to use the hall for music and movement and gymnastics. However, at times the emphasis placed on teacher instruction leads to consolidation of established skills rather than the acquisition of new ones.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

125 By the end of Key Stage 1 in 1999 the percentage of pupils attaining Level 2 and above in reading was very high in comparison with the national average and the number of pupils attaining Level 3 was well above the national average. In writing and spelling the percentage of pupils attaining Level 2 and above was well above the national average and well above the national average for those attaining the higher Level 3. The percentages in reading and writing, including spelling, have increased since 1998.

126 At the end of Key Stage 1 progress in speaking, listening, reading and spelling is above average and average in writing. By the end of Key Stage 2 progress in reading and writing are above average.

127 In Key Stage 2 in 1999 the percentage of pupils attaining Level 4 or above in English was above the national average. Attainment in English has improved consistently year on year since 1996 and in 1999 exceeded the national average for the first time over the last four years.

128 Trends in attainment over the last three years indicate significant improvement at Key Stage 2 and a general improvement in writing at Key Stage 1. Although the results in reading have fluctuated over the last three years, they have improved significantly over the last year. In 1999 the school exceeded the pilot target it had set for English at Key Stage 2 by twenty percentage points. Boys have generally done less well than girls. The school has identified this as an issue and is taking action to address it. For example, booster classes and curricular target-setting are having positive effects.

129 The improved results can be attributed to various initiatives. The literacy hour and group-reading strategy was implemented well prior to its becoming statutory. The booster classes have helped at Key Stage 2 and there is good and very good teaching in Years 5 and 6. Levels of resources are good with numerous big books and multiple copies of the same text in evidence. Additional hours granted to support assistants have also helped and the additional literacy support organised in Years 3 and 4 is very good with the pupils making evident improvement in reading and writing. Specific groups of pupils are formulated and receive extra help with phonics. In the pupils' exercise books the level they have attained is documented half-termly and what is needed to attain the subsequent level is also written. The teachers know the children well and they moderate their work regularly. They allocate National Curriculum levels and set targets for improvement to be attained subsequently. The very effective training and deployment of support assistants who work with lower-attaining pupils is beneficial. The school is well-placed to continue the upward trend in results.

130 Whole-class discussions are used well to extend children's vocabulary and enjoyment of text, especially where the teaching is good or very good. Every classroom has a wealth of words exhibited which relate to literacy. The teachers encourage the use of correct grammatical terminology and the pupils are becoming aware of verbs, adverbs, past tense, nouns, adjectives, speech marks and paragraphs. Good opportunities are provided for the children to talk about their experiences and to

listen to each other, for example in science, religious education and assemblies. Year 6 pupils studied Macbeth. They responded articulately and at length to some very pertinent questioning. Their knowledge and understanding of the text improved markedly during the lesson.

131 Children's reading skills are developed effectively. Several adults are involved in the reading programme and younger pupils have older peers as reading partners. The hearing of reading by older pupils takes place at the start of every day and is a very positive feature of the reading programme. The children share texts designed for the whole class and read in groups and individually. In addition to the daily timetabled literacy session for all classes, quiet reading time is set aside when children are engaged in group or personal reading. Teachers have selected a good range of books to develop reading and to provide appropriate texts as a basis for structured sentence and word-level work. The pupils in reception and Key Stage 1 are taught phonics very effectively. This teaching stands them in very good stead and even the lowest-attaining child is able to decode words effectively. The pupils also use whole-word and the meaning of text to help them read. Children's sight vocabulary is extended through the repeated sharing of the same text by the use of big books. The teaching in these sessions is of good quality with the teachers effectively helping the children to decode and blend. In both key stages reading schemes and fiction are colour-coded according to difficulty. This is helpful because every text is matched well to the pupils' differing abilities. Pupils are encouraged to take books home and a great commitment is shown by the majority of parents who comment in their children's reading diaries.

132 In Key Stage 2 levels of fluency improve and the majority of pupils display confidence as readers and read accurately. Children are able to discuss their favourite authors and books. Text and sentence-level work further enhance children's attainment in reading by focusing on punctuation, expression and meaning. Many pupils in Key Stage 2 have well-developed dictionary, index and thesaurus skills. Older pupils are taught to take notes from books. Reference books are used by children to support their work in other curriculum areas, for example in history and geography. Levels of expression increase markedly in Key Stage 2 and many pupils read well.

133 Through the effective teaching of reading by teachers, the part-time teacher and the additional support of well-deployed support assistants, the children with special educational needs make good progress with reading. Other pupils in Years 3 and 4 who are just above the special educational needs register are given additional support with literacy. The support is offered by a trained support assistant. It is very good, with the pupils making evident progress in reading and writing.

134 A scrutiny of previously-completed work indicates that at the end of Key Stage 1 standards of writing are average. They are above average at the end of Key Stage 2. In reception and Year 1 some of the children are already independent writers and by the end of Key Stage 1 most pupils are able to use capital letters and full stops. However, they are given too few opportunities to write independently in extended fashion. Only in a Year 1 class is there sufficient extended writing and a range of writing is undertaken, for example shopping lists, poems and stories. In other classes the work is not marked helpfully enough, the pupils are not told what to do to improve and the pupils' pieces of writing are too short. Additionally the pupils should be encouraged to self-check their work more often. At the end of Key Stage 2 standards are above average and many of the pupils write accurately, using varied sentence structure, and develop their ideas in interesting ways. Many pupils use paragraphs and correct punctuation in their writing. In both key stages there are good examples of writing but they are inconsistent across classes. In Key Stage 2 there is good writing in science, an argument relating to the merits of Much Wenlock and Telford Town Centre, writing related to a string trio in music, a creation story in religious education and the adapting of a novel to a play script in Year 5. In Year 6 the range and quality broadens significantly. There is good writing in geography, an argument relating to the possible closure of a street, reports, stories and a play script by Anne Frank.

