

INSPECTION REPORT

WOORE PRIMARY SCHOOL

Woore, Nr. Crewe

LEA area: Shropshire

Unique reference number: 123405

Headteacher: Mr M D Wale

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 2-4 October 2001

Inspection number: 195109

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	London Road Woore Nr. Crewe Cheshire
Postcode:	CW3 9SQ
Telephone/fax number:	01630 647373
Appropriate authority:	The governing body
Name of chair of governors:	Mr J B Gillow
Date of previous inspection:	22 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Christopher Gray 21037	Registered inspector	Mathematics Science Information technology Geography History Music	Results and achievements Teaching and learning School effectiveness and improvement Leadership & management
Sally Hall 19393	Lay inspector		Pupils' attitudes, values & personal development Provision for pupils' personal development How well the school cares for its pupils Partnership with parents and community links Staffing, accommodation & resources
Mary Farman 22452	Team inspector	Foundation Stage English Art Design and technology Physical education Religious education Special educational needs	Curriculum opportunities Assessment Financial efficiency Equal opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woore Primary School is situated in the village of Woore in Shropshire, close to the borders of Cheshire and Staffordshire. The school is for children aged 5 to 11, and has 58 full-time pupils (32 boys and 26 girls). This is much smaller than most primary schools and is the same size as at the last inspection. Children's attainment on entry is similar to national averages, though it has been falling gradually over the last two years.

Pupils come from the village of Woore and outlying areas within the large rural community in all three counties. This means that, though Woore itself is an area of some social advantage, the backgrounds from which the children come are much more varied. Because the number of pupils who enter the school each year is very small, statistics vary considerably from year to year. Approximately 6 per cent of pupils are currently entitled to receive a free school meal. This is lower than most infant and junior schools, though in some years the percentage is closer to the average. English is the first language for most pupils, which is more than most schools. There are 14 pupils on the special needs register. At approximately 21 per cent of the school's roll, this is broadly in line with the national average. One pupil has a Statement of Special Educational Need and, in percentage terms (1.7 per cent), this is average.

HOW GOOD THE SCHOOL IS

Woore Primary is a good school where pupils work hard and have good attitudes to their work. The standards they achieve when they leave the school are above national averages in English, mathematics and science. The overall quality of teaching is good. The school is well led by the headteacher and governors are effectively involved. Because it is such a small school, the expenditure per pupil is necessarily high. This means that the school gives satisfactory value for money.

What the school does well

- Pupils' attainment by the time they leave school at the age of 11 is above average in English, mathematics and science.
- Pupils' attitudes to learning and their behaviour are good, and relationships are a strength of the school.
- The overall quality of teaching is good.
- The leadership of the headteacher is strong and effective.
- The provision for pupils' personal development is good.

What could be improved

- Teachers need more written guidance to help them in planning the curriculum.
- Co-ordinators do not have a complete overview of standards in their subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. There were four key issues. The two concerning assessment and statutory requirements have been fully dealt with. A third was about pupils' attainment. Standards have now been raised in geography and those in information and communication technology are above average by the time pupils reach the age of 11 years. The issue of schemes of work was tackled, but the changes in the National Curriculum in 2000 mean that work is still continuing. In addition, the standards attained by the pupils have risen since the last inspection and the quality of teaching has improved. Overall, improvement since the last inspection has been good.

STANDARDS

The number of pupils (10) who sat the 2000 National Curriculum tests at the age of 11 was too small to make national comparisons realistic, so these data are not published.

Children enter the school with attainment that is broadly in line with the national picture. In the Foundation Stage (reception), they make good progress and are on line to achieve the expected levels in all areas of the curriculum by the time they enter Year 1.

By the time pupils are 7, their attainment in English, mathematics and science is above the national average, though standards of writing are not as high. Pupils make good progress through Key Stage 2 and by the time they leave the school at the age of 11, their attainment in all aspects of English, mathematics and science is above average. A particular strength is the amount of investigational work which pupils undertake in mathematics and science. The consistently good teaching in all classes is the major reason for pupils' good achievement.

Pupils' attainment by the age of 11 is also above average in information and communication technology. This is a result of good teaching and the efficient use of the computer suite.

Attainment in most other subjects is in line with national expectations at the ages of 7 and 11. No judgements were possible in geography in Key Stage 2 or music and physical education at both key stages because the inspection lasted for only two and a half days.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are generally enthusiastic about their work. There is a good learning ethos in all classes.
Behaviour, in and out of classrooms	Behaviour is generally good around the school and in the playground, but a few boys in Key Stage 1 sometimes disrupt lessons.
Personal development and relationships	Relationships within the school are very good. All groups of pupils mix easily and there is a friendly atmosphere in the school.
Attendance	Very good - well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The most striking feature of the teaching in this school is the good provision for the spread of ability and age in each class. Teachers work hard to provide all children with activities matched to their abilities. This makes work interesting and challenging for most pupils. Another strength of the teaching is its consistency in all three classes.

The teaching of English, mathematics and science is good. Teachers encourage the pupils to develop a love of books and reading is well taught across the school. The teaching of writing is a current focus for development. Numeracy skills are well taught and a good feature of both mathematics and science teaching is the amount of problem solving and experimenting which teachers plan. This helps pupils to become independent, enthusiastic learners.

Pupils learn well because they enjoy their lessons and because they generally know what they are intended to learn. A good feature of many English lessons is that pupils are encouraged to assess how well they have learnt at the end.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects of the National Curriculum and religious education are taught, with an appropriate amount of time given to each. The school works hard to ensure that all its pupils have an equal chance of receiving a good education. The curriculum is enriched by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. It enables the early identification of difficulties and ensures that pupils with special educational needs learn well, make good progress and meet the standards set in their individual targets. There is an effective level of challenge for more able pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is good. Pupils are enabled to develop their personal skills well and reflect on what is important to them. Pupils take responsibility in the classroom and around the school. Provision for multi-cultural development does not have a high priority.
How well the school cares for its pupils	The school provides good educational and personal support for its pupils and fulfils its aim to be a happy and secure place. There is a high level of care and concern amongst the staff and pupils are well known and valued.

The impact of the parents' involvement on the work of the school and their contribution to their children's learning at home is very good. The school values the help offered by the parents who assist in the classroom and on school visits. The quality of information which the school provides to parents is good. The school recognises the need to ensure that all adults working in school have a good understanding of child protection procedures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and he and his staff make a good team, with a shared educational vision. There is scope for them to have a greater knowledge of each other's work.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are becoming increasingly involved in the monitoring of standards.
The school's evaluation of its performance	The school has good systems for evaluating its performance and the standards achieved by the pupils. It uses these well to set targets for improvement.
The strategic use of resources	The school uses staffing, resources and accommodation efficiently. There is a good understanding of the principles of best value.

The school is well staffed with teachers and assistants and has good resources. The amount of accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The teaching is good. • The school is helping children to become mature and responsible. • Children are expected to work hard and achieve their best. • Parents are kept well informed about how their children are progressing. • They would feel comfortable about approaching the school with questions or problems. • The range of activities outside school. 	<ul style="list-style-type: none"> • The amount of homework. • The way children are encouraged to mature. • The relationship with parents. • The way the school is managed. • Aspects of behaviour.

Before the inspection, two members of the inspection team attended a meeting with 11 parents. The responses to 23 questionnaires (34 per cent of those sent out) were analysed. The inspection team endorses parents' positive views about the school. Parents are divided about homework. Some feel there is too much for younger children yet too little for older ones. Inspectors found that homework is very well used by all teachers and is of great benefit to pupils, especially because of the way it is followed up by staff. Inspectors found that pupils are given increasing responsibilities as they grow older - for example, reading to younger children - and that this provision is good. The criticisms about relationships, management and behaviour are taken to refer specifically to the issue surrounding the reorganisation of the school so that reception and Key Stage 1 pupils are together in one class. This was not a popular change with some parents, though inspectors found that it made sense in terms of numbers. Moreover, they found that parents were well informed of the changes and the reasons behind them, and that the pupils in Class 1 were in no way disadvantaged by the change. There is a minor issue concerning the behaviour of a small number of boys in this class and the school is seeking to introduce strategies to address this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National curriculum test results, trends and targets

1. In such a small school, the results of National Curriculum test results alone are not a reliable source of information. For example, the current Year 6 contains seven pupils, each of whom represents 14 per cent of the cohort. Thus, a difference in successive years' tests of only two pupils at a particular level would mean a change of 28 per cent. In an average size school, this might be a change of some significance, but in a small school, the figures can tell us nothing without a detailed understanding of the individual pupils. The school has such an understanding as a result of its careful tracking.
2. Attainment on entry is falling, as an analysis of the assessments made of children's abilities when they enter the school shows. The last inspection report described attainment as above average, though this was before the introduction of standard testing for children when they come into the school. Most of the pupils currently in the school, and those who took the 2000 and 2001 National Curriculum tests, began in reception with attainment much more in line with the national average. However, data show that attainment on entry has fallen to below average over the last two years.
3. The school tracks the progress of all pupils from the first assessments through Key Stage 1 National Curriculum tests and yearly work. It uses information from this process to predict the levels which pupils will attain at the end of Key Stage 2. This enables the school to set challenging yet realistic targets for individual pupils.
4. The most recent National Curriculum tests for which there are national comparisons are those of 2000. At Key Stage 1, pupils' results at the expected level (Level 2 and above) were in the top 5 per cent of schools nationally in reading, writing and mathematics. Results in science were average. This apparently large difference is a useful illustration of the unreliability of these data with small numbers. The reason for the difference was that all 12 pupils (100 per cent) reached Level 2 and above in reading, writing and mathematics, whereas 11 (92 per cent) did so in teachers' assessments for science. Results at the higher level (Level 3) were in the top 5 per cent of schools nationally in reading and well above average in writing, mathematics and science. Looking at the average points score (which take pupils' attainment at all levels into account), results in reading, writing and mathematics were well above average. Compared with the results of similar schools, results on the average points score were very high in reading and well above average in writing and mathematics.
5. Results in the 2001 national tests are of a similar order, but national comparisons are not yet available. As explained above, it is meaningless to look at trends over time because of the small numbers in the school.
6. At Key Stage 2, pupils' results in the 2000 National Curriculum tests at the expected level (Level 4 and above) were well below the national average in English, mathematics and science. At the higher level (Level 5), results were well below average in English, above average in mathematics and average in science. Only 10 pupils took the tests, so the apparent big difference in the performance in the three subjects is not significant. The average points score shows that results in English were in the bottom 5 per cent nationally and that those in mathematics and science were well below average. Compared with similar schools' results, those in English were very low and those in mathematics and science were below average.

