

INSPECTION REPORT

HOLY TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

Burton-upon-Trent

Staffordshire

Unique Reference Number: 124294

Headteacher: Miss R James

Reporting inspector: Dr Pauline Buzing OBE
15849

Dates of inspection: 29th November – 2nd December 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Geoff Brown
Date of previous inspection:	23 rd – 26 th January 1996

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English, including literacy and English as a second language
Religious education
Music
Equal opportunities

Mathematics, including numeracy
Information technology
Geography
History
Special educational needs
Science
Art

Design and technology
Physical education
Under fives

Aspect responsibilities

Attainment and progress

Teaching
Leadership and management
Single regeneration budget
Attitudes, behaviour and personal development
Attendance
Pupils' welfare, guidance and Partnerships with parents and the community
Spiritual, moral, social and cultural development

Curriculum and assessment
Staffing, accommodation and learning resources

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REPORT CONTENTS

	Paragraph
MAIN FINDINGS	
What the school does well	
Where the school has weaknesses	
How the school has improved since the last inspection	
Whether pupils are making enough progress	
Quality of teaching	
Other aspects of the school	
The parents' views of the school	
KEY ISSUES FOR ACTION	
INTRODUCTION	
Characteristics of the school	1 – 6
Key indicators	
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	7 – 16
Attitudes, behaviour and personal development	17 – 21
Attendance	22 – 23
Quality of education provided	
Teaching	24 – 31
The curriculum and assessment	32 – 41
Pupils' spiritual, moral, social and cultural development	42 – 46
Support, guidance and pupils' welfare	47 – 52
Partnership with parents and the community	53 – 57
The management and efficiency of the school	
Leadership and management	58 – 62
Staffing, accommodation and learning resources	63 – 66
The efficiency of the school	67 – 71
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	72 - 80
English, mathematics and science	81 – 105
Other subjects	106 - 148
PART C: INSPECTION DATA	
Summary of inspection evidence	149 – 150
Data and indicators	

MAIN FINDINGS

What the school does well

- Attitudes, behaviour and personal development in the school are good.
- Relationships at all levels are very good.
- The educational provision for and teaching of the under-fives are very good.
- The educational provision for pupils with special educational needs is good and they make good progress.
- The school provides a good range of extra-curricular activities for the pupils.
- Provision for the pupils' spiritual and moral development is very good, and for social development, it is good.
- The school's arrangements for the welfare and guidance of its pupils are very good.
- Partnerships with parents and the wider community are very good.
- Leadership and management in the school are good. The headteacher leads very well in creating a very good ethos in the school.

Where the school has weaknesses

- I. The Key Stage 2 test results in 1999 in mathematics and science are well below the national average.
- II. In work seen, the pupils' attainments are below expectation in science at the end of both key stages and below expectation in mathematics at the end of Key Stage 2.
- III. Teachers do not always challenge pupils of all levels of attainment in mathematics and science.
- IV. Though the long-term planning of the curriculum ensures that all pupils will make good progress, the short-term planning does not always reflect this.
- V. The recording of the pupils' progress is not adequate in some classes to ensure that all pupils make the progress they are capable of.
- VI. Some marking does not clearly tell the pupils what they must do to improve.
- VII. Standards in physical education are affected by the limitations of the school hall.

The weaknesses are far outweighed by what the school does well, but they will 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

The school has made good improvements in addressing the single key issue in the last inspection report, which focused on inadequacies in standards and provision in Key Stage 1. Additional building has made it possible to house each Key Stage 1 class in a separate classroom; there is now no unsatisfactory teaching in Key Stage 1; the pupils are keen on their lessons; their attitudes are good; they remain on task and make satisfactory progress. The school has proved it has the capacity to address issues for improvement. Current staffing difficulties are making demands upon the time of the senior management team and the school's capacity for further development is judged as satisfactory.

Standards in subjects

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

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

The table shows that, whereas results in English are above the national average and the average for similar schools, results in science are below the national average, and they are well below the average for similar schools. Results in mathematics are well below the national average, and they are very low - in the bottom five per cent nationally - when compared to those of similar schools. The science results show a significant improvement on the 1998 results, but the mathematics results are only marginally better than they were in 1998. Two pupils missed a Level 4 grade (the average for 11-year-olds) by one mark in mathematics. Had they attained the Level 4, the school would have met its target of 56 per cent at Level 4 for this particular group of pupils.

In work seen during the inspection, standards are judged as in line with national expectations in English at the end of Key Stage 2, but just below the expectation in mathematics and science. Standards in information technology and religious education are not tested at age 11, but inspectors judge that the standards attained by the pupils are in line with the national expectation. Pupils with special educational needs attain satisfactory standards in relation to their prior attainments.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	-	Satisfactory	Satisfactory
Information technology	-	Insufficient evidence	Insufficient evidence
Religious education	-	Insufficient evidence	Insufficient evidence
Other subjects	Very good	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall in the school. It is very good in the under-fives, good in Key Stage 1 and satisfactory in Key Stage 2. Of the lessons seen, 15 per cent were very good or better, mainly in the Reception class and the Nursery; and all the lessons seen were at least satisfactory. The fact that no unsatisfactory lessons were seen during this inspection represents a significant improvement on the last inspection, especially in Key Stage 1.

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	Good. The pupils behave well in lessons and around the school.
Attendance	Satisfactory. There is no unauthorised absence, and the level of authorised absence is broadly in line with the national average.
Ethos*	Very good. The pupils' attitudes to their work are good, and relationships in the school are very good.
Leadership and management	Good. The headteacher leads very well. Governors and staff with management responsibilities work hard to implement the school's aims, values and policies. Currently, the headteacher and senior teacher are temporarily overseeing several areas of the curriculum.
Curriculum	Satisfactory. The broad, balanced curriculum offers equality of opportunity to all pupils. Careful planning ensures that learning builds on what has gone before but although the school has good systems for recording what the pupils have done, written records are sometimes inconsistent.
Pupils with special educational needs	Provision for these pupils is good, and they make good progress.
Spiritual, moral, social & cultural development	Good. Spiritual and moral development are very good. Social development is good and cultural development is satisfactory. The multicultural dimension of the curriculum is not fully developed.
Staffing, resources and accommodation	Satisfactory. Staffing and accommodation are satisfactory and there is a good range of resources for learning. The hall is small and limits the standards the pupils can attain in gymnastics.
Value for money	Satisfactory

**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

They feel that they are encouraged to play an active part in the life of the school.

They think it is easy to approach the school with questions or problems to do with their children.

The school gives them a clear understanding of what is taught, and keeps them well informed about their children's progress. It enables the children to achieve a good standard of work.

The school encourages children to get involved in more than just their daily lessons.

They are satisfied with the work that the children have to do at home.

The school's values and attitudes have a good effect on the children, and it achieves high standards of good behaviour.

The children like coming to school.

What some parents are not happy about

There are no significant concerns.

Inspectors support the positive views parents have of the school, but results in the national tests indicate that standards could be improved in mathematics and in science.

KEY ISSUES FOR ACTION

The governors, senior managers and staff of the school should note the following in their work to raise standards still further at the school.

- VIII. Improve provision in mathematics in Key Stage 2, and in science throughout the school, by:
 - IX. providing in-service training to strengthen the teachers' expertise in science;
(Paragraphs 13, 26, 64, 103)
 - X. matching daily lesson plans to the medium-term plans, so that the good intentions in the curriculum are always translated into classroom practice;
(Paragraphs 27, 33, 35, 41, 87, 89, 97)
 - XI. ensuring that each lesson fully challenges pupils of all levels of attainment;
(Paragraphs 29, 41, 85, 87, 101)
 - XII. taking into account the different levels of maturity in mixed age range classes;
(Paragraphs 17, 27, 33, 101, 132, 142)
 - XIII. encouraging independence in investigative work in mathematics;
(Paragraphs 12, 93, 96, 97)

- XIV. Ensure that details of the pupils' progress are carefully recorded in all classes, in line with school policy.
(Paragraphs 28, 31, 39, 41, 96, 97, 98, 104, 111, 121, 133, 140)

- XV. Spread the good practice that exists in some classes and subjects in the school, and make sure that the written marking of the pupils' work tells them how they can improve.
(Paragraphs 28, 96, 104, 132)

In addition to the key issues above, the following minor weaknesses should also be considered for inclusion in the action plan:

- XVI. Extend the curriculum for design and technology and provide in-service training for teachers.
(Paragraphs 26, 32, 63, 64, 127)

- XVII. Continue to press for improved indoor accommodation for physical education.
(Paragraphs 65, 144)

- XVIII. Develop the multicultural dimension of the curriculum.
(Paragraphs 45, 46, 98, 122)

INTRODUCTION

Characteristics of the school

1. Holy Trinity Church of England Primary School is a mixed primary school of 121 pupils, with a further 28 in the Nursery. The school is smaller than most schools of this type. It is situated in the Wetmore area, close to the centre of Burton-upon-Trent, and the school occupies a unique position on a business park. Pupils have a phased introduction to the school in the Nursery, from the age of three years, four months, gradually increasing their attendance to full-time in the Reception class and beyond. Currently, there are 17 children who are under five attending school full-time. The pupils then remain at the school until the age of 11. They are organised into six classes: Nursery, Reception, Year 1 and Year 2 pupils are in four separate classes, but there are two age groups in each of the two Key Stage 2 classes: Years 3 and 4 in one class, and Years 5 and 6 in the other.
 2. The school serves a mixed community. About half the pupils come from within the school's catchment area, but the rest are from outside the immediate area. Some travel long distances, either because of the church connection, or because they once lived in the area, but have now moved house, and are prepared to travel quite long distances, showing that the parents value the school and that they have a strong partnership with it. Employment in the area is a mix of skilled, semi-skilled and professional occupations. A range of social and economic indicators shows that the school's intake is broadly average. The percentage of pupils entitled to free school meals is just below the national average, at 17 per cent.
 3. The school has the full range of attainment among its pupils, but although the average intake each year is set at 18 pupils, some groups are larger than that, and some are very small. There are only ten pupils in the current Year 6, for example, but there are 28 in Year 2. Further, not every year group has the full range of attainment represented within it. Baseline assessments confirm this and, although the pupils' attainments on entry are average in some years, in others, they are above or below this. In the current year, attainment is average.
 4. There are very few pupils in the school from ethnic minority families. The percentage of pupils with special educational needs, at 22 per cent, is just above the national average, and two pupils have statements of special educational need. The number of pupils with special educational needs does have an impact on its results and renders straight comparisons with national averages unreliable, particularly where, as in this case, very small numbers are involved.
 5. The school aims to provide high quality education and equality of opportunity for all children through:
 - providing an environment which encourages learning;
 - sensitivity to children's needs and;
 - promoting self-esteem and motivation in order that each child will reach their full potential.
1. Summary of aims and priorities:

The school's mission statement emphasises the school family's responsibility in:

 - helping all children reach their full potential;
 - providing a happy, pleasant, stimulating environment in which the contribution of each individual is valued;
 - fostering mutual respect and care for those within the school and wider community;
 - encouraging Christian values (defined as truth, honesty, tolerance, generosity, respect, self-esteem and forgiveness) to permeate the life of the school;
 - enriching school life through a daily act of collective worship.

The school's

current priorities are:

- raising the standards of attainment of all pupils;
- implementing the National Numeracy Strategy;
- monitoring the National Literacy Strategy
- improving the self-esteem of all pupils;
- extending information technology provision for all pupils;
- working towards the Health Promoting Schools Award.