135 Information technology is used well to support writing and a good deal of the pupils' work is word-processed in Key Stage 2 in particular.

136 Handwriting practice is undertaken regularly by children in all classes at Key Stage 1 and the children form their letters correctly. In Key Stage 2 the pupils use a joined script and most write neatly. Spelling is taught systematically and attainment is good. Spellings are practised regularly and some are taken home to learn prior to testing.

137 Progress in Key Stage 1 is satisfactory. More opportunities to undertake extended writing should improve matters. Many of the children in Year 2 are capable of writing at length. They would be helped to make more progress if the marking of their work were more rigorous.

138 The progress of pupils in Key Stage 2 is good by the end of the key stage. In the main children spell properly and make good use of dictionaries and thesauri. All of the pupils' work is moderated according to National Curriculum levels and subsequent targets for attainment are set. These targets work particularly well where teacher expectation is high, in Years 5 and 6 in particular.

139 The quality of teaching in literacy ranges from very good to satisfactory. No unsatisfactory teaching was observed in either key stage. Detailed planning supports the good teaching and the requirements of the National Curriculum are met. In reception and Key Stage 1 the teaching is satisfactory or better and a very good lesson was observed in Year 1. Reading is taught particularly well and the technical aspects of writing are also taught properly.

140 In Key Stage 2 the teaching ranges from very good to satisfactory. The good and very good teaching includes a good choice of imaginative text, high expectations, good reinforcement of grammatical language, effective explanations by the teachers and the presentation of tasks matched well to pupils' abilities. The satisfactory teaching lacks the brisk pace of the good and very good teaching.

141 The analysis of key stage results data has resulted in targets being set for literacy until 2001. The co-ordinator has led developments and disseminated well what has been learned during training. There is a policy which is due to be updated. Resources to support reading are good and contribute to the good standards attained. Teachers keep good reading records and the results of standardised tests are used to help with the setting of targets.

142 In the main, the requirements of the National Curriculum are met well.

## **Mathematics**

143 Inspection findings indicate that overall attainment in all aspects of mathematics is above average in relation to national expectations by the end of both key stages and pupils make good progress. The school aims to improve each child's skills and this is achieved. Trends in attainment show that significant improvements have been made in mathematics in both key stages since the previous inspection, which is reflected in end-of-key-stage SAT results.

144 The percentage of pupils in Key Stage 1 reaching Level 2 and above in end-of-key-stage tests in 1999 was well above the national average compared to all schools nationally and above average when compared with schools with similar characteristics. The proportion of children achieving the higher Level 3 was well above the national average. By the end of Key Stage 2 the percentage of pupils reaching Level 4 and above was close to the national average and above average when compared with

schools with similar characteristics. The proportion of children achieving the higher Level 5 at the end of Key Stage 2 was above the national average. There is no significant difference in the performance of girls and boys in mathematics.

145 Targets set by the school for end-of-Key-Stage-2 attainment in mathematics were exceeded significantly in 1999. Challenging targets have been set for 2000. The school has undertaken an extensive analysis of end-of-key-stage SAT results together with regular assessments to group the children effectively and ensure that appropriate levels of attainment are met. The National Numeracy Strategy framework is used to support curriculum planning which clearly identifies learning objectives appropriate for both the age and ability of pupils in each class. This clarity of planning has contributed to the significant improvements in attainment since the previous inspection and the subject has a high profile.

146 Numeracy skills are developed well. A high priority is given to the development of mental calculation. The adoption of the national numeracy approach to the teaching of mathematics has provided a consistent structure which includes the daily practice of calculating strategies. This structured approach is also having a positive effect on the quality of teaching across both key stages. The correct use of mathematical vocabulary in lessons is a very helpful feature.

147 By the end of Key Stage 1 the majority of children can choose and use a range of strategies to solve problems, and explain how the problem was solved when required. They are able to use halving and doubling and their knowledge of addition, subtraction and multiplication facts to solve problems. The majority of pupils use appropriate mathematical language when describing the tasks that they are undertaking. They demonstrate a developing understanding of place value, know some properties of 2-dimensional shapes and are able to produce a range of good bar graphs and pictographs. The higher-attaining pupils display a good understanding of the number system and show a good range of strategies, both mentally and by recording on paper.

148 By the end of Key Stage 2 the majority of children can identify and use a combination of operations to solve problems involving numbers, including fractions, and explain clearly their methods and reasoning. They demonstrate a good understanding of the four rules of number and carry out investigations of area and perimeter competently. Higher-attaining pupils are able to add and subtract decimal numbers accurately and compare decimals, fractions and percentages. Most children across the key stage can present information in a range of tables, graphs and charts. They can measure accurately and are able to use and plot co-ordinates in four quadrants.

149 Children are provided with opportunities to apply their numeracy skills in other subjects, for example when handling data as part of a weather study and when carrying out investigations in science. There are links with literacy as mathematical vocabulary is clearly displayed in classrooms and there is an expectation that children use correct terminology when explaining the strategies which they have used. Prior learning in numeracy lessons is used and consolidated in other subjects such as design & technology and in science when measuring length and mass and in information technology when interrogating charts and graphs.