7. Results in the 2001 national tests are of a completely different order. Roughly half the children achieved Level 5 in all three subjects, over 80 per cent reached at least Level 4 in English and mathematics and 100 per cent in science, but national comparisons are not yet available.
8. The school is not content to dismiss such fluctuation in results as mere quirks of statistics, but analyses them carefully. A close examination of the 2000 Key Stage 2 results shows, firstly, that 30 per cent of the cohort joined the school during Key Stage 2, and that they came with attainment significantly lower than those of the class they joined. Secondly, all those pupils who joined late achieved higher levels than had been predicted by the schools they had left. Thirdly, of the pupils who had spent their whole time at Woore, nearly half achieved Level 5 in mathematics and science. The school is able to show that, year by year, based on their attainment on entry at whatever stage, almost all its pupils have made good progress by the time they leave at the age of 11.
9. The school analyses the results of National Curriculum tests by pupils' sex and finds that boys tend to perform a little better than girls, especially in mathematics. However, there is no evidence of different performance in the day-to-day work of the school or in pupils' previous work. The school has identified a very small number of gifted and talented pupils, who make good progress because of the special provision for them.

The findings of the inspection

10. The provision in Class 1 is good. The class teacher carefully provides work that effectively meets the children's needs within a mixed-age class. This enables them to flourish within a family class setting. The children are on line to meet the expectations of all the early learning goals by the time they begin work in Year 1, despite their low attainment when they first come into school. They thus make good progress.
11. By the age of 7, most pupils achieve standards in English, in reading, speaking and listening, which are above those expected for pupils of their age. Their performance in writing is not as good, being closer to national expectations. This was reflected in the unpublished National Curriculum test results for 2001, where no pupils achieved Level 3 in writing. Teachers' assessments showed the same expectation. However, 57 per cent of the same pupils reached Level 3 in mathematics. The school now has carefully structured procedures which are helping to improve pupils' standards. In English by the age of 11, pupils' attainment in all aspects of literacy are above the national average. At this stage in the year (October) reading skills in Year 6 are already higher than those expected by the end of the school year. Pupils speak fluently, have a good understanding of English and write interesting and informative stories and accounts.
12. In mathematics, standards at both key stages are above the national average and pupils are developing good numeracy skills. Key Stage 1 pupils of all abilities have a good understanding of place value, and higher attaining pupils know how to estimate to the nearest 10. Pupils recognise and name two- and three-dimensional shapes, and average and higher attaining pupils understand that shapes can also be irregular. Pupils have many opportunities for solving number problems and investigating number patterns and they use their mathematical knowledge well. At Key Stage 2, pupils again have a wide experience of problem solving and investigations. They use the mathematics they have learnt and know how to use a calculator properly to aid them where calculations are too difficult. They know shortcuts too - for example, a boy who needed to divide 960 by 16 did so by repeated halving.
13. Pupils' attainment in science is above the national average at both key stages. There is a strong emphasis on investigative work in this subject as well. Pupils learn to write up their

experiments from an early age. Key Stage 1 pupils report experimenting with materials for warmth. They use a thermometer and record their results. Pupils apply their own knowledge to help them understand new work. At Key Stage 2, pupils of all abilities write about their investigations with great care. Writing is in pupils' own words and higher attaining pupils describe their discoveries and understanding with precision.

14. Attainment in information and communication technology is broadly average by the age of 7 and above national expectations by the time pupils are 11. Computers are used across the curriculum and the familiarity most pupils show with the equipment demonstrates frequent use. Year 2 pupils use word processing to highlight safety warnings on medicine bottles. Pupils in Year 6 produce programmes for the village fete, with advertisements they have designed for local firms. They measure aspects of the weather with sensors and learn to write simple programs for a robot.
15. In religious education, pupils' attainment is in line with what is expected in the agreed syllabus. Key Stage 1 pupils learn about the duty of care common to many religions and they know about special books. Pupils in Key Stage 2 have a good knowledge of Christianity and other major world religions.
16. Pupils' attainment in art, design and technology and history by the end of both key stages and in geography by the end of Key Stage 1 is in line with national expectations. No judgements on pupils' attainments in geography in Key Stage 2 or music and physical education at both key stages were possible because of insufficient evidence.
17. Pupils the school identifies as having special educational needs in reading, writing and number skills make good progress in their learning. The school uses a suitable range of school based and national tests to determine pupils' needs. It sets individual education plans with clear, specific and achievable targets. Pupils generally achieve standards in line with the agreed targets on their individual education plans. Pupils with emotional and behavioural difficulties make equally good progress towards achieving their individual targets. Standards are below average for the pupils' age but they make good progress in learning.

Pupils' attitudes, values and personal development

18. Pupils' attitudes to school are good which is similar to the findings of the last inspection. They enjoy coming to school and are generally enthusiastic about their work. For example, in a Class 2 science lesson on the skeleton, pupils remembered what they had learnt in the previous lesson and were eager to answer the teacher's questions. They thought hard about investigating how the skeleton develops, and enjoyed the challenge of posing their own questions and hypotheses in scientific language. The pupils' enthusiasm has a positive impact on their learning.
19. Pupils have maintained the good behaviour found at the time of the last inspection and the school is generally a harmonious and orderly community. The pupils behave well in assemblies and in the playground. Behaviour in lessons is usually good and sometimes very good. Nearly all the pupils understand that adults working in school have high expectations of behaviour and respond well to praise. A small number of boys in Class 1 sometimes ignore the teacher's instructions and disrupt their own and others' learning. This only occurs when they have an audience - for example, when the whole class is listening to the teacher. When this group works separately under the close supervision of an adult, these boys have good attitudes to their work and behave well. Incidents of bullying and anti-social behaviour are rare and there have been no exclusions in the past year.

20. The pupils' personal development and relationships are good. Relationships throughout the school community are particularly strong. Parents value the 'family' atmosphere and the way in which older pupils support and play with younger pupils. The pupils collaborate well. For example, in a Class 3 science lesson, groups of pupils worked on investigating shadows. They discussed and compromised to include others' ideas. Pupils have very good relationships with the adults working in the school and know that they can turn to them for help and guidance. Pupils are keen to take responsibility and enjoy helping in the classrooms and around the school. Older pupils help younger pupils with reading and some are librarians and milk monitors.
21. Most pupils with special educational needs are happy and secure within their class groups. They relate well to their classmates and to adults. The good quality of their relationships gives them confidence to explore new areas of learning and to join in all school activities. Most pupils take considerable pride in their work and achievements.
22. The attendance of the pupils is very good and has improved since the last inspection when it was satisfactory. The attendance rate of 95.9 per cent for 1999/2000 was well above that found in similar schools. There was no unauthorised absence. The parents bring their children to school on time and the school day begins promptly. Pupils' very good attendance and punctuality have a positive impact on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching in the school overall is good. This is a considerable improvement since the last inspection, when teaching was satisfactory overall with only 7 per cent very good or better and 11 per cent unsatisfactory.
24. One of the most successful features of the teaching is the way in which teachers provide suitable challenge for all pupils in their class, despite the wide age range. This is done well in all three classes. In many lessons, pupils are seated with others of similar ability, regardless of their age, and work is matched to that ability. An example of this was seen in a very good mathematics lesson in Class 3. This class contains 13 Year 5 children and seven Year 6. One of the Year 6 children has a statement of special educational need, making this year group overall of a lower average ability level for their age than Year 5. All pupils were working on solving word problems. Higher attaining pupils were working on complex problems requiring a two-stage calculation whilst lower attaining pupils had work with only one step. The classroom assistant worked with this group and gave good support. This enabled the teacher to work with the other two groups and to set up an information technology challenge for small groups on the class computers. Pupils knew that the object of the lesson was to choose the best method of calculation, not necessarily to calculate the answer. This removed the stress from the slower learners. Pupils were also aware through whole-class sessions during the lesson that there is rarely one single correct answer.
25. All three teachers are experienced at and successful in teaching in this way and examples of very good teaching were observed in all three classes.
26. Another strength of the teaching is the relationship between teachers and their pupils. Teachers generally manage pupils well, which contributes to a good classroom ethos in most lessons. An example of how an excellent lesson was based on this trust between teacher and pupils was seen in Class 2. It was a literacy lesson whose learning objective was to collect suitable words and phrases to write poems. The class began by looking at a poem about what is outside a door. They followed this with a trip through the classroom's own outside door. All pupils went out calmly and in the right mind for work because the

teacher was able to use her good relationship with the children to fire them with enthusiasm. Phrases noted down by the pupils as they were outside included 'Hear the leaves blowing in the wind like running spiders', 'See the gold brown crunchy leaves' and 'Taste the wind on your tongue'. These pupils were from Years 3 and 4.