· **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	8	7	15

¹ Percentages in parentheses refer to the year before the latest reporting year

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	7	8
	Girls	6	5	6
	Total	12	12	14
Percentage at NC Level 2 or above	School	80 (78)	80 (94)	94 (89)
	National	82 (81)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	8	6
	Girls	6	6	5
	Total	12	14	11
Percentage at NC Level 2 or above	School	80 (94)	94 (94)	73 (83)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	5	11	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	9	4	8
	Total	13	7	12
Percentage at NC Level 4 or above	School	81 (60)	44 (40)	75 (60)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	3	4
	Girls	5	5	6
	Total	9	8	10
Percentage at NC Level 4 or above	School	56 (50)	50 (60)	63 (60)
	National	* (65)	* (65)	* (72)

* National figures currently not available

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised absence	School	6.9
		National comparative data	5.7
	Unauthorised absence	School	0
		National comparative data	0.5

² Percentages in parentheses refer to the year before the latest reporting year

•

• **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	15
	Satisfactory or better	100
	Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

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

· **Attainment and progress**

1. Since the last inspection, the standards of achievement for children under five have continued to rise and the majority of them achieve the Desirable Learning Outcomes in all areas of experience. By the time they reach the age of five, their attainments in language and literacy, knowledge and understanding of the world, physical and creative areas of learning are well above expectation and they are above expectation in mathematics. However, numbers of pupils entering the school are small, on the whole. This means that the attainment levels of a few children have a significant effect on the overall profile. In the most recent intake, baseline assessment shows that pupils enter the school with attainments that are in line with national expectations.
2. The level of the pupils' attainments in the national tests appears to have risen in Key Stage 1, and to have been maintained in Key Stage 2, except for the results in mathematics, which suffered a drop in 1998, along with the other core subjects, and which rose slightly in the 1999 results. This is partly due to the small size of the groups involved. In the national tests, taken at the end of Key Stage 1 in 1999, pupils attain standards that are below average in English and science, but they are above average in mathematics. The percentage of pupils reaching the higher levels (Level 3) is well below average in English, and below average in mathematics and science. Over the three years from 1996, the results show that the performance of the pupils is well below average in reading, but above the national average in writing. Boys tend to do better in reading and writing than girls in the tests. The pupils' performance in mathematics over the three years is close to the national average and there is no significant difference between the performance of the two sexes.
3. At the end of Key Stage 2, the results of the 1999 national tests show that in comparison with schools nationally, and with similar schools, pupils achieve standards that are above average in English. In science, the results are below the national average, and well below that for similar schools. The mathematics results are well below the national average, and are very low - in the lowest five per cent - in comparison with similar schools. In English, mathematics and science, higher attaining pupils do well in the tests: the percentages reaching Level 5 are above the national average in all three subjects for 1999. In English, the good results have been sustained over four years, in science it is close to the national average, but in mathematics, the results are below the national average. The school's targets are realistic: in 1999 it exceeded them in English in the Key Stage 1 and Key Stage 2 tests, and in mathematics in Key Stage 1. The small numbers of pupils taking the tests each year make rigorous statistical comparisons difficult. For example, in the Key Stage 2 mathematics tests, two pupils failed to achieve Level 4 by one mark each. This would have raised the percentage attaining at least Level 4 by some 12 per cent, and would have enabled the school to meet its target of 56 per cent.
4. In work seen, the pupils' attainments are currently in line with national expectations in English at the end of both key stages and above expectation at the end of Key Stage 1 in mathematics. They are just below expectations at the end of Key Stage 2 in mathematics and also just below expectations in science at the end of both key stages. The reasons for the differences between inspection judgements and the test results are the small and very small cohorts of pupils involved, and the fluctuating proportions of pupils with special educational needs in individual groups.
5. The pupils' attainments in speaking and listening are above national expectations at the end of both key stages. They build on the good foundation laid in the Nursery and Reception classes, communicate well with each other and with their teachers, and learn to elaborate on their answers. Higher attaining pupils have wide vocabularies, and their listening skills are highly developed. They make satisfactory progress

in Key Stage 2, and speak clearly and with confidence in small and large groups. Attainments in reading are in line with national expectations at the end of both key stages. Pupils at the end of Key Stage 2 read mainly fluently and well. Higher attaining pupils read with expression, and a minority of pupils talks about a wide range of books read, recommending their favourite titles, retelling the stories with enthusiasm, and explaining why they like particular books. Attainments in writing are in line with expectations at the end of both key stages. The pupils' good oral skills mean that they have plenty to say when they begin to write, and they quickly learn to write clear sentences, most of which are well constructed. By the end of Key Stage 2, most pupils write accurately and can express themselves clearly.

6. Pupils make good progress through Key Stage 1 in all aspects of mathematics. Pupils with special educational needs and those with prior lower attainment make satisfactory progress, according to their abilities. Progress through Key Stage 2 is unsatisfactory overall, despite the satisfactory progress the pupils now make in lessons because although progress has improved, this improvement dates from the introduction of the numeracy hour. The strategies used now help to ensure that the pupils build systematically on the learning that has gone before, but they have not yet been in place long enough to have a significant impact on overall standards of attainment and progress. Pupils make better progress in using and applying mathematics and in number work than they do in investigative mathematics, which is largely directed by the teacher, so that some pupils have not developed good skills in independent learning.
7. Attainments in science are just below expectation at the end of both key stages. Investigative skills are now satisfactorily developed, observational skills are good and the pupils understand the notion of fair testing. There is some underachievement among higher attaining pupils in the mixed age range classes in Key Stage 2. Overall in science, progress is unsatisfactory through the school, partly as a result of the way in which the curriculum has been organised, and partly because there are some limitations in the teachers' knowledge of the subject.
8. In information technology, standards at the end of both key stages meet national expectations, whilst in religious education, the pupils reach standards that are in line with the expectations of the Staffordshire Agreed Syllabus at the end of both key stages. In literacy and numeracy in most of their subjects, the pupils reach standards that are in line with the national expectation by the end of both key stages.
9. Overall, the pupils enter the school with average attainments and leave it with attainments that are broadly average. Their progress through the school is satisfactory, although this conceals some progress that is better and some that is not so good. The pupils make satisfactory progress in English, information technology, history, music and religious education. Their progress in art is good throughout the school, and in mathematics, it is good in Key Stage 1. No secure judgements on progress could be made in geography, in physical education and in design and technology, because very few lessons in these subjects were taught, and could be observed, during the period of the inspection. Progress in lessons observed was good or better in nearly half the lessons seen. Teaching that is well-targeted to meet the needs of pupils in the class, where teachers change activities frequently to sustain interest, and explain to pupils what they need to do to improve had the greatest impact on rates of progress at all levels in the school.
10. Pupils with special educational needs make good progress in relation to their prior attainments. They are identified early in Key Stage 1, where they are well supported, and in Key Stage 2, the organisation for them in the classroom and well focussed additional teaching enables them to make good progress in attaining the targets on their individual educational plans. These are well structured and regularly reviewed. Average attaining pupils make good progress where teachers scan the class regularly, and make sure these pupils are receiving the help they need, and are applying themselves to meaningful tasks. Higher attaining pupils make good progress where they are set challenging tasks, as they are in English.

16. **Attitudes, behaviour and personal development**

11. The pupils' attitudes are good overall. They generally have positive attitudes to learning throughout the school; the under-fives are particularly enthusiastic and eager to participate, and there are some examples of very good attitudes in Key Stage 1 classes. The older pupils concentrate well when the teaching strategies engage their interest. A very few older boys are sometimes disruptive, but this rarely spreads to other pupils. At every stage, the pupils work amicably and co-operatively together, regardless of ability or gender. When they are encouraged to work independently, the pupils respond well. All these features result in a purposeful learning environment that enhances the quality of education at the school.
12. Behaviour in and around the school is good, and sometimes very good, notably in the Reception class. Behaviour is well managed and generally consistent throughout the school; non-teaching staff have been trained in the school's behaviour policy but, on occasions, there are some negative interventions at lunch time, which are not consistent with the policy. The school's rules emphasise self-discipline, self-respect and consideration for others and are regularly discussed with the pupils. Parents are made aware of the school's expectations for acceptable behaviour as soon as they join the school and are asked to sign the Home-School-Child Agreement. There have been no exclusions from the school in the period under review.
13. Relationships in the school are very good: this applies to those between pupils and their teachers, and between pupils. The high quality of the relationships and the good behaviour in the school have positive effects upon the quality of learning and the standards achieved. The pupils are extremely courteous and trustworthy and show respect for their teachers, helpers and visitors to the school, as well as for each other and for school property.
14. The pupils' personal development is good. Where they are given the opportunity to work collaboratively, they do so amicably and constructively. They take seriously any tasks they are given to do in the day-to-day running of the school, such as collecting registers and sitting in the entrance hall during lunch breaks to answer the telephone. Their approach to the work of the school council is mature.
15. This represents an improvement in the attitudes, behaviour and relationships in Key Stage 1, since the last OFSTED inspection, and sustains the good judgement in Key Stage 2.

21. **Attendance**

16. Attendance is broadly in line with the national average, although the level of attendance has fallen since the last inspection and is now slightly below the national average for primary schools. The decline has been caused by families taking their holidays in term time: no other factors are involved. The school sets out very clearly its expectations for attendance and keeps parents informed of the legal requirements. There were no unauthorised absences at all in the year prior to the inspection.
17. The pupils arrive punctually for school and lessons begin on time throughout the day. Registers are correctly maintained and monitored. There is no significant difference in the patterns of attendance among groups of pupils, including those with special educational needs.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

18. The quality of teaching is satisfactory overall, and this represents an improvement since the last inspection, when one third of the teaching in Key Stage 1 was unsatisfactory. No unsatisfactory teaching was observed during this inspection, and it was good or better in nearly half of the lessons seen. Some 15 per cent of lessons were of very good or outstanding quality. The outstanding lessons, and most of the

very good teaching, were all in the under-fives, but there was also a very good lesson in English in Year 1. Teaching is good throughout the school in art, leading to good standards, and in Key Stage 1 in English and mathematics. There are examples of good teaching in all subjects.

19. Overall, teaching is very good in the under-fives, good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of pupils who are under five years old shows a very good understanding of the learning needs of young children. Teachers have high expectations of the children's behaviour and attainments, and they manage the children very well. They plan interesting lessons very effectively and satisfactorily to include a mixture of class tuition and small group or individual tasks. The teacher and nursery nurses organise effective lessons in the Nursery and in the Reception class, and make good use of all opportunities for learning. Support staff and students are deployed well to help with activities and the children are closely observed so that they are regularly assessed, and their progress is carefully monitored.
20. In Key Stage 1 and Key Stage 2, teachers have satisfactory knowledge of the subjects they teach. The involvement of a peripatetic music support teacher for one afternoon each week provides opportunities for additional specialist input. There is only limited specialist expertise in the teaching of science and in design and technology, and this adversely affects the pupils' progress in these subjects. All lessons are satisfactorily organised, fully involving classroom assistants, so that the pupils receive support when they divide into groups; for example, in a Year 1 English lesson, the teacher worked with the pupils with special educational needs, while the classroom assistant focused the attention of lower attainers on the sentences they wrote, so that they made good progress.
21. It is mainly in the planning of lessons that the difference between satisfactory and good teaching is seen. Though long- and medium-term plans show clear progression from year to year, pupils from different years in the same class in Key Stage 2 are sometimes set the same tasks. Daily planning is generally well matched to the scheme of work but does not always provide well for the different interests, abilities, and ages and levels of maturity in mixed age classes. This is particularly true in mathematics and science, where little allowance is made for the different year groups. Lesson plans in science do not always cater for higher attaining pupils. The planning in most lessons does show some good features: learning objectives are usually shared with older pupils at the start of lessons. Nevertheless, whereas, overall, the teachers' expectations of the pupils are good in Key Stage 1, they are satisfactory in Key Stage 2 classes. In Key Stage 2, the challenging behaviour of a few older boys sometimes diminishes the positive tone of lessons, though the majority of pupils are managed well. The management of pupils is very good in Key Stage 1: in an information technology lesson in Year 1, for example, the very good relationships meant that there were no problems with discipline, and this is a feature of lessons at this stage.
22. The teachers usually use resources well to stimulate the pupils' interests, and keep up a good pace, and only very occasionally does the lesson timing become out of balance: for example, with too long an introduction. Parents are satisfied with the work their children are asked to do at home. Teachers correct work conscientiously and, in some cases, useful comments are added to help pupils improve, though this is by no means universal, and the marking is more encouraging than diagnostic in most classes. As a result, although teachers talk to their pupils about the work they have done, and tell them what they must do to improve, the written marking is not always playing its full part in moving the learning forward. Teachers are less inclined to use the information they have to inform their teaching and the discontinuity in staffing has meant that some insufficiently detailed records have resulted in teachers having to spend time assessing what the pupils can or cannot do.
23. Pupils with special educational needs are generally well-supported, both in class and on the rare occasions when they are withdrawn for extra tuition. Teachers are careful to ensure that tasks set are suited to their individual needs, and they often adapt worksheets and vocabulary. Classroom assistants and special needs assistants for those pupils with special educational needs are suitably qualified and very experienced in their knowledge and understanding of how to support the learning of these children.