150 Children make good progress in all aspects of mathematics in both key stages. Homework makes a significant contribution. Helpful booklets to guide parents and carers are provided. Mathematics features in parents' induction meetings and specific meetings have been arranged to inform all parents about the numeracy strategy. The recent introduction of individual target-setting, which is reviewed each half term, and the analysis of data across the school ensures that work is generally matched well to the children and good progress is made. Pupils with special educational needs make good progress through carefully-focused support from both class teachers and classroom assistants.

Consequently many achieve in line with national expectations by the end of Key Stage 2.

151 Children enjoy lessons and respond well. Behaviour is good and the children listen well and are confident when explaining the strategies used in oral sessions. They work well on tasks which they undertake independently. They share equipment properly and co-operate with each other responsibly.

152 The overall quality of teaching is predominantly good or very good in both key stages but ranges from satisfactory to very good. Where the teaching is most effective the lessons are structured carefully, and there are detailed objectives for each group of pupils. There is very good questioning targeted at individuals and groups of children based on prior learning. The activities for children are clearly differentiated, varied, matched well to each pupil's abilities and related to the work being taught. There is very good use of mathematical terminology which is displayed in the classrooms, and expectations are set to encourage pupils to use this language in their answers and their work. Plenary sessions are used as teaching time to revisit the learning objective effectively and on some occasions these are lively and well-focused, for example the use of a game to extend work on difference. The very good teaching contributes to the good, and sometimes very good, progress made by children of all abilities.

153 Where the teaching is satisfactory curriculum planning is clear but questioning is used less effectively to target children of differing abilities in the class. The pace of the lesson is slower and explanations sometimes lack clarity. Teachers in some instances focus their intervention on individuals for too great a proportion of time rather than on groups or the whole class.

154 The subject is led very well by an enthusiastic co-ordinator and a Key Stage 1 co-ordinator who are trained well and who have a desire to continue to raise standards and support teachers in their planning and practice. The subject is closely monitored by the lead co-ordinator but both have involvement in the planning and the moderating of work. The lead co-ordinator carries out some specialist teaching. There is a helpful and recently-updated policy to guide teachers, which takes account of the numeracy strategy. The next stage of development identified by the co-ordinator is to purchase another commercial scheme of work to support the teaching.

155 The requirements of the National Curriculum are met well.

## **Science**

156 1999 performance data relating to teacher assessment at the end of Key Stage 1 indicate that pupils' attainment is well above average in relation to both all schools and those which have similar characteristics. The percentage of pupils attaining the higher Level 3 is also above the national average. In the 1999 Key Stage 2 tests results were well above average in relation to both all schools and similar schools. The percentage of pupils attaining the higher levels was also well above the national average. The results show a rising trend in standards over a four-year period. The school has consistently exceeded national figures for the last three years. There is no significant difference in the attainment of boys and girls although a greater proportion of boys attain the higher Level 5. Key factors in bringing about improvement have been more sharply focussed teaching, regular assessment of pupils' progress against National Curriculum levels and the setting of targets for improvement. The school exceeded the targets set for 1999. The school's aim relating to improving each child's core skills is being met well in science. The inspection findings confirm that at Key Stage 1 the majority of pupils are attaining average levels with a number of pupils demonstrating above-average attainment. By the end of Key Stage 2 overall attainment is above average.

157 Pupils in Year 2 have acquired an appropriate range of scientific knowledge and understanding. They can name different materials and know about some of their properties. The children can describe simple ways in which sounds are made and changed. They understand force as a push or pull and are able to construct an electric circuit. In their investigative work pupils can observe carefully, make predictions and follow simple investigations. For example when investigating which is the best floor on which to play with a car, Year 1 pupils tested using a ramp and recorded their findings explaining what they had found out.

158 Pupils in Year 6 have a good range of scientific knowledge and understanding. They can describe how a shadow is formed, explain why materials change when they are heated and discuss what living things need in order to survive. They understand that forces oppose each other and can evaluate situations to decide if the forces are balanced or unbalanced. In their explanations pupils can accurately use a wide range of scientific vocabulary. For example, pupils in Year 5 can use terms such as air resistance and upthrust to describe forces. Pupils demonstrate a good understanding of the investigation process and opportunities are provided for them to devise, carry out and evaluate their investigations. Year 4 pupils, for example, tested the thermal properties of materials. They undertook systematic measurements of temperature and time and recorded their findings in tabular form to support the interpretation of results.

159 The key issue identified in the last inspection report relating to the development of pupils' enquiry and problem-solving skills has been met successfully in science.

160 The children in Key Stage 1 make satisfactory and sometimes good progress. In Key Stage 2 pupils make good progress, with better progress being made as they move towards the end of the Key Stage. In Year 1 pupils can explain in simple ways how pushes and pulls make things move. By Year 6 pupils can discuss what pulling force is needed to drag a weight up a ramp and the pattern which is produced when the angle of the ramp is increased by equal amounts. They are able to use appropriate devices such as a spring balance calibrated in Newton-metres and a clinometer to aid them in their investigations.

161 All pupils, including those with special educational needs, make at least satisfactory and often good progress because the teaching and learning activities are matched well to their capabilities.

162 The pupils' work in science makes a valuable contribution to the development of literacy skills. Throughout the school pupils are provided with appropriate structures to focus their report writing. In both key stages increased emphasis on developing scientific vocabulary is enhancing the pupils' understanding of key scientific ideas and it enables them to explain their ideas more precisely.