27. There is a very relaxed atmosphere in the school, yet pupils are encouraged to take on increasing responsibilities as they get older, which they do gladly. This atmosphere of mutual trust is an important factor in pupils' good learning. There are occasions in Key Stage 1, however, when the attitudes of a small number of boys slows the lesson down because the teacher needs to stop and deal with them. She and the classroom assistants do this well, though the current structure of sanctions is to be reviewed by the school.
28. Pupils learn well because they can see the relevance of what they are doing. Teachers link learning at the start of most lessons with what has been taught before and make clear what pupils are expected to have learnt by the end of the lesson. Where this does not happen, for example, in some Key Stage 2 science lessons, pupils are less clear about why they are doing an activity and are thereby less inclined to think carefully and make deductions from previous learning.
29. Another important feature of the school's success is the use of marking and homework. Pupils produce enormous quantities of written work across the year. Most of this is well presented and shows enjoyment of and pride in the work. This is a result of how seriously teachers treat written work and they demonstrate this by being painstaking and supportive in the marking. This approach is consistent in homework, of which there is also a large amount. Some parents at the pre-inspection meeting for parents felt that there is too much homework, especially for younger pupils. There certainly is a lot, but inspectors are clear that the way homework links to class work and how it is used and discussed are extremely beneficial to the children. Homework has a direct effect on the good standards in the school.
30. The most successful lessons also depend on good pace - that is, where a good balance is struck between the various parts of the lesson and sufficient time is allowed for each. A very good English lesson in Class 1 illustrates this. The term's science topic, *Health and Growing*, formed the basis of many lessons. In the initial session for all, pupils read out labels from medicine bottles, leading to a good discussion of the meaning of words like *required* and *product*, and good practice of sound-blending skills in words like *drowsiness*. Group activities were arranged on a year group basis. The youngest children (reception) were involved with an adult in role-play in the play corner, made into a doctor's surgery. They developed their skills of working co-operatively and speaking clearly. Year 1 pupils were planning and writing instructions for taking a medicine whilst Year 2 pupils were continuing their information technology work on formatting labels. Most pupils made good progress and were well supported by the teacher and classroom assistants. The lesson ended with a good whole-class session where older pupils read out and explained their work.
31. On a few occasions, however, time is not so well used and the teacher's introduction to the lesson is too long, with the result that pupils become restless because they have had to sit still for so long.
32. A potential weakness in teaching concerns the fact that schemes of work are not complete. The current staff is very diligent in planning and discussing the curriculum, so that the omission or inclusion of units from the national guidelines works satisfactorily. But new permanent or temporary staff would not be able to plan their work adequately without considerable support from the other staff, who already have little time to spare.

33. The teaching of Foundation Stage children is good. A strength of the teaching is the creation of a family atmosphere in which the youngest children quickly settle down. There are only two of them until January and it would have been easy to overlook them in a class that also contains Years 1 and 2, but this is far from the case. The children are provided with appropriate activities and receive much adult support with the result that they are making good progress.
34. In English, teaching is good at both key stages. A strength of the teaching is teachers' use of initial sessions to indicate what is to be learnt and final sessions to assess how well learning has happened. All teachers have a good understanding of how to teach reading and they impart a love of books to most children. Teachers' skills in the teaching of writing have not been as highly developed in the past, but the school is currently working to increase expertise.
35. Mathematics teaching is good across the school. A strong point in teaching is the careful use of ability grouping to offer good challenge to all pupils. The deployment of support staff is also a contributor to pupils' good progress. A further strength, shared also by teaching in science, is the big emphasis on investigations, which help give pupils a love of both subjects. Teaching in science is also good in both key stages.
36. The success of information and communication technology teaching, which is good across the school, is its incorporation into all subjects of the curriculum, though software for science is not as good as in other areas. The computer suite is well used and is seen by all teachers as an essential learning tool.
37. Religious education teaching is good across the school. Teachers have considerable confidence in the subject and prepare resources well to aid pupils' understanding.
38. Teaching is also good in geography and history at Key Stage 1, shown by the good, well marked work produced by the pupils. Because the inspection lasted for only two and a half days, it was not possible to gather enough evidence to make judgements on the quality of teaching in art, design and technology, music or physical education in either key stage or in geography and history in Key Stage 2.
39. All teachers and members of the support staff provide a very good level of effective support for pupils with special educational needs. This makes a positive contribution to the good rate of progress the pupils make in their learning. Pupils' targets are challenging, but are practical and clear. This means that staff, pupils and parents understand them and teachers can work towards them within a normal classroom setting. The teaching of pupils with special educational needs usually takes place within the classroom. This gives pupils full access to the school's curriculum and ensures they are included in all class activities. Class teachers have suitable and realistically high expectations of pupils. They plan work that closely matches pupils' identified needs and targets. This ensures that pupils achieve their targets and helps raise their self-esteem. The effective management of pupils with emotional and behavioural difficulties promotes high levels of learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

40. The school has made a marked improvement in curriculum provision for its pupils since the previous inspection. It gives them a curriculum that effectively meets their needs and interests and includes all National Curriculum subjects and religious education, with an appropriate amount of time allotted to each. The provision for extra-curricular activities is particularly good.

41. There is a good level of improvement in the curriculum for information and communication technology, geography, history and religious education. This improvement is reflected in pupils' achievements. Throughout the school, pupils have carefully structured opportunities to develop their investigative and enquiry skills in mathematics and science. The use of information and communication technology is developing effectively in all subjects. The curriculum for the foundation subjects is good and covers them in sufficient depth. The time allocation for all subjects is adequate.
42. The school has policies in place for all subjects. It uses nationally agreed schemes of work to plan lessons in all areas of the curriculum. This is an improvement since the previous inspection. The adaptation of the schemes of work to meet the school's perceived needs is not yet fully developed. Teachers use and omit units from the schemes of work according to a two-year cycle of topics, but there is no written guidance as to which units are used and which are not. This would make planning difficult for new or long-term supply staff.
43. The provision for personal, social and health education is good. The school follows a good local authority programme which covers all the appropriate areas. Issues such as relationships are successfully discussed and pupils learn to express their feelings. The school nurse enhances pupils' understanding of health issues. The school has a sound sex education policy, but has not formulated a policy on drugs education, though it implements a relevant drugs awareness programme. The school prepares pupils well for future work at secondary level.
44. The school is clearly successful in implementing the National Literacy Strategy. This is evident from their improved results in the national tests. By Year 6, they have well-developed skills in spoken and written English. Their reading skills are very good. The school is continuing to develop and improve the younger pupils' skills in writing.
45. The implementation of the National Numeracy Strategy is having a positive effect on improving pupils' standards. There is a strong emphasis on the investigative element of work in mathematics. This increases the pupils' ability to work independently and solve problems.
46. The school's provision for extra-curricular activities is very good. These include (at various times) sports, athletics, chess, French, music and visits to places of interest. The activities broaden and enrich pupils' experiences and pupils enjoy them.
47. The curriculum for children in the Foundation Stage of learning is good. The basis for this curriculum is the Early Learning Goals initiative. Children are enabled to develop their personal and social skills. This prepares them effectively for future learning in Year 1. The provision for outdoor learning is carefully structured and makes a positive contribution to the youngsters' learning. This, along with the structured development of purposeful indoor play, is a significant improvement since the previous inspection. The curriculum prepares children well for work at Key Stage 1 of the National Curriculum.
48. The school meets the requirements of the Code of Practice¹ for the pupils it identifies as having special educational needs. The register lists pupils in order of priority, and the school reviews the register regularly to ensure it reflects the current needs and provision for pupils. Individual education plans and statements of special educational need are clear, specific and easy to follow. All teachers ensure that pupils with special educational needs have a suitably wide range of learning opportunities within the curriculum. The provision

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

within and outside the classroom is very good. It ensures that all pupils, including those with the greatest need, have full access to the National Curriculum.

49. The school's strategies for inclusion ensure that all pupils, regardless of age, ability or sex, have equal access to the curriculum. There are currently no pupils from ethnic minorities. This is noticeably effective in the case of pupils with special educational needs. They integrate very well into classroom work and work happily alongside their classmates. The school regularly reviews the trends in performance of boys and girls. This enables the school to plan work that meets the interests and needs of different groups of pupils. The school has carefully structured procedures to monitor, analyse and evaluate the impact of the curriculum on the standards pupils' achieve. This ensures that the curriculum meets the ability range of pupils in the school. The grouping of pupils enables all to make progress commensurate with their abilities. All pupils have full and equal access to the resources within the school. Pupils are, on occasions, withdrawn from lessons for learning support. The class teacher ensures they are able to take part in classroom activities when they return. Extra-curricular activities, including sport, are open to all regardless of sex or home circumstances. The school ensures there is no financial disadvantage for any pupils.
50. The school's provision for the pupils' spiritual, moral, social and cultural development is good and has improved since the last inspection. At the time of the previous inspection collective worship did not meet statutory requirements. The school has addressed this issue. Pupils are now able to take part in acts of worship each day and have sufficient occasions to reflect on their feelings and appreciate the mysteries of the world.
51. The provision for spiritual development is good and the school has made significant improvements in this area. It was satisfactory at the time of the last inspection. The staff have a good understanding of making the most of opportunities to explore spiritual development throughout the curriculum. For example, before pupils created poems on the senses, the teacher took them outside to develop their awareness of nature. In a Class 3 assembly, the teacher led a very moving 'stilling' session where pupils quietly reflected on their world and innermost thoughts.
52. The school's provision of moral development is good, as it was in the previous inspection. The ethos of good behaviour is consistently promoted throughout the school and adults working in the school are good role models. Pupils are taught to distinguish between acceptable and unacceptable behaviour and understand the consequences of their actions. Pupils are expected to think about ways in which they can make the school a better place to be. For example, the pupils in Class 2 made a 'caring tree', where their individual aims were fixed (unseen) to the branches.
53. The school has maintained the good provision for social development found at the time of the last inspection. Through the personal, social and health education programme, the staff encourage pupils to discuss issues such as friendship and achievement. The pupils are able to take responsibility in the classroom and around the school and they take part in assemblies. Reading skills, as well as social skills, are helped to improve through 'buddy' reading, when older pupils share books with younger pupils. The school is successful in promoting good and mutually respectful relationships and encourages the pupils to think of others through supporting various charities.
54. The provision for cultural development is satisfactory, but there has been little improvement in developing pupils' awareness of the diversity of other cultures since the time of the last inspection. The religious education programme gives pupils insights in to the beliefs of other faiths, but pupils learn little about Britain as a multi-cultural society. In geography, pupils study life in Mexico and India, and they compose music using some non-western musical instruments. Displays and artefacts seen during the inspection mainly reflected

white European culture. Pupils' knowledge of their own culture is developed successfully in the curriculum - for example, through English and music. The school arranged visits to local places of interest such as the Salt Museum. Work with two professional artists inspired the pupils to create works of art for the village hall.