However, in some whole-class situations, pupils with special educational needs and those who are higher attainers, are given exactly the same lesson as the majority. Teachers always try to support or challenge with questioning, and this usually ensures that they make satisfactory progress. Generally, however, where work does not take account of the learning needs of all groups, the progress of the pupils with special needs, and of higher attaining pupils is better than the progress of those in the middle ability range.

24. The quality of literacy teaching is satisfactory overall: it is good in Key Stage 1 and satisfactory in Key Stage 2. Lessons are planned well within the framework of the National Literacy Strategy, and the teachers explain clearly so that all pupils know what it is they are expected to learn. They organise the class into groups well, and the work set for each group is effectively matched to their ability, so that pupils with higher attainments can extend their knowledge in literacy. Teachers use plenary sessions satisfactorily to review what pupils have learnt and to show what they will be learning next. Writing skills are developed well in history.
25. The quality of numeracy teaching is also satisfactory overall, but good in Key Stage 1. This is an improvement on the findings of the previous inspection report. Well-organised sessions are punctuated by probing questioning, adequate thinking time and activities that are chosen well to ensure the participation of all. A brisk pace and good relationships ensure that the ethos for learning is positive. The absence of review and ongoing comment in the records of some pupils has resulted in a strong emphasis on consolidation, particularly in Year 2, where there has been a change of teacher this term. This is clearly appropriate, given a different teacher and the approaching end of key stage tests, but it is slowing progress. In Key Stage 2 lessons, teaching is satisfactory, and there are examples of good teaching. However, the recording of the pupils' attainments and progress throughout both key stages is only just satisfactory, being insufficiently detailed to be of real use in future planning.

31. **The curriculum and assessment**

26. The curriculum is very good for the under-fives, and sound at Key Stages 1 and 2. As at the time of the last inspection, the school provided for its pupils a suitable curriculum that meets statutory requirements. The curriculum for under-fives provides a broad and rich experience for these children, extending beyond the basic requirements of the nationally required Desirable Learning Outcomes. There is strong emphasis on literacy, numeracy and information technology for all pupils in the school from the age of five onwards, and all the subjects of the National Curriculum are provided for. The curriculum also includes religious education at both key stages, circle time for pupils in Key Stage 1, and personal and social education for pupils in Key Stage 2. The programme is suitably balanced and broad, with only minor limitations in the provision for design and technology in Key Stage 2. The length of the school day exceeds that expected, and time is generally well used. Short blocks of time are used to broaden the curriculum further. At different times of the year, the curriculum includes time for school celebrations and festivals, book weeks and other educational and industrial initiatives.
27. The development of learning is well catered for in the school's planning. All subjects have satisfactory policy statements and there are very detailed schemes of work for English, mathematics and science. Considerable hard work and effort by co-ordinators have resulted in sound planning for the curriculum in the medium and longer term. The headteacher monitors these plans half-termly. The teachers' daily planning is generally well matched to the schemes of work but does not always provide well for the different interests, abilities, ages and levels of maturity in mixed age classes.
28. The educational experiences planned for children under the age of five build very effectively on their previous learning. The Key Stage 1 curriculum provides appropriate continuity and progression in learning. As a result of good partnerships with the school to which children transfer at the end of Key Stage 2, they are well prepared for their next stage of education. A project begun in science in Years 5 and 6, for example, is completed in Year 7 at secondary school.

29. The detailed plans of work for individual subjects provide full coverage of the National Curriculum in most subjects. The requirements for health, sex and drugs education are satisfactorily met through work in science and personal and social education. In mixed age classes, pupils cover topics on a two year rotation. The many, relevant, cross-curricular links reinforce the pupils' understanding and knowledge across the curriculum. All pupils, including those with special educational needs, have good access to the curriculum; if they have short periods of withdrawal, teachers carefully monitor this, they ensure that the pupils do not miss important inputs and that their entitlement to the full curriculum is safeguarded. No pupil is disapplied from the curriculum. Pupils have equal opportunities in sport and other extra-curricular activities. Any weaknesses in planning for the curriculum lie at the short-term level, and the medium- and long-term planning are sound.
30. The school uses homework effectively to develop and extend learning. Plans and practice show that even the youngest children take their reading diaries home, and the amount and complexity of homework develop as the pupils progress through the school.
31. There is a clear, comprehensive policy for pupils with special educational needs, sound systems have been set up in response to the Code of Practice, and these meet statutory requirements. Most support is in class, in line with the school's belief in social inclusion. The co-ordinator for special needs has trained learning support assistants in the drawing-up of well thought-out individual education plans.
32. The range of extra-curricular activities, which includes music and sport, is good, as is the number of pupils who participate. Pupils have opportunities to learn to play recorders and sing in the choir in school and at public events. All teachers are involved in these activities, and the take-up by pupils is good. A variety of sports activities includes short tennis, gymnastics and dance for pupils in Key Stage 1, and football and dance in Key Stage 2. There are also various Christian clubs which pupils can join and a sewing club for pupils in Key Stage 2.
33. Procedures for assessment are satisfactory. There is an appropriate policy for the assessment of the pupils' needs. Baseline assessments in the early years now provide a benchmark from which the pupils' progress through the school will be measured. The pupils' attainments and progress are measured in end-of-topic tests and end-of-year National Curriculum tests and assessments, including the optional assessments at the end of Years 3, 4 and 5. The pupils' self-assessment is being successfully introduced into some subjects, such as information technology. Regular oral assessments are carried out, but the results were not recorded on a daily or weekly basis until recently.
34. The procedures for identifying pupils with special educational needs are good and involve careful observation and testing. The schools' special needs co-ordinator collaborates effectively with teachers to produce relevant individual education plans for pupils on Stage 2 and above of the Code of Practice. Procedures for reviewing their progress are appropriate and fully meet requirements. Individual education plans are reviewed regularly, and particularly in good time for the transfer of records to secondary schools.
35. Overall, the data gathered through assessment is satisfactorily used to make changes to the long- and medium-term plans for the curriculum. The school's response to the poor mathematics results in the 1998 Key Stage 2 National Curriculum tests was to put the senior teacher in charge of mathematics. Assessment is now used appropriately to set targets for pupils in English, mathematics and personal and social education. The small size of the school means that a great deal of information is held informally, and there have been some weaknesses in recording. This resulted in problems when long-term sickness and discontinuities in staffing occurred earlier in the autumn term, and the school is now handling its recording procedures much more effectively. Evidence of planning to meet the different levels of ability in the class were noted in the teachers' planning but varies considerably in practice.

41. **Pupils' spiritual, moral, social and cultural development**

36. The previous inspection report judged this aspect of the school's work as very good. It is now good overall. Provision for moral development is still very good, spiritual and social development are good, and cultural development is satisfactory. The school successfully promotes the spiritual, moral, social and cultural development of pupils through several subjects of the curriculum, including religious education and the good programme for personal and social education, reflecting the school's aims of turning out 'rounded individuals'.
37. Provision for spiritual development is good. The written policy gives very clear objectives with suggestions for teaching and learning methods, and this is consistently implemented throughout the school. Pupils are given some opportunities for discussion during lessons and are encouraged to talk about their personal thoughts and feelings in circle time and personal and social education lessons. Further good opportunities are provided in the extra-curricular activities of music and dance. Religious education makes a good contribution, as do the daily acts of collective worship which are broadly Christian over time, but also take account of festivals in other major religions. This is in keeping with the school's Mission Statement which states that 'we want people to be sensitive to the needs and feelings of others'. Pupils are less confident in expressing their understanding of other religions and festivals, but most acknowledge the need to know and understand the beliefs and customs of others in order to establish peaceful and harmonious relationships and eliminate wars and racism. Opportunities for personal expression are, however, limited in art and drama in some classes.
38. Provision for moral development is also very good. Pupils are taught right from wrong from their earliest years in the school. Rules for the school are negotiated with pupils every year, and each class decides upon and signs a charter. The work in the Single Regeneration Budget, this year focusing on raising self-esteem among pupils, is proving to be an effective system for maintaining good behaviour and social skills. Merit certificates recognise individual achievements and careful records are kept so that all pupils are included. Midday supervisors select 'pupils of the day' and a 'class of the week', and these are also recognised during assemblies. Adults in the school provide very good role models for the pupils.
39. Social development is good. The useful policy for environmental education makes clear to the pupils their wider responsibility for conservation. The quality of relationships throughout the school is generally good, although there are rare occasions when a very few pupils show less than respect for their teachers. The current school council gives a good opportunity for pupils to take responsibility and all pupils are keen to serve their term and take their opportunity to be part of decision-making. The current school council is very proud of their achievement in promoting the zoning of the playground so that the available space is shared equitably. It was also instrumental in gaining the services of a play supervisor. Social awareness is raised through the pupils' efforts in gathering money for a variety of charities at home and abroad; for example, the Kosovo Appeal, UNICEF and the selling of harvest offerings to provide a donation to the local Rainbow Hospice. Pupils sing for the local senior citizens and invite them in for school productions and to be oral witnesses in local history work. Social development is also promoted in the annual residential journey made by Years 5 and 6, when the school combines with other small establishments to visit the Staffordshire Outdoor Education Centre at Standon Bowers.
40. Provision for cultural development is satisfactory. Through the texts used in the literacy hour, pupils gain a broad reading experience of literature from many cultures, including their own. They listen attentively to music from around the world, and are encouraged to express their reactions. They learn about their own history and environment in the many visits made outside the school; for example, to the Washlands and to museums and places of historical interest connected with topics. The written policy for multicultural education is good, but not all staff consistently take opportunities to plan for and develop understanding of a range of cultures in their teaching. Pupils have limited opportunities to study and imitate the works of famous artists or musicians, either European or non-European, although some work has been done on Van Gogh and Paul Klee. Little study is made of the contribution of other cultures to subjects such as science, mathematics and design and technology.