163 The children make good use of mathematical skills, including measuring and drawing graphs, to support their investigative work. For example, in Year 5 when pupils were investigating how the size of a shadow changed during the day they measured the shadow at different times. They used a line graph to show the relationship between the length of the shadow and the time of day. They use measuring apparatus, analyse data and use information technology with increasing confidence to support their investigations and record their results.

164 Year 6 pupils, for example, used information accessed from the Internet when undertaking a study of lunar phases. They used spreadsheets and graphs to record the number of creatures found in Stirchley Pond following an investigation into pond life.

165 Pupils in both key stages respond well to science. They listen attentively and show interest

when they discuss scientific ideas. They take care when carrying out practical tasks and when they record their work and they are keen to explain their ideas and findings.

166 The overall quality of teaching in science has improved since the last inspection. In Key Stage 1 teaching is good. In Key Stage 2 teaching ranges from satisfactory to very good, and is mainly good.

167 Where the teaching is very good the planning reflects good subject knowledge. Tasks are matched well to pupils' capabilities and incorporate high levels of challenge. Questioning is used very effectively to identify, assess and extend pupils' ideas and the lessons proceed at a brisk pace. Where the teaching is good, lessons are planned carefully. Tasks are matched well to pupils' abilities. Instructions are communicated clearly and pupils are given good support when undertaking their work.

168 In the satisfactory teaching clear learning objectives are identified but in some instances either activities are not sufficiently differentiated to challenge all of the pupils or the pace of lessons is too slow for some children to maintain their concentration throughout the lesson.

169 A long-term plan and scheme of work based on LEA and QCA guidance are used as the basis of lesson planning. This ensures that all of the programmes of study are planned and taught which enhances the continuity and progression in the pupils' work in all aspects of science. The school has successfully addressed the lack of a scheme of work highlighted in the last inspection report. The data generated from key stage testing are analysed regularly, and optional non-statutory tests have been introduced for pupils in Years 3, 4 and 5. A target-setting procedure has been developed and comprehensive records are kept which assist pupils in making progress. These positive initiatives have contributed to the raising of standards.

170 The co-ordinator has specialist knowledge and leads the subject well. There is an awareness of the developments needed to raise standards even further. These include monitoring the pupils' completed work to ensure that all of the programmes of study have been taught and that the progress made by individual pupils is matched well to their capabilities.

171 There are sufficient resources and the requirements of the National Curriculum are met well.

## **OTHER SUBJECTS OR COURSES**

### **Art**

172 Only three lessons were observed. A scrutiny of pupils' current and previously-completed work was undertaken and consideration given to photographic evidence and to the art work exhibited in classrooms and circulation spaces. The overall standards are above those expected for pupils of the same age in both key stages and art is a distinct strength. Good progress in made in both key stages.

173 These findings replicate those of the previous inspection. In reception and Year 1 the pupils had painted self-portraits and undertaken a frieze in relation to their work in geography. They had worked in the style of William Blake and illustrated a story by Jill Murphy well. In Year 2 they drew impressions of famous people in pastel and these were of very good quality.

174 In Key Stage 2 the art curriculum broadens and pupils have experience of working with artists. They work with clay, paint, print, inks, water colours, oil and chalk pastels, textured paint, papier

maché, batik and charcoal and undertake some work with the help of information technology. In this key stage pupils work from direct observation very well. In Year 3 they had drawn fruit and a bicycle. In Year 4 as part of their work on the Tudors they had drawn and painted Tudor kings. As part of their visit to Much Wenlock they had drawn Tudor buildings and in Years 5 and 6 had undertaken good pencil drawings of 1960s artefacts. In Years 5 and 6 macro-photography and ink-work had been undertaken very well. Children found natural objects, photographed and wrote haikus about them and used inks to recolour the pictures. They worked in the style of abstract expressionism and illustrated their work in English very effectively. In other parts of the school some observational drawings of shoes and fruit and other paintings in the style of Munch and Lowry are of very good quality.

175 Children explore colour using water colour, inks, pastels and chalks. Many pupils are able to blend and mix colours and they make good progress when introduced to new skills. A group of four pupils from Year 6 worked in the style of Warhol. They worked intensely and well to produce an impression of a face.

176 The teaching of art ranged from satisfactory to good in the lessons seen. Clear objectives are set and a good range of resources is available. There is effective use of demonstration, and techniques and technical language are used well.

There is a helpful scheme of work which ensures that relevant skills and language are taught properly. Both attainment targets of the National Curriculum are taught effectively. The co-ordinator leads the subject well. There are very good levels of resources in a broad range. Art was a focus in last year's development plan and a great deal of training was undertaken.

### **Design and technology**

178 By the end of Key Stage 1 children are attaining standards expected for their age.

179 In Key Stage 1 children are able to generate designs for play equipment drawing on their experience of a visit to a children's play park. In Year 2 they develop their design ideas by assembling models of swings, slides and other play equipment using appropriate materials including art straws and pipe cleaners. They are able to suggest some ways to make their models more stable. Throughout Key Stage 1 children practise making skills and use techniques and tools for cutting and joining materials.

180 By the end of Key Stage 2 children are working beyond the standard expected for their age. In Key Stage 2 children are able to take the purpose and potential users of their designs into account when generating ideas. Children in Year 5 visited the nursery and researched children's preferences before designing toys for that age group. Year 4 children discussed the need for security in museums before designing an alarm for a valuable artefact. Children are able to select appropriate materials, tools and techniques as part of the making process. Year 5 children tried different methods and discussed the advantages of different cutting tools and gluing techniques when learning how to laminate.

