

# INSPECTION REPORT

## **CHADSMEAD PRIMARY SCHOOL**

Lichfield

LEA area: Staffordshire

Unique reference number: 124100

Headteacher: Mr Lester Davies

Reporting inspector: Mrs Jean Harding  
21378

Dates of inspection: 4<sup>th</sup> - 7<sup>th</sup> December 2000

Inspection number: 224257

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:	3 – 11 years
Gender of pupils:	Mixed
School address:	Friday Acre Lichfield Staffordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Colin Share
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Names of team members	Subject responsibilities	Aspect responsibilities
Mrs Jean Harding (21378) Registered Inspector	Religious education	The school's results and pupils' achievements Leadership and management
Mr John Bayliss (19664) Lay Inspector		How well the school cares for its pupils How well the school works in partnership with parents
Mrs Carolyn Powell (27369) Team Inspector	Areas of learning for children in the Foundation Stage History Music	
Mr Andy Bond (17263) Team Inspector	Mathematics Physical education	How well pupils are taught
Mrs Joyce Cox (25074) Team Inspector	English Design and technology	Pupils' attitudes, values and personal development Special educational needs
Mrs Megan Spark (18342) Team Inspector	Information and communication technology Art and design	The curricular and other opportunities offered to pupils Equal opportunities English as an additional language
Mrs Jenny Clayphan (20230) Team Inspector	Science Geography	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a school for boys and girls from 3 - 11 years of age. There are 297 pupils in the main school and 20 full-time equivalent children in the nursery. It is slightly above the average size for primary schools. There are very few pupils of non-white ethnic origin and only three pupils who are at an early stage of acquiring English language. Numbers on roll are stable, but there are fewer pupils at the school than there were at the last inspection. Class sizes are higher than average, but the use of placing pupils in sets for teaching English and mathematics at Key Stage 2 reduces the size of these teaching groups.

Twenty-one per cent of pupils are on the special educational needs register, which is about the national average. There are eight pupils in the school with statements of special educational needs; this is above the national average, but there are no exemptions from the National Curriculum or testing. Fifteen per cent of pupils are eligible for free school meals; this is below average. The school is situated in an area of mixed social and private housing, but a significant number of pupils attend the school from outside the catchment area. The majority of pupils are from families in the middle of the socio-economic range, with a significant number who are disadvantaged. Most pupils have had pre-school educational experience, often within the school's own nursery which has opened since the last inspection. Children's attainment on entry to reception is variable, but it is mostly as expected, with a significant minority attaining higher levels than many four year-olds.

### **HOW GOOD THE SCHOOL IS**

This is a good school with many very good and some outstanding features. By the time they leave the school, pupils achieve levels of attainment which are higher than average in most subjects. The management is good, and the leadership of the headteacher is very good. The high quality of leadership and management has resulted in a good quality curriculum and high quality teaching at Key Stages 1 and 2, although the curriculum for children in the Foundation Stage<sup>1</sup> is not planned well and so the teaching is not of the same quality. The resources are managed well and although the school receives a little more money than other schools, it, nevertheless, gives good value for money.

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

- Standards of attainment in the core subjects of English, mathematics and science are above national averages by the end of Key Stage 2.
- Standards of attainment in most other subjects, at Key Stage 2, are above national expectations.
- Pupils use basic skills well in all subjects; their thinking skills are particularly strong.
- The leadership and management are strong, at all levels, and the leadership of the headteacher is very good.
- The teaching is good overall; it is very good at Key Stage 2.
- The curriculum for pupils at Key Stages 1 and 2 is planned very well.
- The assessment of pupils' progress in learning is good at Key Stages 1 and 2.
- Pupils' behaviour and their attitudes to work are very good; these promote very good learning and independence.
- The partnership with parents is very good.
- There is good provision for the wider education of pupils and for their care.