55. The school's partnership with the community is good and links with the village of Woore are particularly strong. The school contributed to local Millennium Celebrations by working on an art project at the Victory Hall. The school hosts the village fete and has established good links with local businesses. The pupils liaised with companies who wished to advertise in the fete magazine and used desktop publishing to design suitable adverts. A local lay preacher comes into school each week and takes part in acts of worship. The school make good use of the local area. The pupils visit the local shops and study the architecture of old public houses. The pupils have opportunities to meet members of the community through concerts for senior citizens and a number of community groups use the school such as the local playgroup.
56. The school has satisfactory links with its partner institutions. The local pre-school group meets in the school hall twice a week and the children are familiar with the school premises. Year 6 pupils transfer to a range of secondary schools, some of which are in different counties and induction arrangements are good. There are satisfactory links with other small schools within the cluster and staff undertake some useful joint training and arrange beneficial sporting events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

57. The school provides good educational and personal support for its pupils and fulfils its aim to be a happy and secure place. There is a high level of care and concern amongst the staff and pupils are well known and valued. Classroom assistants and lunchtime assistants also make valuable contributions in caring for the pupils. The school has good procedures for monitoring and supporting pupils' personal development. The staff encourage the pupils to share their feelings - for example, by writing about being happy in the 'Between you and me' books. Pupils respond well to these opportunities and there is a sense of trust and openness between staff and pupils. The class teachers make valuable comments on pupils' personal development in their annual reports.
58. An important element of special educational needs provision is the attention that all members of staff give to pupils' pastoral care. All the members of staff have information about any medical problems that pupils have. This ensures that pupils receive the necessary care and attention they may need. All members of staff encourage pupils with special educational needs to become independent in their learning and social skills. They take all available steps to promote self-esteem and self-confidence. The school tracks the progress gifted and talented pupils' make towards their targets. They keep careful records of pupils' success and plan future steps carefully.
59. The school has good procedures to ensure the pupils' welfare, health and safety. Arrangements for child protection are generally satisfactory. The headteacher is the designated member of staff with responsibility for child protection and carries out his duties appropriately. The school recognises the urgent need to ensure that all adults working in school have a good understanding of the school's procedures and the current local education authority's guidelines.
60. The arrangements for first-aid are good and three members of staff are qualified. Pupils who are ill or injured receive good care and attention, but there is no medical room. The school pays good attentions to health and safety on a day-to-day basis, but the health and safety policy is out-of-date. Staff are vigilant of any potential hazards and the governors

undertake regular risk assessments of the premises. The school has addressed the minor issue raised in the previous report about the provision of drinking water.

61. The school's procedures for monitoring and improving attendance are good. The marking of registers was highlighted as an issue in the last inspection and this has been addressed. Merits are given for good attendance and punctuality. The school is effective in following up unexplained absences and there are appropriate links with the educational welfare officer.
62. The school's procedures for monitoring and promoting good behaviour are generally satisfactory. The ethos of good behaviour is reinforced in lessons, assemblies and by the example of adults working in the school. The staff have high expectations of behaviour, but lack strategies for dealing with the few pupils who cause disruption. The school has a sound behaviour policy, but it does not reflect the current reward system. The procedures of monitoring and eliminating oppressive behaviour are satisfactory. The pupils say that rare incidents of anti-social behaviour are dealt with effectively. The school does not have an anti-bullying policy, which is a statutory requirement.
63. The school's systems for assessing pupils' attainment are clear and effective for English, mathematics, science and information and communication technology. They provide a valuable range of information about the pupils which enables teachers to plan work that meets the needs of groups and individuals effectively. The assessment for religious education and music is satisfactory. It gives a clear picture of what pupils know and understand, but is less well developed than other subjects. Assessment systems for other subjects of the curriculum are good. The school is developing them in line with a national system. All teachers use assessment effectively and consistently to plan future work. The school has a clear understanding of how assessment informs curriculum planning. It analyses trends in attainment and sets challenging targets for all pupils. This is having a positive impact on standards and is a significant improvement since the previous inspection.
64. There are effective systems in place for assessing the attainment of children in the Foundation Stage. The use of these assessments to plan for the next stage in children's learning is very good. The school analyses data from the national tests at the end of Year 2 and Year 6. It uses this analysis to set targets for improvement in the core subjects of English, mathematics and science. This is effective. It is assisting in raising standards in English, science and mathematics throughout the school. The school has just started to use national tests at the end of Year 4.
65. The school sets group and individual targets for improvement. All targets have a clear focus and sufficiently high levels of challenge. The governing body has a clear understanding of curriculum developments and assessment result implications.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Parents and carers generally expressed positive views about the school at the pre-inspection meeting and through the questionnaires. They all feel that their children like school and they particularly value the family atmosphere where pupils of all ages play together and support each other. They are pleased that their children are expected to work hard and that they are making good progress.
67. A significant minority of parents is unhappy about the re-organisation of the classes which resulted in reception, Year 1 and Year 2 pupils being in the same class. Some parents have concerns about behaviour in this class. The inspection team found the reorganisation has worked well, but the school has not yet devised effective strategies to deal with the few boys in the class who are sometimes disruptive. A few parents do not feel that their children are encouraged to become mature and responsible. The inspection team does not

share the parents' views about this. The school's provision for personal development is good and the pupils enjoy taking responsibility.

68. The school has maintained the good links with its parents found at the time of the last inspection. The staff make beneficial home visits before the children start school. The parents value the school's 'open door' policy and staff are available to talk with parents at the end of the school day. The school regularly seeks parents' views through questionnaires and responds to their concerns. Parents were fully informed of the reorganisation of classes and were invited to express their views at an open meeting. The home-school contact books and homework sheets are effective means of communication between teachers and parents.
69. The quality of information which the school provides to parents is good. New parents receive good information through visits, a meeting and opportunities to talk with staff. The prospectus is informative, but the annual governors' report does not contain all the information it should. Regular newsletters give details of future events and celebrate pupils' achievements. Parents appreciate the helpful workshops and topic sheets which enable them to learn more about teaching methods and what their children will be studying. A significant minority of parents feel that the school does not keep them well informed about their children's progress. The inspection team does not share these parents' views. Throughout the year the school gives parents, including those who live away from the family home, good information about how their children are getting on. Reports at the end of the year are satisfactory and give some information about how pupils can improve their work. The school offers parents beneficial opportunities to meet with class teachers each term to discuss their children's progress.
70. The school invites all parents of pupils with special educational needs to attend meetings to discuss the progress and achievements of their children. There is a very good level of parental involvement. The school maintains very effective links with parents of pupils with special educational needs.
71. The impact of the parents' involvement on the work of the school is very good. Parent governors are very supportive of the school and help to shape its future. Parents were involved in drawing up the home-school agreement and enjoy supporting events such as concerts and celebration assemblies. The Friends of Woore School work hard to raise funds and organise social events.
72. Parents' contribution to their children's learning is very good. The school values the help offered by the parents who assist in the classroom and on school visits. The school's very good provision for after-school clubs would not be possible without the considerable commitment by a number of parents who assist with these extra-curricular activities. A significant minority of parents are unhappy about homework. Parents who attended the pre-inspection meeting were equally divided on the issue; some felt there was too much homework, others felt that older pupils did not have enough. The inspection team judged the quality and relevance of homework to be good throughout the school. Most parents support their children with their homework and this has a beneficial impact on the pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. The headteacher has spent nearly four years in this post and has brought stability and continuity to the school after a short period in which there was number of different headteachers. He has a clear sense of educational direction and gives firm and effective leadership.
74. One of his key decisions was to change the arrangement of year groups in the three classes. This was necessary to give roughly equal-sized classes, but it also has the advantage of not mixing Key Stage 1 and Key Stage 2 pupils in the same class. The reorganisation was not popular with some parents and staff were anxious about the change. However, the standards attained by all year groups, as seen in the scrutiny of work from last year, show that the reorganisation has had no adverse effects on pupils' progress. This is a good example of the head's determination to put his vision into effect.
75. The three teachers work together well as a team and spend much of their time discussing curriculum matters and school priorities. The school's plan for development is a result of consultation between them and governors and is based each year on a thorough evaluation of the preceding plan. The priorities contained in the current plan are very relevant to the school's needs and the process of self-evaluation has already enabled the school to identify as priorities the two key issues which emerge from this report.
76. The ethos of achieving high standards within a family atmosphere is clear in all the school does. The analysis of pupils' progress which the school carries out allows the school to check that pupils are progressing at least as expected. Staff have a clear view about the extent of pupils' potential when they reach the age of 11 years.
77. The headteacher has to teach for four full days each week. The extent of his administrative work means that there has been little time available so far to release his other two staff to carry out some of their responsibilities as co-ordinators. This means that, though teachers are very familiar with what the others are doing, they have to take on trust much of what larger schools are able to monitor. Monitoring of work and teaching has taken place occasionally in certain subjects, but there is no framework for co-ordinators to obtain an overview of the effectiveness of planning, the quality of teaching and the standards attained by pupils in their subjects.
78. The governing body is a good mixture of established and new governors. They fulfil their statutory duties well and keep themselves properly informed about the standards the school attains, though not all governors are able to visit classes to obtain first-hand experience of the school's ethos and work. They are fully involved in drawing up the school development plan and in reviewing the success of initiatives. For example, they were closely concerned in the changed arrangements of year groups and were ready to discuss the viability of the initiative with inspectors at the preliminary visit.
79. All staff and governors share a commitment to improve. The issues from the last inspection have all been tackled. Those concerning assessment and statutory requirements have been fully dealt with. Standards have been raised in geography and those in information and communication technology are now above average. The issue of schemes of work was tackled, but the changes in the National Curriculum in 2000 mean that work is still continuing. Completing the guidance for staff is one of the key issues of this inspection. In addition, the standards attained by pupils have risen since the last inspection and the quality of teaching has improved. Overall, improvement since the last inspection has been good. The school's arrangements for appraisal and performance management are effective.