181 Children make satisfactory progress in design & technology in Key Stage 1 and good progress in Key Stage 2. Year 2 children make simple freehand drawings of their designs for swings and are beginning to label them. Year 5 children make accurate, labelled sketches showing their designs for moving toys. They draw both side and rear views of their designs and show details of structures for mounting cam mechanisms.

182 Children respond well to the design briefs given to them and work hard. Year 5 children

enjoyed reporting back on their research with nursery children. The pupils collaborate well when sharing equipment and use tools safely and sensibly.

183 The standard of teaching in design & technology observed during the inspection was satisfactory at Key Stage 1. At Key Stage 2 it was good, with some very good teaching. The good and very good teaching includes clear instructions and demonstrations of techniques. Children were shown clearly how to produce labelled design plans. Where the teaching was satisfactory, demonstrations and instructions were not so clear.

184 The well-chosen, realistic and relevant design briefs in both key stages engage children's interest. Design & technology contributes to the teaching of literacy through developing children's skills in instructional writing. In Years 4 and 5 very good links with science were made when children were helped to draw on their knowledge of circuits and switches for their designs for alarms.

185 Children with special educational needs are supported well, especially at the design stage, to ensure that they achieve success at the making stage.

186 The co-ordinator has expertise in the subject and supports colleagues well. A comprehensive scheme of work, which incorporates both LEA and national guidance, helps teachers to plan what is to be taught. The school is very well resourced for teaching all aspects of design & technology.

187 Issues identified by the previous inspection have been addressed well, and provision for design & technology has improved significantly.

## **Geography**

188 Geography was not taught during the inspection and no lessons were observed. Evidence was gained through discussions with the co-ordinator and with pupils and from a scrutiny of children's work and teachers' planning. By the end of each key stage pupils attain the standards expected for their age.

189 In Key Stage 1 children develop an understanding of places beyond their locality. In Year 1 children record the journeys of the class toy bear which accompanies children on the journeys that they make at weekends and during school holidays. Destinations are located on maps and associated photographs of the location visited are discussed. In Year 2 children have studied physical and human features of an island landscape and compared them with the features of Telford. They use appropriate geographical terms to describe physical features and land use.

190 In Key Stage 2 children are able to collect and record evidence from fieldwork in order to compare contrasting localities. They have mapped the retail centres of both Telford and Much Wenlock using symbols and keys to represent the features observed. They have undertaken surveys using questionnaires and tally-counts to investigate shopping and travel patterns in the two localities.

191 Children make satisfactory progress in geography across both key stages. In Key Stage 1 children make daily weather observations and record them using pictorial symbols. They transfer their data to a simple bar chart using information technology.

192 In Key Stage 2 children measure temperatures using analogue and digital thermometers and use an anemometer to measure wind speed. They record these measurements using increasingly detailed

weather symbols.

193 Children have positive attitudes to their work in geography and talk enthusiastically about the fieldwork that they have undertaken. Some carefully-presented work on rainforests has been produced in Year 5.

194 Written work in geography supports children's literacy skills. Children have written imaginary letters to the president of Brazil about the issue of deforestation as part of their work on rainforests. Information technology and numeracy skills are supported through the graphical representation of survey data.

195 The co-ordinator has produced a helpful scheme of work in consultation with staff which draws on both LEA and national guidance. A range of fieldwork opportunities is provided in the locality and further afield. The school is well-resourced for the teaching of geography with collections of maps, atlases, globes, aerial photographs, CD ROMs and weather recording instruments. Good displays of work support the themes being studied. Labelled wall displays of island landscapes help children in Year 2 to consolidate their use of geographical terminology.

## **History**

196 Children are attaining standards expected for their age by the end of both key stages.

197 In Key Stage 1 children learn about the lives of personalities from British history and are able to recall accurate details of the lives of Guy Fawkes and Florence Nightingale. They can identify differences between ways of life at the time of the Crimean War and contemporarily in terms of living conditions, clothes, hospital facilities and women's role in society.

198 In Key Stage 2 children can describe characteristic features of particular periods of history. In Years 3 and 4 children have studied Tudor buildings as part of their fieldwork in Much Wenlock and have compared the housing conditions of the rich and poor in Tudor society. In Year 6 children have studied changes in technology and transport in Britain in the 1960s and can discuss such developments as space travel, heart transplants and motorways and their impact on the decline of the railways.

199 Children make satisfactory progress in history across both key stages. Their understanding of chronology develops from Year 1 where children can order events in their own lives using photographs of themselves. In Year 2 this leads to the sequencing of events and dates in the life of Florence Nightingale. In Years 3 and 4 children can discuss a detailed time line of the Tudor period showing the dates of the reigns of monarchs and other events. In Year 5 children have researched and sequenced details of the last four decades to show changes in everyday life in Britain.

200 Children have positive attitudes to history. Children in Years 3 and 4 talk enthusiastically about their role-play enacted in the old courtroom at Much Wenlock Guildhall. Children in Year 6 talk with interest about their knowledge of the 1960s and report on their own research carried out at home.

201 The quality of history teaching ranges from satisfactory to good at Key Stage 1 and is good at Key Stage 2. Where the teaching is good, artefacts and materials are used well to engage children's interest. Where the teaching is satisfactory there is a clear introduction to the lesson but instructions given for children's individual work are not always clear.

202 Literacy skills are developed in history by reading and research and by presenting information in a variety of writing styles such as from the viewpoint of historical characters. The use of time lines and the sequencing of dates supports children's numeracy skills.