46. **Support, guidance and pupils' welfare**

41. The school's pastoral care of its pupils is very good, and this represents an improvement since the last inspection when it was judged to be good. Relationships between the teachers and the pupils are very positive and effectively promote the pupils' well-being and self-confidence. The school fulfils its mission as a Christian foundation and family, to provide a happy, pleasant and stimulating environment in which the contribution of each individual is valued.
42. The monitoring and promoting of discipline and good behaviour are very well managed, and the school is an orderly community in which the pupils are extremely courteous and thoughtful of others. No bullying or aggressive behaviour was observed in classes or the playground during the inspection, and parents report that in the very few cases where it has been a problem, the school has acted promptly and very well.
43. The monitoring of the pupils' progress and personal development is very good. There is a strong emphasis on the pupils' personal and social development, which is closely monitored and fostered. Termly targets for improvement are agreed with every pupil. The teachers know the pupils well and specialist agencies are involved very effectively. The pupils are encouraged to participate in the wider life of the school including the school council whose meetings the pupils organise and minute themselves. They contribute to the school rules. A programme of personal, social and health education is offered within the curriculum. This includes sex education and smoking, drugs and alcohol awareness, nutrition, hygiene and road safety.
44. The procedures for monitoring the pupils' academic progress are now very thorough, and include termly targets for literacy and numeracy for every pupil, which are discussed with parents, who speak positively about the usefulness of the parents' evenings that are held each term. The annual reports to parents are clear and informative, as are the individual education plans for pupils with special educational needs.
51. The school has good procedures for promoting good attendance, and takes every opportunity to explain to parents the importance of ensuring that their children are at school. As a result, there is no unauthorised absence. However, the procedures have not been effective in reducing the levels of authorised absence, mainly due to family holidays, taken in term time. The school is implementing further procedures.
45. Arrangements for child protection, health and safety are very good. The school has a comprehensive health and safety policy, which is monitored by the headteacher and the designated governor. An annual health and safety audit report is submitted to the county. Good procedures for child protection are in place, and all staff have received training in identification and action in this area. The arrangements for fire drills and for the safekeeping of medicines meet requirements.

52. **Partnership with parents and the community**

46. The school has continued to maintain its strong links with parents and the local community which were commended in the last inspection report. The partnership with parents and the community is very good.
47. The quality of information for parents is very good. Parents are kept very well informed about the academic progress of their children. They receive a formal annual report of good quality of their child's progress in all curriculum areas as well as personal and social development, and they are invited to the parents' evenings every term. They are involved in setting targets for improvement for their child. Open evenings are held on curriculum issues, such as the literacy and numeracy hours, and these are very well attended. The school prospectus, the regular newsletters and the governors' annual report to parents are comprehensive and informative.

48. Parents are very involved in their children's learning. There is an open door policy. Parents are made to feel welcome and are encouraged to contribute to the school community. A training course is available for parents who wish to help in the classroom, and this has been well attended. Two members of the local sheltered housing regularly visit to hear children read. Parents also contribute to the life of the school as members of the Friends of Holy Trinity, and they raise money to improve the school environment and enhance the learning resources.
49. Parents are urged to support their children's homework, particularly reading, and the response of most parents is good. The home-school diaries are used well, on the whole, and some particularly good evidence of home-school communication was seen in the diaries in the Reception class. The parents of pupils with special educational needs are kept fully informed of the action taken to support their children and of their progress. All take up the invitation to attend reviews of individual education plans and are generally appreciative of the school's provision.
50. The school's links with the local community are very good. There are strong links with the local church, and the children celebrate the Christian Festivals at church. The vicar regularly leads assemblies. The choir and dance group participate in festivals and community events in the town. Local businesses support the school with resources. Representatives from the local police, fire brigade and the road safety officer visit to talk to the pupils on safety issues as part of the Personal and Health Education programme. There is good liaison between the Nursery and new parents. There are supportive and friendly links with secondary schools to ensure smooth transitions.

57.

57. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

57. **Leadership and management**

51. The leadership and management of the school are good overall. The headteacher sets the spiritual tone for the school and provides very good management, in which a perceptive understanding of the needs of staff, pupils and parents is supported by well thought-out systems.
52. Co-ordinators are enthusiastic, and there are particular strengths in the leadership of art, information technology and special educational needs. The load the headteacher and the senior teacher currently carry in terms of subject leadership is commendable as a temporary measure but, coupled with their teaching commitments, it is too great to give adequate time to monitoring and supporting teaching and curriculum development in the long term. The good response to the key issue on weaknesses in Key Stage 1 shows how all teachers with management responsibilities have risen to the challenge and improved provision. The co-ordinator for special needs is able and very experienced with a very good understanding of the needs and abilities of the pupils in her care. She manages provision very well, providing support and guidance for teachers and classroom assistants. The designated governor for special educational needs is kept fully informed and liaises regularly with the co-ordinator. The provision is monitored effectively.
53. The work relating to the Single Regeneration Budget is managed well. The headteacher's initiative in arguing for the school's inclusion in the project has resulted in good levels of support for some underachieving pupils. There is good communication with the external project directors, and with the learning support assistants in the school, resulting in good improvements in the pupils' basic skills.
54. The governing body brings a wealth of expertise to the school and is also very supportive. Committees are well-organised and individual responsibilities, such as for literacy or special needs, are allocated well. Minutes show that meetings are effective. Governors are well informed, and they have begun to develop a sound focus on the importance of raising and maintaining standards. All statutory requirements are met.

55. The school development plan is a detailed and achievable document. It is appropriately constructed, in consultation with staff and governors, and identifies the needs of the school clearly. The school is also a member of local partnership schools, and contributes effectively to development planning in this context. The school's response to the last inspection was good: substantial improvements in teaching quality and the provision in Key Stage 1 have been made as a result. Overall, the school has a satisfactory capacity to improve still further. Working relationships are good and the school is popular with both parents and pupils. The school meets its aims very well, and its ethos is very strong.

62. **Staffing, accommodation and learning resources**

56. At the time of the last inspection, the school was fully staffed with experienced, permanent teachers. In the last few months, the school has had to make a number of new appointments and to reallocate responsibilities in response to a significant number of unforeseen departures or long-term illnesses. After years of stability, three of the six teachers were new to the school in September. Temporarily, the school does not have its full complement of teachers, and the headteacher is taking a class for half of the week. All staff are appropriately qualified to teach in primary schools. Several teachers have responsibilities for areas of the curriculum for which they have no specialist qualifications, though all have undertaken satisfactory in-service training to equip them for their roles. In the cases of science and design and technology, some weaknesses in staff knowledge of the subjects has a direct impact on the progress the pupils make. There is now a good mix of experienced and new teachers. Teachers and pupils benefit significantly from the work of well qualified and experienced support staff. The co-ordinator for special educational needs, class teachers and classroom support assistants are well-informed and experienced. They all make very valuable contributions to the teaching and learning of pupils with special educational needs.

57. Arrangements for the induction of staff new to the school are satisfactory, and the newly qualified teacher is well supported. A satisfactory system of appraisal is regarded as beneficial to both management and staff, and is in place. All teaching staff were appraised in the last academic year. Arrangements for the professional development of staff are satisfactory. Training is programmed to match the teachers' individual needs and the agreed areas of school development. The school acknowledges the need to plan for further training to extend the teachers' subject expertise and to support them in the confident delivery of areas of the curriculum, such as science and design and technology.

58. The accommodation is much improved since the last inspection, and is now satisfactory overall. It is adequate in terms of size for the number on roll and the requirements of most areas of the curriculum. It offers outside play areas but no sports field of its own. The school overcomes this problem by using local private facilities for games and public facilities for swimming. However, the playing field, which is liable to flooding, is across a busy main road and through a construction site. The small size of the school hall imposes limitations on the standards that can be achieved in physical education with large classes in Key Stage 2. Some classrooms are small and this limits movement around the room and the sharing of resources which is particularly disadvantageous in practical lessons such as art and design and technology. The school has relocated the library to a bright central area that serves the school well. The school is clean and well maintained.

59. There is a good range of suitable resources in the school to meet the demands of the National Curriculum and religious education. The number of textbooks is good, as is the range of software to support the use of information technology as a learning tool. All subjects are well resourced for the present curriculum. The library contains a good number of books, but despite some rigorous pruning by the school, a number of the non-fiction books are old. There are few modern books, for example, on technology. Resources for pupils with special educational needs are good, and reading texts for older pupils are appropriate to their age and experience. Good use is made of the local environment to support topic work and field trips.

66. **The efficiency of the school**

60. The efficiency of the school is good overall. The headteacher and the chair of the finance committee have a good understanding of the financial situation, and overall planning is undertaken well, with attention to detail and the educational priorities identified in the school development plan. The governors' finance sub-committee meets at least once a term and monitors the financial situation. The chair of finance regularly liaises with the headteacher and all members of the subcommittee receive termly printouts of the finances. As a result of these structures, the governing body has a good grasp of the financial situation of the school. An efficient school secretary ably assists the headteacher, the school's daily administration works well and finances are administered well. The internal system ensures that the school runs smoothly and that money is handled securely. There are good channels of communication within the school, between school and governors, and between school and parents.
61. A comprehensive school development plan is in place, identifying objectives, cost implications and criteria for success. The school is careful to ensure that value for money is obtained when making major purchases or repairs, by obtaining several quotations, and choosing the one that best balances quality and cost effectiveness. The deployment of teaching and other staff is satisfactory, with all having a clear idea of their responsibilities.
62. Occasionally, in some classes, support staff are not deployed efficiently, spending long sessions inactive during introductions to lessons. Good use is made of resources and accommodation to maintain and raise standards of attainment. Particularly effective use is made of part of the new library area as a space for pupils to receive extra support during withdrawal from lessons when they have special educational needs, or as part of the Single Regeneration Budget project.
63. Funding for pupils with special educational needs, along with extra grants from the Single Regeneration Budget and the Additional Literacy Strategy, are used efficiently. A surplus has been allowed to grow to help fund a number of special projects, such as re-siting the school office, resources for numeracy and literacy hours, a new nursery admission policy and the provision of a computer suite with new hardware. This is accepted as prudent in these exceptional circumstances.
64. Income and expenditure are around the national average. Taking into account broadly average standards of attainment on entry, the pupils' satisfactory progress, the satisfactory quality of teaching, the good extra-curricular provision, the good leadership, the school's very good ethos and its efficiency in handling finances, the school gives sound value for money.

71. **PART B: CURRICULUM AREAS AND SUBJECTS**

71. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

65. Since the last inspection, the standards of achievement for children under five have continued to rise. The educational provision for children under five, in the Nursery and in the Reception class, is now very good. The majority of the children achieve the Desirable Learning Outcomes in all areas of experience, and many achieve well above average standards. Most children, including those with special educational needs, make very good progress.
66. Caring, vigilant staff help the children to acquire good social skills and to develop a sense of right and wrong. Personal and social skills are given a high priority and, as a result, the children behave well. They respond confidently to adults and show sensitivity to each other. They are learning to become independent when dressing, for example, for physical education. The good ratio of adults to children helps create a purposeful atmosphere that encourages them to concentrate and persevere with their tasks.
67. Children are developing very good skills and understanding in language and literacy, and attainments by the age of five are well above the expectation for the Desirable Outcomes. They are familiar with nursery rhymes and use appropriate words to talk about their experiences or describe what they see on the cover of a book. They listen very well to stories and enjoy reading books. Many are beginning to understand the text by making appropriate connections between words and pictures. Higher attainers read fluently and demonstrate basic phonic understanding. All children have good letter recognition and form letters well. Higher attainers can compose sentences using key words.
68. The children's mathematical understanding is good, and above expectation for the Desirable Learning Outcome. They have a good understanding of number and all children can count to ten. Higher attainers recognise numbers to 100. They have a good understanding of mathematical vocabulary and recognise phrases such as 'counting on' and 'counting backwards', 'more/ less' 'altogether', as well as 'adding' and 'taking away'. Most children talk about shape and size with confidence and understanding.
69. Children are beginning to develop a very good understanding of the world about them. In a lesson in which they watched the teacher making jelly, they showed good skills of observation, using their senses of sight, smell, taste and touch. One pupil identified the shop from which the ingredients were purchased by recognising the carrier bag. They predicted what changes would take place when milk was added, and recognised the effect it had on the final texture of the jelly when it set. Evidence from written work indicates that children have a good knowledge of people, places and special events in the present and past.
70. In the physical area of learning, the children are developing very good body control, and this was seen in a lesson in the Reception class when children balanced confidently on different parts of the body, such as one hand and one foot, their bottom, or their knees. They mirrored the teacher's actions very well and showed very good body tension and stretching. They recognised the sign of vigorous activity as 'a bumpy heart' and knew why it was necessary to engage in strenuous activity. The outside play area and resources enable children to develop their confidence in climbing, running and playing with a variety of equipment.
71. By the age of five, the children's creative abilities are well above the standards considered desirable for their age. They enjoy and attain very well in a range of creative activities including music, painting, working with malleable materials and model making. They work boldly and confidently using a good range of materials and techniques. Attractive displays reflect a broad range of activity and help to stimulate further learning. In a music lesson, children showed a good sense of pulse, stopping at rests. Their singing was tuneful and rhythmic. Children use construction materials well to explore how things fit together.