80. The special needs co-ordinator provides a very good level of management for pupils with special educational needs. She is a full time class teacher, which to some extent restricts the effectiveness of the monitoring of provision. She recognises the importance of her role within the school and fulfils it very effectively. The special needs support assistants give a very good level of support to the special needs co-ordinator and class teachers. This high quality support enables the school to continue with its very good provision.
81. The school has very effective strategies in place to promote equality of opportunity. It ensures there is a balance of female and male adults working in the school. This gives pupils positive role models. Adults respect and value pupils and their contribution to school life. All members of the school community take pride in the school
82. There is clear improvement to the financial planning arrangements of the school since the previous inspection. Financial planning is efficient and effective. This includes long-, medium- and short-term plans. The school and governing body have a clear commitment to maintaining the quality of teaching and the planning of the budget reflects this priority. The school carefully evaluates spending in relation to improvement in standards. The standards of teaching found by this inspection show that they have spent their money well. The governing body monitors spending, but does not yet evaluate its educational effectiveness.
83. The school makes effective use of its financial resources. This includes funds specifically for pupils with special educational needs and additional specific grants. The chair of the finance committee closely monitors spending proposals to ensure they support educational priorities. There is good application of the principles of best value and the school has a clear system for competitive tendering. The carry-forward is within recommended limits. The school makes effective use of technology to administer its budget. This ensures prudent management of the finances available to the school.
84. The school has very efficient and effective day-to-day financial management and administration. Procedures are unobtrusive and do not interrupt the smooth running of the school. The administrative assistant's training, in all areas of her work, ensures a good level of understanding in all areas. She is very competent and knows what to do in the case of emergencies. This high level of good quality support enables the teaching staff to maintain the focus of attention on their work with pupils.
85. The school has a good number of suitably qualified teachers to teach the curriculum. The recent reorganisation has enabled the school to retain small, evenly balanced classes throughout the school. The school regularly employs good supply teachers who know the pupils well. This enables a smooth transition to take place with no disruption to pupils' learning. Experienced teaching assistants benefit from good training which enables them to give good support to pupils. The lunchtime assistants maintain a happy and friendly atmosphere at lunchtime. The school secretary is welcoming and efficient.
86. The accommodation is generally satisfactory and allows the curriculum to be taught effectively. The building is welcoming and is enhanced by colourful displays. The classrooms are rather cramped, but the school makes good use of the library area and hall for practical activities and group work. The alcove in Class 3 enables pupils to use computers without distraction. The hall provides adequate accommodation for collective worship, physical education and social interaction at lunchtime. The playground, quiet area, attractive grounds and environmental area provide good opportunities for physical education and play. Accommodation for the Foundation Stage has been improved since the last inspection by the addition of a well-equipped outdoor learning area with a range of climbing equipment and wheeled toys.

87. The range and quality of equipment and materials to support teaching are generally good. The school has made significant improvements in the resources for geography and information and communication technology, both of which were unsatisfactory at the time of the last inspection. Equipment for physical education is very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

- * complete the revision of the schemes of work to provide more guidance to staff and to fit the altered arrangement of year groups; † (32, 42)
- * enable co-ordinators to have a greater overview of their subject by monitoring planning, teaching and standards. † (77)

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

- * revise the behaviour policy to include agreed procedures for dealing with the few pupils with disruptive attitudes and greater detail of anti-bullying guidance; (19, 27)
- * ensure all staff are aware of the school's child protection procedures; (59)
- * broaden pupils' awareness of cultures other than their own. (54)

† denotes an issue already highlighted as a priority in the school's development plan

(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	10	6	0	0	0
Percentage	5	23	45	27	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	58
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	4

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Total
	2000	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (79)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	83 (93)	92 (100)	92 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

<i>The number of pupils (ten) who sat the 2000 National Curriculum tests was too small to make national comparisons realistic, so these data are not published.</i>

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	58
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	19.3
Average class size	19.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	60

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	156,876
Total expenditure	149,657
Expenditure per pupil	2,302
Balance brought forward from previous year	0
Balance carried forward to next year	7,219

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 34%

Number of questionnaires sent out

67

Number of questionnaires returned

23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	57	0	0	0
My child is making good progress in school.	30	57	9	0	4
Behaviour in the school is good.	22	43	22	9	4
My child gets the right amount of work to do at home.	30	43	22	0	5
The teaching is good.	39	43	9	0	9
I am kept well informed about how my child is getting on.	48	39	4	9	0
I would feel comfortable about approaching the school with questions or a problem.	47	35	9	9	0
The school expects my child to work hard and achieve his or her best.	39	57	0	0	4
The school works closely with parents.	30	39	26	0	5
The school is well led and managed.	22	39	26	0	13
The school is helping my child become mature and responsible.	30	48	22	0	0
The school provides an interesting range of activities outside lessons.	35	48	9	4	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

89. The previous inspection found that the school made satisfactory provision for children under five. The new Foundation Stage of learning includes all children up to the beginning of Year 1 and the current inspection shows that there are noticeable improvements in the provision for these young children. The school has a newly developed outdoor learning area which is having a good effect on the children's physical development. The teacher uses the recommendations of the early learning goals (nationally agreed targets for children to achieve by the age of six) to plan work for the youngest children and this ensures that the work provided meets their developing needs and abilities.
90. There are currently two children of Foundation Stage age in the mixed reception, Year 1 and Year 2 class. Children begin full time school at the beginning of the term in which they are five. The class teacher is skilful in providing work that effectively meets the children's needs within a mixed-age class. This ensures that these youngsters are included in classroom activities and have equal access to the curriculum. The results of assessment when children enter school have shown a steady decline in recent years in their skills in speaking, listening and mathematics. However, by the time they begin work in Year 1 the children are on target to meet the expectations of the early learning goals in language and mathematics. This represents good learning, the result of carefully structured planning and skilful teaching. The teacher promotes children's personal and social development well by ensuring that all adults deal sensitively with the children and ensure there is clear purpose to all activities. This is an improvement since the previous inspection.

Personal, social and emotional development

91. The teaching and provision for this area of the children's development are good. The class teacher and support assistants provide the children with calm and patient role models. They take care to ensure the children are settled and happy with their work. The classroom has stimulating and welcoming role-play areas. For example, the doctor's surgery enables the youngest children to develop their social skills very effectively. Both children respond very well to adults and each other. They work cheerfully with each other and with older classmates and quickly learn to share equipment. The teacher promotes independence by encouraging the children to choose their own activities in structured planning sessions. They plan their work, review what they have done and tidy away sensibly. These activities develop children's initiative and awareness of the need to care for and respect property. The children are on target to meet the expectations of the early learning goals in their personal, social and emotional development.

Communication, language and literacy

92. The school provides well for children's development in this area of learning and the teaching is good. Both children already know how to listen carefully and follow instructions accurately. This is a direct result of the careful and effective teaching. Their attitudes to reading are positive. The children enjoy looking at books and talk about them confidently. This is good progress compared with what they could do at the start of term. The teacher ensures that children have opportunities to see the value of reading and writing in most activities. For example, children practise writing their names in the classroom 'surgery'. This enables them to understand that writing has different purposes. There is constant reinforcement of learning by all adults and the children talk freely about their work. The children have regular opportunities to use the role-play area. The teacher makes sure that adults intervene sensitively to help develop children's speaking skills. Learning for these young children is good and reflects the quality of teaching. Children in the Foundation Stage of learning follow the National Literacy Strategy for children of reception age. This

contributes to the good progress children make. Children are likely to meet the expectations of the early learning goals by Year 1.

Mathematical development

93. The teaching of mathematics is good. At the time of the inspection, both children were achieving standards expected for their age. This represents good progress in learning. The teacher makes effective use of the outdoor learning area to develop children's interest in number. They count as they walk along the snake and soon become aware of the sequence of numbers. Both children know the word *zero* and use it consistently when they count up to 10. They achieve the levels of accuracy expected for their age as they match and count numbers. The children recognise numbers to 10 and have a developing knowledge of money. They have carefully structured experiences with sand and water that make a positive contribution to developing mathematical concepts. For example, the children understand what *full* and *empty* mean. The children make good progress in their learning. This is an improvement since the previous inspection. They are likely to meet the requirements of the early learning goals by the time they enter Year 1.

Knowledge and understanding of the world

94. The school makes good provision for children's learning and the teaching is effective. For example, the children learn about the work of doctors. They use the role play area to develop and practise their knowledge. This is effective in developing their understanding of the importance of following instructions when taking medicine. A child 'writes' a prescription and says, 'Read it carefully. It says three times a day.' This makes a good contribution to developing awareness of the importance of reading. It is an example of how the teacher makes effective links between work in this area of learning and other areas of the curriculum. The teacher ensures children use the computer confidently and accurately. An example of this is when the children use the mouse confidently as they click onto the desired program. The school provides opportunities for the children to use headphones to listen and follow stories. This effectively develops their interest in books and reading. These opportunities and the good teaching ensure that children have a well-developed understanding of the world around them. This reflects the findings of the previous inspection. The children are on target to meet the expectations of the early learning goals by the time they enter Year 1.