#### **What could be improved**

- The provision for children in the Foundation Stage, especially in reception.
- The provision for pupils with special educational needs, particularly the effectiveness of their individual education plans.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

<sup>1</sup> The Foundation Stage applies to children from the age of three, in the nursery, to the end of the reception year.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 when it received a positive report. Since then, it has made very good improvements. All the key issues for action, identified by the last inspection team, have been addressed well. There are now very good targets for attainment devised for groups and individual pupils. Overall, the planning of topics is now good, and very good at Key Stage 2; science, geography and religious education are now well covered, in a coherent, relevant way. Pupils' achievements in English, mathematics, science, design and technology, information and communication technology, and history are better, although standards in music are not as good as they were. The staff have identified and shared effective methods of teaching; the teaching observed at this inspection was considerably better than that observed at the last inspection. The progress of boys and girls is now very closely monitored. The National Curriculum test results are now much better than they were four years ago. At the last inspection, the curriculum for children under five was said to be satisfactory. In this aspect the school has not moved with the times, with the result that the current curriculum is not of the standard required to ensure good learning. A nursery class has opened in the school since the last inspection, and this has started to raise the achievements of children entering reception. Given the good quality of the management, and the clear will to continue to raise standards and provision, the school is well placed to make further improvements.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	C	B
Mathematics	B	C	B	B
Science	A	B	B	A

  

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2000 National Curriculum tests the percentage of pupils achieving the higher grades was above average for English and mathematics and well above average for science when compared with similar schools<sup>2</sup>. The school's targets in 2000 for pupils' attainment in English and mathematics, for the tests at Key Stage 2, were exceeded. The standard of work seen during the inspection, in English, mathematics and science, by pupils currently in Key Stage 2 was higher than average and the upward trend in the National Curriculum test results should continue. The standard of attainment in these subjects at Key Stage 1 was higher than average in the National Curriculum tests last year, but the work seen during inspection was of average standard.

Pupils' achievements in most other subjects are in line with expectations at Key Stage 1, however, standards are above expectations in design and technology, and history. At Key Stage 2, standards in most other subjects are above expectations, but for music they are as expected. Standards in information and communication technology are in line with expectations across the school, but older pupils work at higher than expected levels in some programmes of study. Pupils' knowledge of religious education is in line with the expectations of the locally agreed syllabus, and in aspects, such as exploring and understanding spiritual, moral, and social issues, their understanding is very good. Pupils have good speaking and listening skills which they use effectively. Their use of the key skills of reading, writing,

<sup>2</sup> The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 2) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

number, information and communication technology, and personal skills, such as reasoning, are especially good.

Pupils of higher ability make consistently satisfactory progress, and those with special educational needs make satisfactory progress at Key Stage 1 and, sometimes, good progress at Key Stage 2. Children working in the Foundation Stage make satisfactory progress in their learning overall, but a significant number could do better with a more effective curriculum.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils love school and try very hard in their work.
Behaviour, in and out of classrooms	Very good. Pupils have acquired commendable self-discipline; they can be relied upon to work without supervision. There is no oppressive behaviour, bullying, sexism or racism.
Personal development and relationships	Very strong. Pupils show a very good understanding of the impact of their actions on others, and a great respect for other people's values and beliefs. They show initiative and welcome responsibility.
Attendance	Good. Pupils get to school on time and lessons start promptly.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Very 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 teaching is good overall, with major strengths in teaching in Years 3, 4, 5 and 6 and weaknesses in the teaching of children in the Foundation Stage. Of the lessons observed, 94 per cent were satisfactory or better; 73 per cent were good or better, and 41 per cent were very good or excellent, including three lessons which were of outstanding quality. Four lessons were unsatisfactory; these were all in the reception class currently operating; this was because the curriculum, from which the lessons were planned, is unsuitable. Other evidence shows that most children in reception make satisfactory progress and so, overall, the teaching is satisfactory. The teaching in the nursery is satisfactory. A strength of the teaching, throughout Key Stages 1 and 2, is that teachers plan their lessons in great detail and this means that most pupils' learning is good. The teaching of literacy and numeracy is particularly good. Lessons in all subjects are interesting with the result that pupils' interest, concentration and independence are excellent. Teachers' expectations are high, especially at Key Stage 2, and this leads to very good progress and ensures that pupils have knowledge of their own learning. There is a very good rapport between staff and pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a rich and relevant curriculum at Key Stages 1 and 2 which has been very well planned which ensures that pupils have high quality learning experiences. The planning of the curriculum for children in the Foundation Stage is unsatisfactory because it is based too much on an outdated infant curriculum. Some children, therefore, do not make the progress of which they are capable.
Provision for pupils with special educational needs	Satisfactory overall. Teachers' high expectations raise the attainment of pupils with learning difficulties, however, progress could be much improved, and better able to be measured, if pupils' individual education plans were less vague.
Provision for pupils with English as an additional language	Few pupils require special provision, but if it was an issue the pupils would get good attention as there is consistent emphasis on the individual.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for spiritual and cultural development is good. For pupils' moral and social development the school makes very good, imaginative provision.
How well the school cares for its pupils	Pupils are looked after well. This is a caring school and staff know their pupils well. A safe and secure environment is provided. There are good systems for evaluating pupils' achievements.