72. The very good progress that children make is attributable to their own very good attitudes and to much very good teaching. Children are very well motivated to learn. When reading a book or watching the teacher carry out a demonstration, children were heard to say in an excited voice on more than one occasion 'let's find out'.
73. Good teaching in mathematics is underpinned by the very strong and warm relationships between adults and children which quickly develop the children's confidence and security. This represents an improvement on the good teaching recorded at the time of the last inspection. Teachers know children very well as a result of the regular assessment and recording of attainments and progress. This is very well used as a basis for very good planning which builds appropriately on their prior attainment. Lessons contain an interesting variety of tasks and often use the contribution of other adults such as the local policeman. The staff of the Nursery and Reception class form a very strong team, which creates stimulating environments in which children thrive and attain very well.

80. **ENGLISH, MATHEMATICS AND SCIENCE**

English

74. Standards in English were in line with the national expectation at the time of the last inspection, and these standards have been maintained.
75. Children enter the school with attainments in language and literacy that are broadly average. In the 1999 Key Stage 1 tests for seven-year-olds, the pupils' attainments are in line with the national average in reading and writing, but below that for similar schools. The reading results are an improvement on the 1998 results, where the pupils' performance is well below the national average, but the results in writing show a drop. However, the numbers in some year groups are small, and there is some variation in attainments from year-to-year. There is no significant difference between the results of girls and those of boys in reading, but the boys tend to do better than the girls in writing. At the end of Key Stage 2, the 1999 National Test results in English are significant improvements on the 1998 results, and they are above the national average, with 81 per cent of pupils attaining Level 4 and above and 31 per cent achieving Level 5. This is above the national average. Over the four years from 1996, the performance of boys and girls is above the national average in English.
76. In work seen, attainments overall are in line with national expectations at the end of both key stages. By the end of Key Stage 1, most pupils are confident speakers, attentive listeners, and reach standards above the national expectation. This is an improvement since the previous inspection. Reading and writing standards are in line with expectations, but a significant minority writes at higher levels. The majority writes accurately, setting work out well, and higher attaining pupils use interesting vocabulary. A minority of lower attaining pupils still has difficulties with spelling, punctuation and handwriting. At the end of Key Stage 2, standards of reading and writing are in line with expectations, and speaking and listening are still above national expectations. The pupils speak fluently when discussing their reading choices, describe incidents from the books they have read, and a minority of higher attaining pupils shows good skills in suggesting words to be used in a story about a mysterious house. Lower attaining pupils, and those with special educational needs, reach good standards relative to their prior attainments, supported by the Single Regeneration Budget initiative in the case of the former, and the efforts of classroom assistants and class teachers to work intensively with the latter.
77. Standards of literacy across the curriculum are in line with expectation. Pupils use information technology to support their literacy skills, planning and drafting their work, as they develop their word-processing skills. In several subjects, they develop satisfactory technical vocabulary: in mathematics, religious education and music, for example, where pupils explored the meaning of texture in a musical score. Key words are prominently displayed in a number of classrooms, and good use is made of display

space to encourage the pupils to refer to words that are regularly used so that they learn to spell them correctly. Research skills are taught in the newly created library, and the pupils' reading is further encouraged by boxes of reading books in each classroom. The texts are varied, bright, colourful and interesting, covering the full range of the pupils' reading abilities. Writing skills across the curriculum are in line with expectation, and the pupils reach good standards in the accuracy of their work. Imaginative and creative work is more limited. There is a strong literacy focus in the displays of the pupils' work in classrooms and around the school, and every effort is made to present the work attractively, and to show pupils what is wanted by putting work on display.

78. Progress is satisfactory in English overall. A significant proportion of lessons shows the pupils making good progress, particularly where the work set is closely targeted to the needs of the different ability groups in the class. Where teachers set open-ended tasks and expect responses at a variety of levels, progress is less good, since it is easy for some pupils to work at a level that is comfortable for them. Higher attaining pupils respond well when they are given the freedom to write at length; lower attaining pupils make good progress when they are supported by class teachers or classroom assistants and pupils with special needs make similarly good progress. It is the pupils in the middle range of ability, who often get on quietly, and who are not always challenged sufficiently to enable them to reach their full potential. There are no significant differences between the progress of boys and that of girls.
79. The pupils' response to English is good, and this has a positive effect on their progress. Their attitudes are very good: they arrive at lessons prepared to work hard, they take note of what their teachers tell them, and try hard to improve. They take pride in their work, and lay out their written work with care. Behaviour is good overall; this is particularly evident in the Key Stage 1 lessons, and represents a significant improvement on the previous inspection. Year 1 pupils worked in groups during the literacy hour, and maintained outstandingly high levels of concentration for the full lesson, they got down to work very quickly, and remained on task. There were some groans of disappointment when the teacher told them it was time to stop. Pupils in Year 2 consistently have very good attitudes to their work in English. In Key Stage 2, the behaviour of a small minority of boys sometimes disrupts lessons, but the majority of pupils concentrate on their own work and refuse to be put off by this. Some examples of very good response were observed in Years 3 and 4. The pupils' personal development is good: they are interested in new stories and poems, and most concentrate well.
80. The overall quality of teaching has improved since the previous inspection, and it is now satisfactory. It is good in Key Stage 1 and sound in Key Stage 2, but an example of very good teaching was seen in Year 1, and there was some good teaching in Year 2 and Year 3. Teachers know their subject, and teach with enthusiasm. They know their pupils well. The majority of lessons are well planned to meet the needs of the pupils in the class but in a minority of Key Stage 2 lessons, the pupils are not fully challenged, and work at a comfortable pace. In this sense, the expectations of teachers in a minority of lessons are not high enough. However, these are exceptions and most lessons are well organised so that the pupils make sound progress. Where teachers scan the class frequently and use short, timed targets, the pupils' good response means that progress increases, as it did in a Year 3 lesson where pupils worked on rhyming and non-rhyming poetry, identifying alliteration and phonemes. Books and other resources are used well: a good example was seen in a Year 2 lesson where the teacher punctuated the television programme by asking the pupils questions about what they thought would happen next, and the programme became a teaching tool, rather than dominating the entire lesson.
81. For the vast majority of the time, teachers have very good relationships with pupils and manage them well, although the recent discontinuity in staffing has meant that, occasionally, some teachers are still building solid foundations and establishing routines with their classes. Day-to-day assessment is satisfactory overall. Teachers use a good range of questions during lessons, but less frequently do they use summaries at the ends of lessons to test the pupils' understanding, so that there are few instances in their records of work being re-planned to take account of what has or has not been learned. Homework is regularly set and makes good contributions to extending the pupils' knowledge and understanding.

82. The curriculum is good: broad and balanced, and there are satisfactory opportunities for all to attain high standards. The scheme of work sets out clear programmes for each year group, but these are not always translated into the classroom, so that the progression, which is clear in the planning, is less evident in some Key Stage 2 lessons. Procedures for assessment are good. The headteacher, as co-ordinator of the subject, leads well, but carries a series of subject responsibilities, and has only limited time to devote to the subject. The hard working team of committed teachers works together to raise standards and to improve provision, and English makes good contributions to the pupils' spiritual, moral, social and cultural development. They reflect upon the meaning of poetry and write their own poems, and they discuss moral issues as they arise in stories. Year 2 considered whether Goldilocks should have invited the three bears to have tea at her house, since she had eaten their breakfast, and agreed that this would be fair – though they preferred the traditional ending to the story. Development planning is satisfactory, and monitoring, evaluation and the support and monitoring of teaching and curriculum development have had to remain at a maintenance level, due to the headteacher taking a class during the current staffing difficulties. Teachers and classroom assistants are used well in English; improved accommodation provides quiet areas for learning support assistants to work with small groups to improve specific literacy skills, and the provision for pupils with special educational needs, including those working in the Single Regeneration Budget project, is good. The very good ethos for learning encourages the pupils to learn and make progress.

89.

Mathematics

83. In the national tests, taken at the end of Year 2 in 1999, standards of attainment are above the national average at the end of Key Stage 1, although well below average in the percentage of those achieving the higher levels. Since 1998, results have been close to the national average and there is no significant difference in the attainments of boys and girls. In comparison with other, similar schools, however, attainments are well below the average. In the 1999 tests at the end of Key Stage 2, standards are well below the national average at the expected level and above the national average at the higher levels. Over five years, results have generally been close to the national average, but have declined in the past two years. Girls generally outperform boys and, in comparison with other similar schools, the results in 1999 are very low.

84. In work seen, standards are above expectations at the end of Key Stage 1, but below expectations at the end of Key Stage 2. At the end of Key Stage 1, higher attainers are confident in providing correct answers to exercises on hours and half-hours. They tell the time accurately on watches with no numbers, explaining that 'numbers are always in the same place on a clock'. At the end of the key stage, most pupils count on and back to 100, confidently and competently. Average and above average pupils have no difficulty in identifying and reconciling numbers with symbols to ten and beyond. Those with prior lower attainments use a number-line to help them with simple addition. All pupils demonstrate understanding of months and seasons. Higher attainers identify the month accurately by the number alone, and those with special educational needs and those with prior lower ability, accurately sequence months, with help from the classroom assistant. At the end of Key Stage 2, most pupils keep up with the fast pace in counting on in tens, taking various starting points from two and three digit numbers, but occasionally the pupils find the tasks set undemanding. Overall, the pupils' attainments in number and in shape, space and measure are in line with expectations for this point in the year, but in using and applying mathematics, and in handling data, attainments are below expectations.

85. Pupils with special educational needs and those with prior lower attainments sometimes find the pace of drills a little fast but, given time, generally answer correctly when rounding up and down. They make good use of opportunities to discuss what is happening with their support assistants, and this then enables them to answer every question. At the end of the key stage, most pupils have good and fast recall of multiplication tables, addition and subtraction facts, rounding up to 1000 or more. Average and above average attainers understand and manipulate numbers with four and five digits, confidently and accurately. Average attainers are beginning to articulate their thinking and explain their reasoning. However, a few pupils with lower prior attainments in Year 3 are still unsure that minus means the same

as 'take away', and the younger pupils in both mixed-age classes often find the pace of mental mathematics sessions too fast. Examination of the pupils' past work and work on display shows that pupils seek, identify and repeat patterns with shape. They use standard and non-standard units of measurement in length, distance and time. The use of information technology is developing well, although there is little evidence as yet of the use of information technology in mathematics, when working with tally-charts, graphs and charts. Across the curriculum, this aspect of numeracy is developing well in graph work for pupils to present their findings in science and geography. The school's strategy for developing numeracy is at an early stage, but is having a satisfactory impact at this point.