203 The co-ordinator has produced a helpful scheme of work in consultation with other staff which incorporates both LEA and national guidance. The co-ordinator has expertise in the subject and has completed a twenty-day course in history including a study visit to Greece. The school is well-resourced with collections of materials to support each period studied. These are supplemented by loans from the library service "Museum in a box" scheme. A range of visits supports the teaching including visits to Blists Hill and Shugborough Hall.

204 There are good displays of work which support children's learning. For example, a detailed chronological display of artefacts helps children in Year 5 to develop their understanding of changes in everyday life in Britain since 1948.

## Information technology

205 The issues about progression raised in the previous inspection have been addressed and the curriculum satisfactorily meets requirements in both key stages. It is well-placed to improve further. From the lessons observed, the scrutiny of work and discussions with children inspection findings indicate that in information technology most pupils in Key Stage 1 and 2 are working at levels appropriate for their age

206 In Key Stage 1 pupils experience all aspects of the National Curriculum. The majority of children are developing skills in information-handling and understand the processes required to gather information, create a graph and make simple interpretations. For example, Year 1 children collected data about the weather for the month of November and created a graph showing the frequency of different types of weather. The children are developing appropriate skills of control and by the end of the key stage most can operate a programmable toy by giving appropriate commands. Most have a basic grasp of keyboard skills and can select from a menu, but those who lack competence on the keyboard are hampered. By the end of the key stage the pupils can communicate information using text and pictures and can explain how to select capital letters and delete errors. In the nursery they can operate a cassette recorder with headphones to listen to a story

207 In Key Stage 2 children are developing their skills in communicating information. By the end of the key stage most children can combine text and pictures. In Year 3 children show that they can select, copy and repeat patterns and create designs. By Year 6 they confidently talk of the range of skills needed to produce a newspaper page including the use of a digital camera to incorporate pictures in their work. They are able to use a spreadsheet and can use the data to create a graph, for example during work on the weather and when they collected bugs

208 In Key Stage 1 the majority of children make satisfactory progress in all areas of information technology. For example, in reception children learn to use a speaking CD ROM linked to reading and mathematics. In Year 1 they made labels for a display on a Katie Morag story and by Year 2 they learn how to select a picture and incorporate it in the text. However, the children need more opportunities to use their skills to support their work across the curriculum.

209 In Key Stage 2 the majority of children make satisfactory progress. Children in Year 3 show that they can program a buggy using a SEQ computer control box and produce a story incorporating pictures. By Year 5 they can explain how to program a computer to control events in a pre-determined manner, for example programming a computer to draw a repeating rotating pentagon. In communicating information, for example, children in Year 6 can alter the size and style of text, move text and incorporate pictures. They are able to enter data into a spreadsheet and construct a range of graphs. The school is well-placed to develop the use of information technology further in other subjects. Pupils with special educational needs make satisfactory progress in all year groups and are supported well by trained classroom assistants.

210 Pupils' response to information technology is good. The children are eager to use the equipment and to explain what they are doing. Whether working in small or large groups, they are generally very supportive of each other and share and co-operate very well. They are excited by the facility and enthusiastic about their learning. They work responsibly even when not being closely supervised by an adult.

211 During the inspection the teaching observed ranged from satisfactory to good. In the main in Key Stage 1 it was satisfactory and in Key Stage 2 it was good. When the teaching is good teachers are

confident and show good subject knowledge. Good discipline is maintained and children are clear about what is expected. When the teaching is satisfactory, although the planning and learning objectives are clear, some lessons lack sufficient pace. Resources are very good and are used well. The decision to locate the computers in a suite or mini-suites around the school is enabling the teachers to teach groups of pupils appropriately.

212 The co-ordinator is well-trained, knowledgeable and enthusiastic. There is some specialist teaching. There are clear priorities for further purchase in relation to the Internet, expenditure on hardware and extending further the application of information technology in other subjects as the skills of all of the children improve.

## **Music**

213 During the inspection two lessons in singing were observed. In this aspect of music it is judged that the majority of pupils, including those with special educational needs, make very good progress and are working at standards above those expected for their age. Additional evidence was obtained from a scrutiny of the scheme of work and teachers' planning, discussions with the co-ordinator and pupils and attendance at assemblies.

214 Pupils in Year 2 show an awareness of pulse, rhythm and melody when they sing. They sing with enjoyment and perform well together. They can recall songs from memory and are able to sing and clap in time to music. They listen carefully and are able to start and finish at the correct time. They are able to repeat short musical phrases with varied pitch and volume. Children can sing songs in unison and use sounds to create musical effects. They are able to name instruments such as drum, tambourine and xylophone. They know that sounds can be made in different ways by blowing, plucking, shaking and tapping. They can record their compositions and rehearse and share their music-making.

215 In Key Stage 2 pupils develop a secure sense of the pulse of music and sing with increasing control. They are able to accompany their music with a range of untuned instruments and use their understanding of music to compose short sequences.

216 Many opportunities are provided for pupils to hear and listen to music, for example, on entering their classrooms each morning and at the beginning and end of each assembly. They respond to the moods created by a variety of music and gain understanding and knowledge of the music of different times, cultures and traditions. Pupils in Year 6 reported that when the music of Glenn Miller was played they danced spontaneously and some music by Beethoven, often played at assemblies, made them feel peaceful.