Physical development

95. The provision for the development of children's physical skills is good. There is a well-equipped outdoor learning area with a range of climbing equipment and wheeled vehicles. This is an improvement since the previous inspection. The children have ample opportunities to develop their ability to control pencils, scissors and brushes. Both children have skills in this area that meet expectations. They experience a variety of activities, such as cutting and joining materials. This helps them practise and refine their manipulative skills. The teacher promotes children's physical skills effectively. The children develop their awareness of moving in a large space during physical education and dance lessons in the school hall. They have access to an outdoor area as part of their normal learning activities. This makes a positive contribution to their physical development. The children are likely to meet the expectations of the early learning goals by the time they begin work on the National Curriculum. Provision and achievement in this area of learning are an improvement since the previous inspection.

Creative development

96. The teacher has high expectations of children's attainment in the area of creative development. As a result, children blend and use pastels confidently. They show good progress in their ability to observe objects closely. For example, they produce well-developed portraits in the style of Paul Klee. The children have access to areas for imaginative role-play, which helps them to develop and express their own ideas effectively.

The children have suitable opportunities to express themselves through singing and moving to music. Both children are likely to meet the early learning goals by the time they begin work at Key Stage 1 of the National Curriculum. This reflects the findings of the previous inspection.

Summary

97. The provision for the Foundation Stage of learning is good. The most significant strength is the quality of teaching for these young children. The teacher plans adult-led activities very carefully. This ensures that within the wide age spread of the class both youngsters have opportunities to express themselves as well as to experience direct teaching. The school analyses results of initial assessments and uses this information to plan suitable work for the children. This enables them to flourish within a family class setting. The class teacher has a well-developed understanding of how young children learn which ensures that they make good progress in their learning.

ENGLISH

98. By the age of 7, most pupils achieve standards in reading, speaking and listening which are above those expected for pupils of this age. Pupils' performance in writing is close to national expectations. By the age of 11, pupils' standards in English exceed expectations for their age. Their reading skills are already higher than those expected for pupils of similar age. They speak fluently, have a good understanding of English and write interesting and informative accounts.
99. The school is achieving standards above those at the previous inspection, which represents a good level of improvement. This is a result of the school's careful analysis of results and trends and its use of the analysis to raise standards. It is ensuring that the quality of teaching remains high throughout the school. This has a positive effect on the quality of learning and pupils make good progress throughout the school.
100. Most pupils, when they enter Year 1, have an average ability to speak and use English. They make rapid progress because of the skilled teaching and exceed expected standards by the time they are 7 years. They develop their speaking skills through carefully planned discussion sessions. An example of this was seen when pupils were discussing the reasons for labelling medicines. They quickly realised that it is essential to read directions and take the correct dosage. This followed much discussion on why people take medicine and why they need to read labels carefully. The older pupils continue this good progress and achieve high standards in their speaking skills. By Year 4, all pupils read poems expressively in unison. This results from the inspirational teaching. Pupils in Year 6 discuss events sensibly and thoughtfully. For example, in a religious education lesson pupils explored the meaning behind pictures of the Crucifixion. All the teachers and members of the support staff encourage pupils to speak and read aloud to audiences wherever possible. For example, in Years 3 and 4 pupils read the poem 'Open the Door' expressively and rhythmically. These experiences make a positive contribution to developing the pupils' confidence in speaking to an audience.
101. Standards in reading show an improvement since the previous inspection. By the age of 7, pupils achieve standards that exceed the expectations for most pupils of this age. They are confident and eager to talk about their likes and dislikes. Pupils continue this good rate of progress throughout the school. By Year 6 pupils already achieve standards that are above the expectations for this age group. This is a good progress from when pupils enter the school. All the teachers work hard to give pupils an interest in and love of books. Each classroom has an interesting reading area with attractive and exciting displays of books, where pupils explore books of their own choice independently. As they progress through the school, pupils read with increasing accuracy and understanding. Many older pupils are

able to talk about different authors and say what they like about their books. Teachers ensure pupils develop an interest in poetry and drama. They give them effective support to enable them to tackle new texts confidently, because they ensure that pupils are reading at an appropriate level. Most pupils have a good understanding of how to use the library and find specific books to help in researching subjects such as history and geography. They find information quickly by using the index and contents page. However, the unavoidable siting of the library in a corridor restricts pupils' access to the books and quiet study.

102. By the age of 7 standards in writing are just high enough. The school has carefully structured and effective procedures in place to improve standards. Pupils are developing their ability to write for different purposes and use joined-up handwriting. By the age of 11, pupils have made very good progress, and standards in writing exceed expectations for this age group. Pupils have a good understanding of story structure and use it accurately in their writing. These pupils know how to use a range of punctuation correctly. They make their stories more interesting by using adventurous and correctly spelt vocabulary. Most have an above-average understanding of the use of grammar. All pupils use different forms of writing accurately and confidently. For example, they write accurate, factual accounts in science and give clear instructions in design and technology. The quality of handwriting and presentation of work is good.
103. Handwriting standards are improving throughout the school. Most 7-year-old pupils are beginning to use joined-up writing with correctly formed letters. By the age of 11, most pupils write clearly, neatly and fluently. Their work is legible and easy to read. Pupils' spelling is accurate. The younger pupils spell simple words correctly and attempt more difficult words by using letter sounds. The older pupils use dictionaries to help in their spelling and spell most words correctly. This is having a good effect on raising standards in writing.
104. Pupils with special educational needs make good progress in developing their understanding and use of English. They receive effective support within the classroom. This enables them to work alongside their classmates, thereby increasing their self-esteem. All teachers ensure that the pupils have suitably challenging work that meets the requirements of their individual education plans. The school has two pupils with special educational needs in the current Year 6. This is likely to depress standards at the age of 11, because of the small number in the class. There is no noticeable difference between the performance of boys and girls.
105. The quality of teaching in English is good. There was no unsatisfactory teaching. This high quality teaching has a positive effect on the standards pupils achieve. Teachers plan their lessons thoroughly. They choose the content carefully to make sure it is relevant to the pupils' needs. This ensures that the pupils remain interested and enthusiastic in their work.
106. At the beginning of each lesson teachers share with the pupils what they are expected to achieve during the lesson. As a result, the pupils have a good understanding of what they are doing and the purpose of their work. At the end of lessons the teachers encourage pupils to reflect on their work, realise how well they are doing and whether their work is good enough. Teachers try to involve pupils fully in their lessons and encourage independent thinking. This is effective in developing pupils' ability to express themselves clearly and imaginatively. Most pupils respond well to these opportunities. However, there is a small group of disruptive pupils in Key Stage 1 who sometimes adversely affect the rate of learning.
107. All teachers have a good understanding of how to teach reading. They do this very well. They are working hard to develop a similar level of expertise in the teaching of writing skills. This is having a positive effect on the quality of pupils' spelling and their ability to write with

understanding. The extent of pupils' free writing in science, religious education, history and geography shows they are using their literacy skills well. This is of considerable significance in science, where pupils' clear write-ups of experiments contribute to their understanding of what they have done.

108. The co-ordinator manages the English curriculum very effectively. He has a clear vision for the future of the subject and constantly looks for ways to raise standards further. This is proving to be very effective, but there is room for improvement in the pupils' writing standards at Key Stage 1. The subject leader is closely involved in monitoring English through the planning, teaching and learning. The implementation of the National Literacy Strategy is effective and is making a positive contribution to the improvement in standards.

MATHEMATICS

109. Standards by the time pupils are 7 and 11 are above national averages. This shows good improvement since the last inspection, when attainment was broadly in line with expectations at both key stages. The two principal factors in improvement are the good teaching and the successful implementation of the National Numeracy Strategy.
110. Pupils in Year 2 have a sound understanding of place value to at least 999. They split a two-digit number into tens and units and use this method to help them add up. They are becoming familiar with the two, three, five and ten times-tables and use these facts when working with division. Higher attaining pupils round their answers to the nearest 10 and use several different methods to add up mentally. Pupils recognise and name simple two- and three-dimensional shapes and average and higher attaining pupils realise that a shape like a hexagon does not have to be this shape



but can be irregular. Pupils of all ability understand simple co-ordinates and use them to solve a treasure trail. Average and higher attaining pupils construct block graphs and answer questions based on them. Most pupils with special educational needs have a clear grasp of place value to at least 100 and add and subtract two-digit numbers. All pupils have much experience of choosing the right calculation to solve word problems at their own level and of estimating a variety of measures. Pupils with special educational needs make good progress because of the careful support given by teachers and classroom assistants.

111. Year 6 pupils have a broad experience in solving number problems and of selecting appropriate ways to do so. Pupils' past work shows a large amount of interesting challenges, set to match ability levels. For example, higher attaining pupils were given a variety of imaginary advertisements from travel agents, quoting air fares in different ways. They needed to use their understanding of fractions and percentages to discover which were the best bargains. Average and higher attaining pupils have a secure understanding of place value to at least 1,000,000 and they know how to multiply and divide by multiples of 10, by manipulating the columns or the decimal point. All pupils have worked with reflectional symmetry and average and higher attaining pupils show an understanding of rotational symmetry. Pupils have a good understanding of units of measurement, including the most common Imperial measures and their metric equivalents. Lower attaining pupils have a clear idea of place value to at least 1,000 and use decimal places in addition and subtraction. All pupils construct and interpret bar and line graphs and average and higher attaining pupils have worked on probability by exploring all the possible outcomes of throwing two dice. Good use of classroom support and carefully planned work ensures that pupils with special educational needs make good progress.