86. Pupils make good progress overall through Key Stage 1 in most aspects of mathematics, especially the average and above average attainers. Progress in data handling is satisfactory. Pupils with special educational needs and those with prior lower attainments make satisfactory progress, according to their abilities. Progress is slow but satisfactory at the end of the key stage, and much consolidation is taking place. In Key Stage 2, progress is unsatisfactory overall. Progress is at least satisfactory in lessons, and is sometimes good, but the improvement in progress dates from the introduction of the numeracy hour, which has not yet been in place long enough to have a significant impact on standards of long-term progress and on attainments. Most pupils make good gains in estimating how long, in minutes, timed activities will take. They grow in confidence so that they can work out the answers on their own, whatever the given number, in mental mathematics sessions. At the end of the key stage, higher attainers and those with special educational needs, working with support, make good gains in the knowledge, understanding and skills of rounding up to the next thousand. Average attainers and those with prior lower attainments make satisfactory gains in exploring large numbers. Progress is less satisfactory in investigative mathematics, which is largely directed by the teacher, denying pupils the opportunity to develop independent learning skills. Occasionally, pupils make little progress because of inadequate monitoring of behaviour in classes.
87. The pupils' attitudes to work in both key stages are good. Often, they are very good. When given the opportunity, higher attainers work independently and help each other. Quite early in Key Stage 1, they have become accustomed to an unfussy approach, and move to the computer when they are ready, remembering to re-set it for future users, before returning to their books. At the end of the key stage, table monitors distribute resources with very little fuss, and offer to sort and tidy during their lunch-hour. Examination of the pupils' past work shows little difference in the satisfactory volume of work produced by average and above average attainers, with presentation skills above average and very little work unfinished. The discontinuity in teachers Year 2 pupils have experienced this term has resulted in small quantities of work and some unsatisfactory presentation standards, with little working out shown. This has now been rectified.
88. In Key Stage 2, pupils organise themselves well for the whole-class mental mathematics sessions. The Year 3/4 class enjoys the game of guessing how long one minute takes to pass, for example. They are very well-behaved, concentrating hard and there is great competition and excitement in timed activities. Pupils with special educational needs are very pleased with themselves when they give the right answers and are eager thereafter to answer every question. Occasionally, a few pupils are a little anxious at the pace of number drills and are sometimes very noisy moving into groups. At the end of the key stage, pupils are very interested and involved in the challenge to go faster in mental calculations and rote recitations. They are eager to give answers and explanations. At times, a few pupils show disrespect to their teachers, groaning at the thought of repeating a drill or an exercise. These same pupils are very fussy organising themselves for work and work quite slowly, preferring to chat. Most pupils in this lesson, working without direct supervision, did very little and three girls spent the whole session drawing and erasing number lines without moving on to the tasks set. Examination of past work shows very good volume, very little unfinished work and high quality presentation.
89. The quality of teaching is good overall in Key Stage 1 lessons. Sessions are well organised and routines well established. Teachers monitor the responses of pupils carefully and give good feedback with challenging questions leading to good reinforcement. They use number and word flashcards well so that

pupils become confident. They vary questions according to the differing abilities of pupils and make effective use of praise and encouragement. At the end of the key stage, teachers show great enthusiasm, joining in with the children until sure they know what they are doing. They give sufficient time for thinking before asking questions or supplying an answer. They ensure the active participation of all by directing questions and activities to pupils of different levels of attainments, so that all can consolidate and reinforce their learning. The brisk pace, good relationships and enthusiastic approach ensure teachers have no problems with management and discipline. Marking is positive and encouraging but not always evaluative, giving pointers to pupils on how to improve their work. Occasionally, the tasks set are insufficiently demanding for any ability, teachers favouring consolidation to new learning. Planning makes little reference to investigative activities and teachers spend time giving out homework bags instead of allowing children to collect their own. The individual targets set in the pupils' records are rather general and there is no evidence of review or ongoing comment.

90. Teaching in Key Stage 2 lessons is satisfactory overall. Occasionally it is good. Lessons have a brisk pace, and teachers have various useful strategies for maintaining the speed of drills, pointing, punching the air or clapping, for example. They give opportunities for thinking and reminders about presentation. They encourage pupils to explain their strategies for estimating time and tour the classroom well, checking for errors. At the end of the key stage, planning is quite detailed, with tasks adapted to the pupils' individual needs, and key questions for assessing how well pupils have learned. These tasks are often quite challenging for those with prior lower attainments, but not beyond them, with the good classroom support from teachers and special needs assistants. Occasionally, teachers outpace pupils in the mental session and use some over-effusive praise that is not really merited. Teachers sometimes over-direct investigative activities, and classroom assistants take charge of the only resource made available; for example, a sand-timer. At the end of the key stage, planning makes no reference to the mixed year group and occasionally, teachers do not check sufficiently on the progress made by groups who are not being directly supervised. The quality of the teachers' recording of the pupils' attainments and progress throughout both key stages is only just satisfactory, being insufficiently detailed to be of real use in future planning. This has a negative impact on the teachers' expectations, and means that time is not always used satisfactorily. In both key stages, the ethos for learning is good.
91. The curriculum is satisfactory, and adheres closely to the National Numeracy Project, supplemented occasionally by a commercial scheme. Assessment is unsatisfactory overall; although procedures are satisfactory, recording needs a tighter focus in order to make the use of data more effective. The subject's contribution to the pupils' spiritual, moral, social and cultural development is satisfactory, but there are restricted opportunities for discussion, group work, and for pupils to take the initiative or be responsible for their own learning. There is no evidence of the study of the contribution of other cultures to mathematics. The co-ordinator has a good understanding of the role, and has ensured that all staff have completed numeracy training. Resources for mathematics are good, with many of them being made by classroom assistants. The school makes satisfactory use of teachers and resources.
98. **Science**
92. Since the last inspection the school has placed heavy emphasis on the development of the pupils' investigative skills, which were described as underdeveloped, but which are now satisfactory. The 1999 results showed marked improvement on the 1998 figures at the end of Key Stage 1, with teacher assessments showing well above average attainments. At the end of Key Stage 2, test results in 1999 were below those of all schools nationally and well below those of similar schools. These results met the school's targets, reflected the profile of the attainments in the year group, and were a significant improvement on the results in the previous year. The results illustrate the fluctuation of different year groups where such small numbers are concerned. According to the 1998 National Curriculum teacher assessments at seven years of age, pupils attained below the national average of similar schools at Level 2 and well below at Level 3. At the end of Key Stage 2 in 1998, pupils attained well below the national average when compared both to all schools and schools with a similar proportion of pupils taking free school meals. In line with the pattern over the last three years, boys' results were worse than those of

girls' but results must be treated with caution as the sample was so small. Since the last inspection, results in science had shown a trend of improvement until 1998. The dip in results in 1998 was anticipated because of the lower profile of ability of the cohort tested.

93. In work seen, overall attainments in science are just below national expectations by the end of each key stage. Generally, pupils use scientific vocabulary well to describe what they observe. They have good skills of observation, have a satisfactory understanding of fair testing and record the results of experiments accurately. They do, however, have gaps in their knowledge as a result of the way in which the curriculum is organised. Generally, higher attaining pupils, especially those in mixed age classes, are not achieving the standards expected. This is partly because the work set is not always targeted towards the needs of each pupil, so that higher attaining pupils are not fully challenged: they are set the same task as everyone else, and complete the tasks with relative ease.
94. Progress through the school is judged as unsatisfactory overall, in part because of the way the curriculum has been organised. However, progress in lessons is generally satisfactory. The good attention in the curriculum to practical and investigative science supports the pupils' good progress in skills of observation and analysis. In a Year 5/6 lesson, for example, the pupils conducted experiments to explore vibrations coming from sound sources, and passing through a variety of materials. They predicted what the outcomes might be, and then made good progress in refining their predictions and suggesting why they had been wrong. Pupils with special educational needs make good progress as a result of additional help from the teacher or learning support assistants. However, the progress of higher attaining or older pupils in mixed age classes is not always satisfactory in spite of planned progression. There are occasions when their progress is limited by the low expectations of the teacher.
95. Pupils have satisfactory attitudes to learning. Their written work is well organised and neatly presented. They contribute well to discussions. They listen well to the teachers' instructions and carry out experimental work in a sensible manner. They behave well most of the time. Occasionally, when class discussions are over-long, they become fidgety and restless. As a result, progress slows, and the pupils do not learn as much as they could in the time available.
96. The quality of teaching is satisfactory overall at all levels. In one of the four lessons observed, it was good. Good relationships between teachers and pupils and firm class control encourage pupils to sustain concentration. Teachers use questioning well to assess what pupils have understood, and to encourage them to use precise, scientific terminology in their answers. Occasionally, it reveals weaknesses in their own specialist knowledge. Planning is satisfactory, fully meeting the requirements of the National Curriculum. Pupils are required to respond to a common task in different ways. This does not always provide sufficient scope for pupils of different abilities and of different ages in mixed age classes to carry out varied tasks or experiments at the level commensurate with their intelligence and maturity. The teachers' expectations are appropriate and sometimes high for pupils with special educational needs, but not sufficiently high for the highest attaining pupils.
97. The curriculum is now satisfactory for both key stages. Because of the extra support they receive, the provision for pupils with special educational needs is good. Appropriate assessment procedures are in place and there is regular oral assessment and end of topic testing to determine the pupils' attainments and progress. There is little written recording on a daily or weekly basis of what pupils have achieved or evidence of how ongoing assessment is used to inform teaching or to make alterations to the curriculum. The pupils' exercise books are marked regularly but contain few comments that identify the strengths and weaknesses of the pupils' answers or promote deeper thinking.
98. The scheme of work devised by the science co-ordinator, and the purchase of new textbooks, have provided a good basis for the development of science in the school. The school has already planned to review provision for the subject in the forthcoming year. The co-ordinator has provided help and support for colleagues who recognise a lack of specialist expertise in this area of the curriculum.