217 A number of pupils in both key stages learn to play the recorder and ocarina and attend a lunchtime club. They are able to control their finger movements well and recognise and name the notes that they are playing. They make good progress playing musical phrases using a range of notes. A small number of Key Stage 2 pupils experience specialist teaching and learn to play string and woodwind instruments.

218 Pupils throughout the school enjoy music and are motivated well. For example, they are eager to take part and are attentive to their teachers. They behave well and are responsive to questions and instructions. They show a willingness to practise and improve. They all join in songs and hymns with enthusiasm during lessons and in assemblies.

219 The teaching of singing is very good. Expectations are high and the teachers' own knowledge is conveyed well and encourages the pupils to extend their skills. The activities are varied and motivating and proceed at a brisk pace. Adults and children show clear enjoyment and relationships are of a high order.

220 The school has given considerable focus to the teaching and learning of music following some criticism in the last inspection. The issues identified in the previous inspection report have been successfully and fully met.

221 The school has adopted a clear music policy and scheme of work which is used as a basis for the teaching. Long-term planning identifies the opportunities for children to undertake all aspects of music including composing, listening and appraising. Children's previous work shows evidence of methods used to record their own compositions. Music features in many school productions and pupils have the opportunity to rehearse and perform to a wide audience. School choirs are formed for specific performances.

222 The subject is led well by the co-ordinator, who is a competent musician. In addition a specialist teacher appointed for one day a week takes classes throughout the school. Her enthusiasm and skill offers a very good model to other members of staff and contributes significantly to the pupils' very good progress in singing.

223 A sufficient supply of musical instruments is available for the children and there is a good range of recorded music which provides opportunities for the pupils to listen and respond.

### **Physical education**

224 During the inspection two lessons in gymnastics and one lesson of games were observed in Key Stage 1. One games lesson and one lesson of gymnastics were observed in Key Stage 2. From the evidence of these lessons and a scrutiny of teachers' planning it is judged that in these aspects the majority of pupils in both key stages are working at standards above those expected for their age.

225 A number of children in both key stages are very agile and demonstrate good levels of physical skill. The ability to apply these skills is developed particularly well.

226 Pupils of all abilities make good progress throughout Key Stage 1 and Key Stage 2. In both key stages pupils can sustain energetic activities over appropriate periods. They collaborate well and show a good awareness of the need for safety.

227 In Key Stage 1 pupils can travel in a variety of ways, for example sliding, pulling, running and jumping and with different speeds. They can change direction on command. They can throw a ball with reasonable accuracy when working alone or with a partner. Children can balance on a number of body parts and link a series of actions. Most are able to improve their performance, mainly as a result of the teacher's ongoing evaluations and advice.

228 In Key Stage 2 in games and gymnastics the pupils respond with more complex movements to the increasingly wide range of stimuli and tasks provided. In games they control balls properly and use space well. They take care to avoid unnecessary contact with others and practise hard to develop their skills of passing, receiving and shooting a ball. In gymnastics they use their bodies flexibly and with good control giving emphasis to changes of shape, speed and direction.

229 The vast majority of children throughout the school enjoy physical education and respond enthusiastically.

230 In both key stages good and very good teaching was observed. The teachers' subject knowledge is secure. They know exactly what they want to achieve from each part of the lesson and explain this clearly to the children. Demonstration is used well, praise used effectively and pupils are given advice on what they need to do in order to improve. Consequently the pupils work hard, concentrate well and persevere with the tasks given in order to develop their skills.

231 The programme of work for physical education includes games, dance, gymnastics, athletics, swimming and other athletic activities. A very helpful scheme of work allocates units of work to academic terms and year groups and guides teachers' planning to provide for continuity and progression in the teaching.

232 The school is resourced well for the teaching of physical education and effective use is made of the hall and school grounds to support children's work. A good range of extra-curricular activities including football, netball, rounders, athletics and rugby, enhances the physical education programme. Almost half of the Key Stage 2 pupils are involved in the activities offered. The school regularly engages in competition with other local schools and has met with considerable success.

233 The subject is led well by an enthusiastic co-ordinator who has a clear understanding of the subject and in particular how to raise standards further.

### **Religious education**

234 Five religious education lessons were observed. Two lessons were seen in Key Stage 1 and three in Key Stage 2. Evidence obtained from a scrutiny of pupils' books and teachers' curriculum planning, and through discussion with pupils, indicates that attainment in religious education is in line with the requirements of the LEA's agreed syllabus.

235 Overall progress is satisfactory in Key Stage 1. By the end of the key stage the children can explain their thoughts about God and have a developing understanding of the Trinity. By listening to stories from a range of faiths the children reflect on their own beliefs and those of others. They are becoming aware of the significance of some religious symbols and artefacts. For example, Year 2 pupils could explain the Christian significance of the church and some of the important artefacts seen following a recent visit to their local centre. They wrote careful and thoughtful accounts of their visit. Pupils can name and explain the relevance of a range of Christian festivals, celebrations and special times, including Harvest and Advent. They know that the Bible is a special book for Christians and could talk about stories where Jesus helped people who were blind or sick. They are less secure when talking about faiths other than Christianity.

236 The children continue to make satisfactory progress in Key Stage 2. By the end of the key stage they demonstrate a sound understanding of Christian festivals. They know that Christians believe that Jesus is the son of God, they can relate some of the miracles that he performed and can talk about some of the men and women in the Bible such as Mary and Noah. Work on the glory of creation led to some thoughtful writing and sharing of thoughts. Children are able to reflect on their likes and dislikes and they write prayers. Sound use of terminology is evident in work on Passover and symbolism of colour and clothes. The children in Key Stage 2 are also less secure when talking about faiths other than

Christianity.