112. Pupils use Information technology in many lessons. Older pupils set each other challenges in mental arithmetic. For example, 'If the function is to halve and add eight, what is the output if 445 is input?' Younger pupils program a floor robot and estimate the length of its moves in centimetres. Pupils use their numeracy skills across the curriculum. For example, in local studies in geography, they find spot heights and in science, they make many calculations such as change in temperature or displacement of water.
113. The quality of teaching is good at both key stages. Even though all classes contain more than one year group, teachers match work carefully to pupils' abilities. Pupils work with those of similar prior attainment, regardless of age, and this strategy means that pupils' needs are well catered for. The thoroughness of marking is a particular strength of all the teachers and enables them to plan well for what individuals need to learn next. Teachers use homework very well. It follows on clearly from classwork and provides a good level of challenge to pupils of all ability. Teachers are also painstaking in the marking and storing of this work. Teachers show much enthusiasm for mathematics. This promotes children's enjoyment of the work and encourages them to work hard. This is clear from the high standard of presentation and meticulousness in pupils' past work, which also derives from the diligence with which it is marked. These factors all enable pupils to learn at a good rate. The only exceptions are when a very small number of boys in Key Stage 1 try to show off, especially during whole-class sessions on the carpet. Though the teacher and assistants deal well with these interruptions, they sometimes slow down learning for the whole group.
114. The co-ordinator manages the subject well. Teachers keep track of each pupil's progress by monitoring their attainment from the time they enter the school, using Key Stage 1 National Curriculum tests and tests recently introduced in Year 4. They take action if progress is not what it should be. The school has implemented the National Numeracy Strategy successfully and parents reported at the pre-inspection meeting that this was helping their children to enjoy mathematics. The co-ordinator has monitored standards of pupils' work and the quality of teaching recently, though she does not have a clear overview of other teachers' planning.

SCIENCE

115. Standards by the time pupils are 7 and 11 are above national averages. This shows good improvement since the last inspection, when attainment was broadly in line with expectations at both key stages. The main reasons for this improvement is the good teaching at both key stages and a strong emphasis on investigational work.
116. Year 2 pupils are currently studying health and growth. They know why medicines are useful, but they are also learning to appreciate its dangers. This was later reinforced in an information technology lesson, where pupils formatted the text of a label from a medicine bottle, making the safety instructions stand out clearly. Pupils' written work over a whole year shows a large amount and a good spread of work. In work on man-made and natural materials, pupils carried out an experiment to see which of several fabrics would provide the best insulation for Baxter Bear on his travels. They heated them up, then tested the rate of cooling over several minutes. Pupils of all ability wrote up the experiment in their books in their own words. Average and higher attaining pupils have a developing idea of fair testing. When studying sound, pupils were asked to write down how they thought we hear. One average attaining pupil wrote what she knew about the ear-drum and added: "I know this because my granddad has a bad ear and has a hearing aid". Pupils with special educational needs are well supported and make good progress.
117. Past work from Year 6 pupils also shows a good range of study. When learning about forces, pupils studied upthrust and its relationship to floating. Pupils of all abilities wrote up an experiment with a known weight of plasticine well using their own words. The plasticine

was put into water, first as a lump and then shaped into a boat with a flat bottom. Pupils showed that they understood the key concept of surface area and its connection with displacement. Experiments are written up afterwards using a set pattern, including a section on 'What I kept the same'. Discussion with pupils shows that very nearly all understand clearly about fair testing and variables. They write up their work with a very high level of presentation and pride. The use of pupils' own words gives them good scope for responding to challenge. For example, in writing about investigations on an aerofoil shape, one higher attaining pupil explained what gives it lift: 'The air on the top goes faster than the air on the bottom because it's got to travel a further distance when it flies'. Good support given to pupils with special educational needs helps them to work well with their peers and to make similar, good progress.

118. The quality of teaching is good in both key stages and benefits from the good level of subject knowledge of all the teachers. The marking of work is a great strength, because it encourages pupils to value their work and respond to suggestions or questions. Because they know that teachers value what they write, pupils respond by putting a great amount of effort into their work which helps standards to be high. The most successful lessons occur where pupils are clear about their tasks because the teacher has explained the learning outcome of the lesson to them at the start. This strategy is not as well used in some lessons.
119. The co-ordinator manages the subject well. Staff track pupils' progress carefully across the school, which enables teachers to give pupils work which matches their prior attainment. Monitoring of standards in pupils' work has taken place. Staff regularly discuss the curriculum and the subjects to be covered in the topic cycle, but the co-ordinator does not have a clear overview of her colleagues' planning or teaching. Computer software is not as good in science as in other subjects, though there is good provision of sensory equipment.

ART AND DESIGN

120. The basis for judgements in art is one lesson and an analysis of work around the school. It is evident that pupils achieve standards that match those of most pupils of 7 and 11 years of age. This is similar to the findings of the last inspection. It is not possible to make a judgement about the quality of teaching.
121. Just under half of all pupils in Year 2 achieve above average standards in their ability to look closely at work from other artists. For example, they used their observations skilfully to create their own portraits in the style of Paul Klee. The teacher gave clear direction about how to use pastels. This was very effective in developing the pupils' ability to blend and smudge colours. All pupils in Years 1 and 2 discussed their work at the end of the lesson. This session enabled them to look critically at work and suggest improvements. Both year groups do similar work in the mixed-age class. Systematic teaching of drawing skills and techniques enables pupils to develop and amend their ideas as they work. They are confident in their use of pencils and pastels and also produce lively computer-generated art.
122. As they progress through Key Stage 2, pupils build on and develop their artistic skills and techniques. This is particularly noticeable in the work from pupils in Year 3 and Year 4. These pupils produce detailed sketches of flowers. By the time they enter Year 6, pupils have well-developed skills in using a range of media and materials. They apply their knowledge of computer skills and techniques effectively. This is evident in their use of computers to generate designs for the Woore Horticultural Show. Pupils develop and refine their use of sketchbooks and pay increasing attention to detail in their drawings. By the end of Year 6, standards are similar to those of most pupils of this age.
123. Pupils are clearly interested in their work and learn new skills well. This is evident from the

amount and quality of work around the school. It indicates careful teaching of skills and techniques. The pupils who have special educational needs work alongside their classmates. They receive sensitive and effective support. This ensures they make good progress in their learning.

124. Teachers' planning for the subject is clear. The adopted scheme of work for art provides for systematic teaching about artists and their work. These are mainly western and American artists. It would benefit the pupils to see more work from cultures such as African and Asian. Teachers make effective links with information and communication technology. This enables the pupils to develop their skills in producing computer-generated art.
125. The management of the subject is satisfactory. The co-ordinator monitors the quality of work on display, but does not have a regular time in which to do this. There is no structured and systematic monitoring of pupils' development of skills and techniques. This does not give a clear picture of progress.

DESIGN AND TECHNOLOGY

126. By the ages of 7 and 11, pupils attain standards that meet the expectations for their age. The analysis of work forms the basis for this judgement, since no lessons were observed. There is thus insufficient evidence to make a judgement on the quality of teaching. Standards are similar to those at the previous inspection. The school uses a national scheme of work and the associated assessment procedures. This is an improvement since the previous inspection and is enabling teachers to match work to individual pupils' needs and abilities.
127. The quality of pupils' planning and their ability to evaluate finished products is an improvement since the previous inspection. The pupils' planning books show that teachers place an appropriate emphasis on the designing element of the subject. This ensures that all pupils reach satisfactory standards in their ability to plan, label parts and list components. This is clearly apparent when pupils in Years 1 and 2 plan a fruit salad. They list the ingredients they will need and give clear instructions. Two-thirds of the pupils evaluate the finished product and suggest improvements. For example, one pupil wrote, 'Put more fruit in'. The teacher's marking is constructive and gives pupils an increased understanding of how to plan and evaluate their work. The analysis of work on display around the school demonstrates pupils' effective application of their knowledge of forces. An example of this is when pupils in Years 1 and 2 used their knowledge of levers to design and make sliding mechanisms.
128. There are effective links with science in Years 3 and 4. Pupils in this class make jointed skeletons with opening parts that show internal organs. By Year 6, pupils of all abilities give clear instructions for making a shelter. They build well on their previous experience and use accurate measurements in their designs. Two-thirds of the pupils give careful evaluations of their product and its purpose. The less able pupils make accurate lists and give acceptably clear instructions. They have less well-developed evaluation skills. Pupils of all abilities use fluent joined script and take care over their designs. This indicates that teachers have a good understanding of the links between design and technology and English.
129. All pupils, including those with special educational needs, have equal access to the design and technology curriculum. This is evident from the work around the school. Teachers' planning ensures that pupils who have special educational needs work in the classroom alongside their classmates. This is effective in raising their self-esteem and self-worth.

130. The co-ordinator has a strong determination to raise the profile of design and technology throughout the school. This is evident in the improvement of pupils' planning and evaluation skills. There is no structured monitoring of the development of skills and techniques across the school. This does not give consistency of practice. The school has a clear focus on assessment and uses this effectively to plan and report on pupils' work. This is an improvement since the previous inspection.