105. **OTHER SUBJECTS**

105. **Information technology**

99. Standards in information technology are broadly in line with expectations at the end of both key stages. Its use is successfully integrated into most subjects of the curriculum and is developing well. Only two lessons in skills were observed during the inspection and those were in Key Stage 1, and so judgements are based on the examination of the teachers' planning, the pupils' past work, examples of their work on display and discussions with staff.
100. At Key Stage 1, pupils are very familiar with computer vocabulary; 'password', 'cursor' and 'logging on', for example. Most double-click on a mouse to access menus and programs and average and higher attaining pupils change the size of text, style and font with confidence and competence. Most know how to use back-space, space-bar, enter, delete and shift keys correctly, although pupils with special educational needs and those with prior lower attainments are not quite so sure. In geography, pupils trace their pathway through mazes without touching lines and use the keyboard and mouse with increasing confidence and facility. In history, pupils use the mouse to move objects, and drag and drop icons across the screen. They use computers to generate pictures to support their learning in several subjects and word-processing skills are developing well. They know how to instruct a programmable toy, and how to use listening stations to support their work in literacy. There is a checklist for computer use and coverage of skills near every computer, which the pupils fill in conscientiously. In Key Stage 2, pupils use their word-processing skills for drafting and re-drafting work in many subjects, editing, saving and printing independently. They write war-time shopping lists in history, create pictures to illustrate their work and successfully access research programs to support their learning. The information technology after-school club is developing skills in graphic modelling and pupils are learning to use a digital camera and scan their pictures into the computer. There are, however, some gaps in the use of information technology, specifically the use of spreadsheets and graphs to support work in science, mathematics, geography and design and technology.
101. Pupils make satisfactory progress across both key stages. In Key Stage 1, pupils make good gains in the increasing control of the mouse and familiarity with the keyboard, and there are no significant differences in the progress made by girls and boys. Throughout Key Stage 2, pupils build upon previous skills and improve their knowledge and understanding of the place of technology in the modern world.
102. Pupils enjoy their computer work, behave well, and are usually very pleased with their efforts. They take turns well when using the keyboard and the mouse. They become totally absorbed in their work and are reluctant to leave it. Their personal development is satisfactory.
103. No secure judgement can be made on the quality of teaching at either key stage because only two Key Stage 1 lessons in information technology were taught and observed during the course of the inspection.
104. The policy document gives clear guidance on the programme of study and the use of information technology across the curriculum. The satisfactory key stage plan gives clear learning outcomes for each year group and the scheme of work makes effective use of national guidance adapted to the school's needs in the form of a skills ladder, record sheet and planning sheet. Pupils with special educational needs receive effective support in the use of Success-Maker. The co-ordinator has a good understanding of the role which is, however, insufficiently developed in terms of monitoring and evaluating provision and practice because of a lack of non-contact time. There are no formal procedures for assessment. Teachers make ongoing observations but these are not systematically recorded so their use in future planning is somewhat limited. The school has successfully bid for the National Grid for Learning in information technology. Plans are in place for the computer suite this will make possible. Resources are currently good; good software and several programmable devices increase skills and widen the pupils' experience.

The ethos for learning in the subject is good.

111. Religious education

105. The attainments of pupils at the end of Key Stage 1, and by the end of Key Stage 2 meet the expectations set out in the locally agreed syllabus. This sustains the judgement made at the time of the last inspection. In terms of their capacity to reflect on spiritual issues, the pupils reach standards that are above expectations at the end of both key stages. Pupils, including those with special educational needs, make sound progress throughout the school. Only one lesson was observed during the inspection, as most classes have their lessons at the end of the week, and there were also changes to the timetable, due to the concert. Judgements on the pupils' attainments and progress are based upon scrutinies of current and past work, and on discussions with the co-ordinator, staff and pupils.
106. By the end of Key Stage 1, pupils have a good knowledge of the life of Jesus through relevant Bible stories and know the main features of the Christian faith based on the celebration of festivals such as Christmas, Easter and Harvest. Pupils know about Hanukkah and Diwali, but their knowledge of other faiths is less good than their understanding of the Christian tradition. They quote examples of being caring and being a good friend, from their own experience. In the spontaneous prayers they lead before lunch each day, they remember to mention individuals in their class who are ill, and show they are aware that concern for others, less fortunate, is part of Christian teaching.
107. By the end of Key Stage 2, pupils have a good knowledge of the origins, symbols, rituals and festivals of Christianity, and a satisfactory knowledge of some Muslim and Jewish beliefs and practices. Some higher attaining pupils consider questions such as 'Do we really have free will?', and they understand the importance of religious beliefs to all people. In studying Bible stories, the pupils increase their awareness of the importance of giving help and support to others.
108. The pupils, including those with special educational needs, make satisfactory progress overall in both key stages. They make good progress in their work on Christianity, but progress is less good in developing an understanding of other faiths, though this is firmly stated in the aims of the school's policy for religious education. In the Reception class, they work on Rangoli and Diwali patterns, and have their own advent wreath, so that they become aware of a range of celebrations. In Year 2, they make good use of the local church to study places of worship. The development of the pupils' reflective skills is well illustrated by Year 3/4's class book on talents.
109. The pupils' response to religious education is very good. They take great pains with the presentation of their work, and are willing to discuss religious questions. They are interested in the different festivals: children in the Reception class were excited and interested when their student organised a lesson on festivals of light.
110. No secure judgement can be made on the quality of teaching at either key stage because only one lesson in religious education was taught and observed during the course of the inspection. The curriculum covers the requirements of the agreed syllabus and the Diocesan Syllabus, and the scheme of work for Key Stage 2 has been reviewed. The school is currently awaiting the publication of the new Staffordshire Agreed Syllabus so that it can complete the review of its scheme of work. The headteacher currently co-ordinates the subject, and has recently taken over the role, due to staff changes. Resources are satisfactory in quantity and of good quality but there is a limited number of artefacts. Assemblies extend opportunities for learning and offer very good opportunities for reflection; similar themes are followed in lessons and in collective worship. This was seen during the inspection, when Years 3 and 4 discussed light as a Christian symbol, following an assembly on light. There are good links with the local church. The subject makes a very good contribution to the pupils' spiritual and moral development.

117. **Art**

111. Standards of art have continued to rise since the last inspection. Lesson observation and scrutiny of work displayed around the school and of photographs of past work, indicate that pupils produce a range of interesting work. There is no marked difference in the attainments of boys and girls. Pupils in Year 1 showed good skills of observation when producing a face in pointillist style after studying a picture of Seurat. Pupils in Years 3 and 4 painted boldly and confidently a picture of 'Starry Night' as the teacher described the scene to them.
112. All pupils, including those with special educational needs, make good progress in using a variety of materials and techniques to express their thoughts and observations. They are developing a good sense of tone and colour and critical approach to art.
113. Pupils show a mature approach to their work in art. They concentrate well, have good observational skills and work with care and patience. When sharing materials, they do so with consideration. Pupils reflect on their work and make comments which indicate their interest and pleasure in what they have achieved.
114. Standards of teaching art are good at all levels. The appropriate aims for the subject are realised through carefully selected tasks. Good planning is well linked to work in other subjects. Teachers are skilful in using praise to encourage pupils to give their personal opinions of the work of other artists and to motivate pupils to produce work of good quality. They select good teaching methods, and use both time and resources well. Good questioning sharpens the pupils' observational skills and improves the quality of the pupils' work. There is much, satisfactory, day-to-day assessment of the pupils' work by the teacher, and by the pupils themselves. Little formal recording is made, and this is recognised as an area for further development.
115. The co-ordinator provides good leadership, and support for and monitoring of the subject are good. The display of much of the pupils' work around the school contributes to developing their self-esteem, and to making the learning environment stimulating and attractive. Occasional opportunities for discussion and creative work typical of other cultures are provided, but these are limited. There is a very good ethos for learning in art.

122. **Design and technology**

116. As at the last inspection, little work was observed in design and technology. Only one lesson in each key stage took place during the current inspection. With so little evidence it was not possible to make firm judgements about attainments, the progress made by pupils or the quality of teaching. The headteacher has oversight of the subject, during the long-term absence of the regular co-ordinator. No records of assessment or portfolios of the pupils' work were seen. Photographs and a few examples of past work in design and technology were scrutinised, as well as work in progress.
117. In a lesson in Year 1, in which pupils made a paper caterpillar they were able to evaluate the suitability of joining the segments together with split pins or string. They were able to explain clearly which method worked best and why. They used the limited range of materials with competence. During the lessons, they made good progress in achieving the objectives of the lesson. They worked very carefully sustaining interest and concentration in the task. The well-planned activity and different levels of support given to pupils of differing levels of competence, enable them to make progress appropriate to their prior attainments.
118. Pupils in Years 3 and 4 showed an understanding of the need for strengthening the paper they were using to make small scale furniture and suggested appropriate ways of doing so. Pupils worked quickly, showing perseverance. Additional work was planned for those who finished early. Good guidance by the

teacher and learning support assistant ensured that pupils did not attempt designs that were over ambitious and would not work. Clear instructions, limited resources and tight time targets ensured that the pupils appreciated the importance of producing a solution within constraints.

119. Evidence from displays of the pupils' work and the teachers' plans indicates a limited range of activities to develop the pupils' designing and making skills. The current curriculum is underdeveloped in both key stages: for example, there was little work to be seen using resistant materials. Designing and planning are not well developed by the end of Key Stage 2. Assessment is unsatisfactory throughout the school. The range of resources for classroom activities appears to be at least satisfactory for the planned activities.

120. The temporary co-ordinator has no specialist qualifications in the subject and recognises the need to increase the level of expertise in the school.

127. **Geography**

121. Owing to the structure of the school's time-table, only one lesson in Key Stage 1 was observed during the inspection. Judgements are therefore based on scrutiny of the teachers' planning, the pupils' past work and work on display, and discussions with staff.

122. Pupils at Key Stage 1 have a good recall of features seen on a walk, for instance, the public baths, the library and the car park. They understand that in order to trace a route around the Washlands, they need to include the river, trees, parks and birds, etc. They have a satisfactory understanding, which is shown in their use of keys and symbols in early map-making. They are developing an appropriate geographical vocabulary and sense of place. There is little evidence of work on contrasting localities at home and overseas, or of work on how man affects the environment and vice versa. There is also little difference in the amount of work produced by average and above average attainers.

123. Pupils make satisfactory progress overall, and good gains in the lesson seen, in the knowledge and understanding of how to construct maps with keys. Pupils with special educational needs and those with prior lower ability make satisfactory progress because of strong support. There is no significant difference in the progress made by boys and girls.

124. Pupils were interested and attentive during the lesson. They change activities quickly and quietly, settling well to work. They discuss their tasks, sharing ideas and resources well. Pupils with lower prior attainments produce a smaller volume of work and shorter pieces of writing, but very little is left unfinished, and handwriting and presentation are good.

125. The scrutiny of the pupils' past work shows that the teachers' marking is largely positive and encouraging but with little evaluative comment or suggestions for how pupils might improve their work. Most tasks are set at the same level, regardless of the age or ability of the pupil. The policy document includes a useful programme of study for places and themes in each key stage, giving clear learning outcomes for each year group and with suggested activities to guide teachers in their planning. Planning provides gainful opportunities for pupils to study contrasting localities; for example, the village of Edingale in England, and the village of Chembakoli in India. Pupils were well managed in the lesson seen, and the teacher was well organised, setting well-thought out tasks.

126. The curriculum is enhanced by visits from speakers on geographical matters and visits to a local environmental centre. The residential visit to Standon Bowers supports learning, and links with the National Forest, the Bass Museum and the use made of local authority visits and trails, all contribute to the pupils' geographical education. The use of information technology is developing slowly, but more use could be made of it in terms of spreadsheets and data handling. Provision for the pupils with special educational needs is good. There are useful curriculum links with the secondary school to which most

pupils transfer and they also lend books and equipment on occasion. There are no specific procedures for assessment, which is carried out at the end of the topic, findings are not recorded systematically and are of little use in future planning. Opportunities for the discussion of environmental issues make a satisfactory contribution to social development. The co-ordinator leads well, within the limits of the role. She has a good understanding of the role which, however, is insufficiently developed because of a lack of non-contact time. Resources, including artefacts, are satisfactory, and photographic evidence shows that the playground is well used as a learning resource, with activities based on counting cars passing the school and using the different kinds of brickwork to raise awareness of the environment in which the school is based. There is a good ethos for learning in geography.