237 Pupils with special educational needs make satisfactory progress and attain standards commensurate with their capabilities.

238 The children demonstrate positive attitudes during religious education lessons. They express opinions and answer questions confidently. During acts of worship pupils contribute positively. They sing with enthusiasm and enjoyment. They show respect for each other and the majority listen attentively to the opinions of others. This culture of trust encourages children to examine their innermost feelings, for instance when discussing their role in taking responsibility for the planet.

239 The quality of teaching ranges from satisfactory to good in Key Stage 1 and in Key Stage 2 from satisfactory to very good. Where the teaching is very good the teacher uses stimuli such as music, poetry and illustration to create an ethereal atmosphere and encourages a sense of awe and wonder. There are high expectations with questions used skilfully to encourage the pupils to reflect. The children's behaviour is very good and respect is encouraged and expected for the opinions and views of others, for example when upper Key Stage 2 children were writing a Charter for the World. Good teaching in religious education is characterised by good use of praise and good subject knowledge leading to effective explanation and illustration which encourages understanding. For example, in a lower Key Stage 2 lesson the teacher used artefacts well to engage the children and extend their understanding of traditions in another faith. Where the teaching is satisfactory the lesson is planned soundly but needs to attend more carefully to the independent activities so that they extend the understanding of the pupils.

240 Good links are made with literacy. Stories are used effectively, for example when learning about different communities and festivals such as Passover. Pupils are provided with good opportunities to write in a range of genres, including prayers, stories, questions, poems and reports. Good links are also made with art, for example the work inspired by a William Blake painting and displays of the images of God in Key Stage 1. There are links with geography and information technology through the work on a charter for the world with illustrations used to enhance writing. There are links with mathematics, and a spreadsheet and chart were made relating to famous men and women in the Bible.

241 The co-ordinator has been responsible for this area for many years and is knowledgeable and well-trained. There is a helpful policy which has been recently updated and a long-term plan which, together with the LEA's agreed syllabus, effectively supports the teachers' planning. Further thought needs to be given to how the work is monitored to ensure progression as children meet and consider similar areas of study more than once. There is a daily act of worship and the collective worship file records the themes children have experienced in both whole-school and class assemblies. This ensures that the children are provided with a good range of religious themes over an academic year.

242 Resources include a good range of artefacts from a range of faiths. Use is made of the library service to supplement book provision. The subject is supported through the use of visits and visitors such as the recent visit to the local church.

243 The requirements of the agreed syllabus are met satisfactorily.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

244 The inspection was undertaken by a team of five inspectors who, over a period of four days, spent the equivalent of nineteen days assessing the work of the school. A total of 67 lessons or part-lessons were seen.

245 Children from every class were heard to read. The pupils' current work and some which had been completed previously was scrutinised. Teachers' written planning and records of children's progress were examined. Discussions were held with members of staff, governors, parents and pupils. Curriculum policies and other documentation relating to numerous issues were read.

246 A meeting was held before the inspection to provide parents with the opportunity to express their views and to inform them about inspection procedures. The meeting was attended by 10 parents. 235 parental questionnaires were distributed and 131 returned. The responses were analysed and used to inform the inspection team. The Registered Inspector met with teachers, non-teaching staff and a number of governors prior to or during the inspection to inform them of the inspection process.

## 247 DATA AND INDICATORS

<b>Pupil data</b>	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	299	4	54	45
Nursery unit	19.5	0	0	0

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	11.4
Number of pupils per qualified teacher:	26.2

#### Education support staff (YR – Y6)

Total number of education support staff:	6
Total aggregate hours worked each week:	92

#### Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	20

#### Education support staff (Nursery unit)

Total number of education support staff:	0
Total aggregate hours worked each week:	0

Average class size: 29.9

### Financial data

Financial year:	1998/9
	£
Total Income	473,700.00
Total Expenditure	460,969.00
Expenditure per pupil	1,440.53
Balance brought forward from previous year	16,426.00
Balance carried forward to next year	29,157.00

### PARENTAL SURVEY

Number of questionnaires sent out: 235

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33.8	56.2	5.4	3.8	0.8
I would find it easy to approach the school with questions or problems to do with my child(ren)	58.8	38.9	0.8	0.8	0.8
The school handles complaints from parents well	32.3	54.8	9.7	1.6	1.6
The school gives me a clear understanding of what is taught	32.6	60.5	2.3	4.7	0.0
The school keeps me well informed about my child(ren)'s progress	48.9	46.6	3.1	1.5	0.0
The school enables my child(ren) to achieve a good standard of work	45.8	50.4	3.8	0.0	0.0
The school encourages children to get involved in more than just their daily lessons	24.8	55.0	15.5	3.1	1.6
I am satisfied with the work that my child(ren) is/are expected to do at home	35.4	55.4	5.4	2.3	1.5
The school's values and attitudes have a positive effect on my child(ren)	42.0	53.4	3.1	1.5	0.0
The school achieves high standards of good behaviour	46.9	50.0	2.3	0.8	0.0
My child(ren) like(s) school	64.1	33.6	1.5	0.0	0.8

### Other issues raised by parents

Some parents indicated that amounts of homework varied from week to week. Others wanted a formal parents' association. Inspectors judged homework to be satisfactory and the school's policy is monitored. The issue of a parents' association is being addressed.

### Summary of responses

Responses from parents were extremely positive, particularly in relation to the leadership and management of the school.