GEOGRAPHY & HISTORY

131. Geography and history are taught alternately in blocks of three weeks. This meant that it was possible to see only one lesson in each subject during the inspection. Pupils' previous work was analysed as available. Unavoidable gaps in evidence mean that it is not possible to make a judgement on standards of attainment or the quality of teaching in geography at Key Stage 2 or on the quality of teaching in history at Key Stage 2.
132. Standards in geography and history are in line with national expectations by the time pupils are 7 years. When they reach 11, pupils are achieving standards in history in line with what is expected for pupils of that age. This represents good improvement in geography since the last inspection, when standards were below expectations, and satisfactory progress in history.
133. In geography, Year 2 pupils work on the travels of Barnaby Bear. This leads to work across the curriculum, such as the investigation into the warmth of different materials in science for Barnaby's coat. Pupils also study a village in Mexico and make comparisons with their own surroundings. Pupils write about what they have learnt in their own words and average and higher attaining pupils show a good use of relevant technical vocabulary. Lower attaining pupils also write clearly about what they know and give good explanations of why a site was chosen for a village.
134. In history, pupils study people from the past, such as Florence Nightingale. In a study of the Great Fire of London, they learn about Pepys' diary and compare street scenes from the 17th century with a modern street. Pupils of all abilities make reasonable judgements about whether a sentence can be shown to be true or false, or whether one cannot tell.
135. An album of past work shows that pupils in Years 3/4 studied weather in geography. They created their own postcards based on research, giving brief details of the type of weather one might expect. More extensive research into the conditions and surroundings of holiday places was also evident. Current Year 3 and 4 pupils have just begun a study of their local area.
136. In history, Year 6 pupils are studying Britain since 1930. They look at a series of photographs and pose relevant questions. For example, one group was looking at a picture of some of the first black immigrants to arrive in Britain at Southampton docks after the war. They did not know what the picture showed, but were able to deduce that the occasion was important for the people because they were all wearing their best clothes, which they recognised from the women's frocks to be the fashions of the 1950s. They indicated the large amount of luggage and they made comparisons with asylum seekers in the present day. Another group, from pictures of Coronation souvenirs, realised that The Queen is soon to celebrate 50 years on the Throne.
137. The quantity of pupils' past work in Key Stage 1 makes it possible to judge that teaching in both subjects is good. The range of activities offered to the pupils is broad and they are able to complete it at their own level. All work is well marked and children are encouraged to concentrate on good presentation.

138. Both subjects are managed satisfactorily. The two-year topic cycle allows for the teaching of the full curriculum, though this will need to be altered now that Class 1 contains three year groups. In common with other subjects, the co-ordinators have little opportunity to monitor planning, teaching or pupils' standards of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Pupils' attainment is in line with national expectations by the age of 7 and above average by the age of 11 years. This shows good improvement on the findings of the last inspection, when standards at Key Stage 2 were below expectations. The chief factors in the good improvement are the new equipment, the school's good action plan for its use and the higher levels of teachers' expertise.

140. Year 2 pupils are becoming familiar with the layout of the keyboard and most are developing good mouse control. They know how to begin a program by double-clicking its icon on the screen and understand the use of drop-down menus. Using a word processing program to create labels for medicine bottles, pupils select text by highlighting and alter its size and appearance. Higher attaining pupils make judgements about the most important parts of the label and alter this section of the label accordingly. In connection with mathematics work, pupils use a spreadsheet to collect data about animals, such as their size or colour. Other work in mathematics has involved using a programmable floor robot. Pupils estimate how far it will move when given a particular instruction. Pupils with special educational needs make progress at a similar rate to other pupils.

141. By the time pupils leave the school at the age of 11, pupils have experienced a wide range of work. They word-process poems, presenting them in borders ready for display. Pupils prepared three-fold brochures for tourist attractions, such as the Globe Theatre. These show good individual research and careful selection of appropriate text and illustrations, concentrating on the details needed to attract visitors. Pupils prepare programmes for school events and higher attaining pupils incorporate scanned images or photographs, taken on the school's digital camera, to which they have added text. Pupils with special educational needs are well supported and produce research in their own words, such as a brief history of Telford. Pupils have the opportunity to work with sensory equipment in science, measuring variables such as light intensity or levels of moisture. They learn how to take readings outside and then connect the unit to a computer and download the data. Pupils also display and use data on spreadsheets.

142. All pupils have access to the internet, though this has been established only recently. Pupils use commercial search engines to research work for history and there are plans to use e-mail. The school has taken appropriate steps to prevent access to undesirable material and parental consent is sought.

143. The school uses information and communication technology regularly across the curriculum. For example, during a Year 5 mathematics lesson, pupils worked in pairs on a challenging program requiring quick mental arithmetic. In a Year 6 literacy lesson, pupils practised spellings at appropriate levels. In addition, the school keeps its lunch registers on computers in each classroom. Pupils take turns to complete the details each day. They print the results, which they then take to the school kitchen.

144. The quality of teaching is good across the school. Strengths of the teaching are that all teachers are familiar with up-to-date equipment and software, and use computers across the curriculum. The school has a network of nine computers and each class has three, appropriately situated for ease of access. Key Stage 1 pupils keep their work in books, which the teacher marks constructively. Key Stage 2 pupils learn to manage their own files and folders using Windows Explorer. They have been taught this skill well and this makes it

very easy to see and compare all the work which pupils do across the year. This in turn contributes to the enthusiasm they have for the subject, demonstrated in the quality of their work.

145. The headteacher is co-ordinator and manages the subject well. He turned his vision for the subject in the school into a workable action plan which formed the basis for the good improvement made since the last inspection. The network is well chosen and sited and the spread of software across the curriculum ensures that information and communication technology has a high profile in the school. The way pupils' work is kept in Key Stage 2 makes it easy for the co-ordinator to have an overview of standards in that key stage, but he does not currently monitor teachers' planning or the quality of teaching.

MUSIC

146. As only one lesson was seen in music, it is not possible to make judgements on pupils' standards or on the quality of teaching at either key stage. This also makes it impossible to judge improvement since the last inspection. Then, as now, the full range of the curriculum was taught.
147. The singing component of the subject is taught to the whole school for 20 minutes after assembly on one day each week. A range of songs and hymns is covered, and time is usually taken to rehearse specific features, such as ends of phrases or dynamics. However, this was not possible during the inspection as children needed to be taken right through the range of songs for harvest. Pupils sang with enthusiasm and generally accurate rhythm and phrasing, except for the very fast, alliterative lists of harvest produce. But virtually all pupils sing in the wrong register - an octave down, as if they had broken voices, which virtually no pupils have.
148. Pupils have the chance to join a recorder group, run by the co-ordinator, and peripatetic brass tuition is offered. The school arranges regular performances to parents and local people and frequently takes part in festivals and music events with other schools. Parents have been enlisted to help with extra-curricular musical activities.

PHYSICAL EDUCATION

149. It is not possible to make a judgement on standards or the quality of teaching because only one lesson was observed. Teachers' planning and discussion with the subject leader form the basis for judgements.
150. The school covers all elements of the physical education curriculum in suitable depth. The use of a national scheme of work and assessment procedures give an overall picture of achievement. Pupils' success in sporting and athletic activities indicates careful teaching and good progress. This applies also to pupils with special educational needs. They play in teams alongside their classmates. The school has mixed-sex teams which ensures that all pupils have opportunities to play all sports. There is good quality provision for the youngest children in the school which is a significant improvement since the previous inspection. Evidence from the lesson seen shows that all pupils respond well to the teacher. They moved confidently, worked well with partners and evaluated their dance performance sensitively.
151. The school teaches all aspects of the subject, including swimming and athletics. Pupils of all ages and abilities have regular swimming lessons. This ensures that children develop swimming skills from an early age. There is a very wide range of extra-curricular sports provision and the school has had many successes with its sports teams. Pupils derive much benefit from extra help in coaching given by a variety of organisations outside the

school. The school is continuing with its outdoor and adventurous provision to maintain a good balance in its curriculum. These factors make a significant contribution to the standards pupils achieve. This reflects the findings of the previous inspection.

RELIGIOUS EDUCATION

152. By the age of 11, most pupils achieve standards that meet the requirements of the locally agreed syllabus for religious education. This reflects the findings of the previous inspection.
153. It is not possible to make a judgement on standards for the younger pupils in the school as no lessons were observed during the inspection. Teachers' planning shows that pupils in Years 1 and 2 learn about respect and caring for each other. They learn that the Bible is a special book for Christians and that other religions have special books.
154. In Key Stage 2, skilful questioning enables pupils in Years 3 and 4 to explore the reasons why artists represent Jesus in different ways. They respond thoughtfully and are developing an increasing awareness of the importance of Jesus to Christians. Pupils in Years 5 and 6 confidently explore the feelings evoked by pictures of the Crucifixion. The secure relationships they have with each other and the teacher enables them to express their thoughts openly. This is an improvement since the previous inspection, when pupils were found to be '... tentative about describing their own feelings to a group ...'. Most pupils have a good knowledge of Christianity and other major world religions. For example, they understand why faces are not portrayed in Islamic art.
155. All pupils understand the need to care for others as well as themselves. The pupils with special educational needs receive effective support in the classroom. This enables them to learn well and make good progress in their work.
156. Pupils enjoy their work in religious education. The teachers make the lessons interesting and ensure they are relevant to pupils' needs, so that pupils work hard and achieve well. The older pupils have positive attitudes to their work and think carefully about issues. They show a good level of respect for the ideas and opinions of others and are confident in sharing their thoughts. The pupils are enthusiastic and eager to put forward their own ideas. They discuss feelings and emotions at a mature level, prepare thoughtful questions and co-operate well together. They relate well to their teachers and to each other, which ensures they are able to join in discussions confidently. The level of response is an improvement since the previous inspection.
157. The quality of teaching is consistently good, which is a very good level of improvement since the previous inspection. The teachers are confident in the subject and prepare their lessons thoroughly. They give careful thought to providing a calm and reflective atmosphere in the classroom for the teaching of religious education, ensuring that the pupils have a clear sense of purpose to their work. Planning follows the locally agreed syllabus for religious education and gives a good level of attention to the defined areas of learning. The school provides a suitably wide range of opportunities to enable pupils to become aware of the religious element in life, including times for reflection in assemblies. The teachers encourage pupils to reflect on their own experiences and to relate them to those of other people. Teachers and pupils are sensitive to sacred religious artefacts and treat them with respect and care. The locally agreed scheme of work gives teachers clear guidance and suggestions to assist their teaching.
158. The subject is well managed. The school's resources for the teaching of religious education are good. There is a relevant and wide range of artefacts and a good supply of good-quality books and posters. The pupils and teachers make effective use of these resources. Opportunities for monitoring planning and teaching have been limited.