133. **History**

127. Owing to the structure of the school's timetable, few lessons were seen during the inspection. Judgements are therefore based on the three lessons seen, examination of the teachers' planning and the pupils' past work, and discussions with staff.
128. At Key Stage 1, higher attainers are beginning to understand that television programmes are a historical resource for this century, along with much other evidence in the form of videos, films and sound broadcasts. Average and above average pupils carry out some independent research and writing, but there is no evidence of working with artefacts. Pupils do much good work on famous people of the past which gives rise to much incidental knowledge and understanding of different periods, but mostly concentrated on the 19th and 20th centuries. They are developing some sense of the similarities and differences between now and the past, for instance, in hospital care through the life and work of Florence Nightingale, and of transport through their work on Neil Armstrong and the moon shots of the 1960s.
129. In Key Stage 2, pupils are developing a good understanding that war-time diets differed radically from our own. They have a good recall of a visit to the War Museum. They understand the reasons and necessity for rationing and compile appropriate war-time shopping lists, and higher attainers appreciate that rationing cannot end overnight. They use a variety of secondary sources for research, including computer programs, reasonably well and so are beginning to use systematic methods of historical enquiry. Examination of the pupils' past work shows evidence of personal research, but little use of artefacts and primary sources. Most have a good knowledge of the events of the periods studied but this understanding is not applied to the study of how past events impact on peoples and societies now. The sense of continuity and change through time is developing well.
130. At Key Stage 1, pupils make satisfactory gains in their knowledge and understanding of the moon landing because of the selective use of television programmes and well-structured tasks. Pupils with special educational needs and those with prior lower attainments make good gains according to their abilities, because of the good support they are given in classes. The development of the use and interpretation of primary sources is unsatisfactory over the key stage. In Key Stage 2, average and above average attainers make good gains in the knowledge and understanding of similarities and differences in food available in war-time and now. Average and above average attainers remember that Greek clothing was similar to that worn by the Ancient Romans. There is no significant difference in the progress made by boys and girls. There is a good ethos for learning in history.
131. At Key Stage 1, there is little difference in the volume of work produced by average and above average attainers. Presentation and handwriting are good. Much work from pupils with lower prior attainments is, however, left unfinished and they take little care in presenting their work. All pupils are absorbed in television programmes, but very few put up their hands to answer questions or contribute to discussions. They can be rather noisy settling to work but then concentrate hard and persevere, even when they find the task challenging. In Key Stage 2, most pupils listen carefully to their teachers and each other. They are generally very interested in the topics and make some thoughtful contributions to discussion. They work well individually and as a whole class. Some were very suspicious of the teacher's home-made war-

time soup but others came back for more! At the end of the key stage, most were interested and well-behaved, eager to be chosen for the dressing up activity in a lesson on Greek costume. There is, however, some very challenging behaviour from naughty boys taking advantage of a relatively relaxed session and they were very noisy organising themselves for their written work. Presentation and handwriting in the examination of the pupils' past work were of very high quality for average and above average attainers. They produce a good quality of work and give good, individual answers to common questions. Those with special educational needs and those with prior lower attainments leave very little work unfinished.

132. The quality of teaching is satisfactory overall, and this represents an improvement on the previous inspection. There is clear planning with obvious learning outcomes and key questions for assessing how well pupils have learned. At Key Stage 1, secure knowledge and understanding enable teachers to explain the significance of sending monkeys into space before men. They make judicious use of videotapes, pausing frequently to check and extend understanding and vocabulary. The good relationships and clear explanations ensure there are no problems with management and discipline. They use a positive, affirming approach to their behavioural expectations and give good support to pupils with special educational needs or those with lower prior attainments. In Key Stage 2, teachers give opportunities for pupils to talk at length of what they remember about their previous work. They use effective questioning to make pupils justify the choice of category in the list of war-time shopping; for example, home-grown or luxury goods. They relate new learning to the pupils' own experience and refer to personal research carried out as homework tasks. Lessons are very well prepared and resourced; for example, there are plenty of white sheets for the lesson on Greek costume and home-made soup for that on war-time diet.
133. The useful policy and scheme of work give good guidance to non-specialists, but are not fully implemented, especially in terms of the teaching of the skills of historical enquiry, a lack which the school fully acknowledges. Planning makes the local study very relevant to pupils through use of the school log, family questionnaires and the use of local residents as oral witnesses. Visits are made to places of interest, such as Cannock and the Heritage Museum, in connection with local history topics. The school welcomes 'living history' presentations on the Tudors and the Victorians, and the Diversions Theatre Group provides workshops for pupils to role-play. There are no formal assessment procedures, topics being assessed at the end of the unit but nothing is specifically recorded, so its use in future planning is unsatisfactory. The subject makes a good contribution to social and cultural development in terms of the knowledge and understanding of famous figures of the past, but there are insufficient opportunities for independent and empathic writing, and for personal research. The subject is managed by the headteacher so there is a good understanding of the role of co-ordinator, which is well-developed in terms of monitoring and evaluating provision and practice when she is not teaching. Book resources are good, and often supplemented by loans from libraries and museums, upon which the school is dependent for artefacts.
140. **Music**
134. All pupils, including those with special educational needs, make satisfactory progress in music and have a wide range of skills for composing, singing, listening and performing that are appropriate for their age. Pupils in Year 1, for example, know how to hold instruments correctly and most of them can keep a steady pulse. They sing mainly in tune, listening to songs and learning the tunes quickly. By the end of Year 2, pupils know if pitch is high or low, they copy rhythms accurately and they are aware of differences in dynamics. In Key Stage 2, the pupils build effectively on these skills. In Years 3 and 4, the pupils read from a graphic score and match the sounds they make with their body percussion to the requirements of the score, creating an eerie atmosphere in their 'ghost' piece. Pupils in Years 5 and 6 experiment with a variety of vocal sounds, they recognise the shape and pitch of a melody and are aware of differences in style. They showed this when they compared some Mongolian mouth music and a Swiss yodelling song they had listened to. They understand that practising will improve their performance, and repeat sections of their singing and playing, making progress and refining their performance as they do so. Throughout the school, the quality of the singing tone sometimes becomes harsh so that, though pupils sing out, open their mouths and have good diction, the quality of sound is not always musical.

135. The pupils' attitudes and behaviour are satisfactory. They are enthusiastic about their music lessons, and the oldest pupils join in spontaneously when the teacher reminds them of a yodelling song they learned in Year 3. They listen quietly and most resist the temptation to play instruments when not required. A minority of pupils in the Year 5 and 6 class become restless at the end of the day, and do not show the maturity appropriate for their age. However, the majority of pupils in the class refuse to be distracted.
136. Teaching is satisfactory overall. Pupils have one lesson each week with a visiting music specialist, and one with their class teacher and a classroom assistant, who is also a pianist and singer. Teachers use a commercial scheme and this is effective in giving them confidence in the subject. Singing is taught enthusiastically and pupils are encouraged to breathe correctly, but they are not taught to listen critically to the quality of sound they are making, so that the commendable volume they produce becomes harsh at times and verges on shouting. The specialist teacher uses correct musical vocabulary and has high expectations of the pupils in their instrumental work. There are occasions, however, when the pupils become confused over the terminology, and are unsure about what they are expected to do.
137. The curriculum for music is good. The pupils take part in musical workshops and festivals, and these experiences add effectively to the curriculum, as do the opportunities provided by the school for performances in assemblies and other productions. A few pupils learn instruments during school time, but no lessons were taking place during the inspection. Music is used to good effect in collective worship to enhance the spiritual experience of calm reflection. Resources are purchased wisely and the school has a good stock of quality instruments, particularly tuned percussion.

144. **Physical education**

138. In line with the timetabled activities, lessons were observed in swimming in Years 5 and 6 and gymnastics in all other classes. It was not possible to observe outdoor games, which did not take place during the inspection. Since the last inspection, standards have been sustained at Key Stage 1 but not in Key Stage 2. By the end of Key Stage 1, pupils can skip in time to music and the majority can transfer weight from one part of the body to another without losing their balance. Pupils of all ages understand the importance of a warm up session at the start of each lesson. In Key Stage 2, pupils did not show the stability and body control expected for their age. Girls demonstrated more imaginative movements than boys. Boys and girls did not have opportunities to develop their skills of critical analysis as a result of the structure of the lesson.
139. Progress is satisfactory for the majority of pupils in gymnastics at Key Stage 1. Pupils in Key Stage 2 make good progress in swimming but they made unsatisfactory progress in the lessons seen in Key Stage 2. In one lesson, this was the result of their unsatisfactory response. Progress is adversely affected by the limited indoor space for larger classes of pupils in Key Stage 2, so that it is unsatisfactory overall. Pupils with special educational needs progress in line with their peers.
140. Throughout the school, the pupils' attitudes are satisfactory overall and in the case of swimming, they are good. They come to school with appropriate kit. Except in a lesson in Years 5 and 6, pupils listened well and followed instructions. Pupils generally work co-operatively, when working out a sequence of movements with a partner, for example. In swimming lessons, they are very confident in the water and put a good deal of energy into their swimming.
141. Overall, the quality of teaching is satisfactory. It was good in the swimming lesson. The quality of planning is generally satisfactory and lessons are well structured with a series of good, varied activities to consolidate and extend the pupils' prior learning. The management and control of lessons are generally satisfactory. Clear instructions ensure that pupils understand what they are to do. Self-evaluation is built into curriculum plans but, except in swimming, there was little evidence of this. Generally, there is little evidence of results from assessment being used to plan lessons or guide the composition of groups. The

accommodation has to be judged as unsatisfactory, owing to the small size of the hall, which limits the standards older pupils can achieve in their indoor work.

148. **PART C: INSPECTION DATA**

148. **SUMMARY OF INSPECTION EVIDENCE**

142. The inspection was carried out by a team of four inspectors, who spent a total of 11 inspector days in school. Lessons were observed for a total of 28 hours. Other direct evidence was gathered (including observation of registration, assemblies and extra-curricular activities, and a study of past work) for a further 16 hours. Observations of lessons in religious education, design and technology, geography and history were limited, due to the brevity of the inspection. As a result, judgements of progress are based on past work and plans, combined with discussions with pupils as well as on the few lessons observed.

143. Meetings were held with pupils, members of staff, the chair of governors and a group of other governors, as well as informal discussions. Non-teaching staff and volunteer helpers were also observed. Samples of the pupils' work in all year groups were scrutinised. Several pupils in every year group were heard reading. The team examined school documentation before and during the inspection week. Members of the team met 21 parents at a special meeting held prior to the inspection to hear their views. The 38 written responses to questionnaires distributed to all parents of the school were also taken into account.

150. **DATA AND INDICATORS**

150. **Pupil data**

	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	121	2	27	21
Nursery Unit/School	14	0	0	0

150. **Teachers and classes**

150. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	20

150. **Education support staff (YR – Y6)**

Total number of education support staff:	12
Total aggregate hours worked each week:	171

150. **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	0
Number of pupils per qualified teacher:	0

150. **Education support staff (Nursery class)**

Total number of education support staff:	2
Total aggregate hours worked each week:	65
Average class size:	24

150. **Financial data**

Financial year:	1998/9
	£
Total Income	235,116
Total Expenditure	217,835
Expenditure per pupil	1,461.97
Balance brought forward from previous year	23,320
Balance carried forward to next year	40,601

150. **PARENTAL SURVEY**

Number of questionnaires sent out: 101
 Number of questionnaires returned: 38

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	64	36	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	28	3	0	0
The school handles complaints from parents well	28	42	8	3	0
The school gives me a clear understanding of what is taught	61	33	3	3	0
The school keeps me well informed about my child(ren)'s progress	50	42	6	3	0
The school enables my child(ren) to achieve a good standard of work	67	22	8	3	0
The school encourages children to get involved in more than just their daily lessons	58	39	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	42	53	3	3	0
The school's values and attitudes have a positive effect on my child(ren)	67	33	0	0	0
The school achieves high standards of good behaviour	61	31	8	0	0
My child(ren) like(s) school	69	28	0	3	0

150. **Other issues raised by parents**

A number of parents attached written comments to their questionnaires. The overwhelming majority were very positive about the school. Several parents expressed some concern over the changes in staff that have taken place during the term, but commended the school for handling the discontinuity well. All the issues raised were discussed by the inspection team, and their findings are included in the report.