All pupils have equal access to a broad and balanced curriculum. There is good provision for personal, social and health education and this aids understanding and personal development. Parents have a justifiably high opinion of the school and are full partners in their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The leadership of the headteacher is very good. There is good delegation to staff with management responsibilities and subject co-ordinators do a very good job. The senior management team is effective. The management of the provision for pupils with special educational needs, and of the Foundation Stage, needs improvement.
How well the governors fulfil their responsibilities	They fulfil their duties well. The governors know what they are doing and all statutory requirements are met.
The school's evaluation of its performance	In many ways this is very good. There is an ethos of commitment to high quality, based on an effective analysis of what needs to be improved. It is, therefore, surprising that the school did not know that there are weaknesses in the provision for pupils with special educational needs, and for children in the Foundation Stage. This is because staff lack expertise, or appropriate advice.
The strategic use of resources	Good. Educational priorities are well supported by careful financial planning. The use of staff, resources for learning, and the accommodation is efficient.

Staffing, accommodation and learning resources are good overall. The key to success is the ethos of partnership between the staff and governors, which stems from the school's appropriate aims and its vision of seeking the very best for its pupils. It is this teamwork which has enabled the complex planning of the curriculum at Key Stages 1 and 2, thereby providing pupils with such interesting work. The same effective teamwork is not evident in the Foundation Stage.

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Behaviour is good and there is no bullying.</li> <li>• The teaching is good.</li> <li>• They feel well informed about how their children are getting on.</li> <li>• They feel comfortable about approaching staff with problems and concerns.</li> <li>• The school expects their children to do their best.</li> <li>• The school develops their children into mature, responsible individuals.</li> <li>• The range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents had concerns about the amount of homework, although some would like more, others less.</li> <li>• A very few felt that there is a lack of priority given to physical education.</li> </ul>

Only 23 per cent of parents responded to the pre-inspection questionnaire and 21 parents and carers attended the meeting with the Registered Inspector, and so these views may not be typical. However, these views are very similar to those of the parents who had discussions with the inspectors. Parents are strongly supportive of the school. Inspectors agree with all the parents' positive views. The school has ensured that parents are generally in a position to comment about what is going on. However, no evidence was found to support the negative view about homework, and the provision for physical education is good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children make a good start to their education in the nursery. The attainment of children on entry to reception is at least as expected, and often above the levels expected, in all areas of development. When they join Key Stage 1, almost all pupils are already working at least at the levels expected, with a significant number achieving higher levels. The progress of children in reception is not as good as it could be, due to the planning of the curriculum.
2. Pupils make satisfactory and, occasionally, good progress in all subjects through Key Stage 1. The results of the National Curriculum tests, for the last four years, show that standards of attainment in reading, writing and mathematics are generally above average, although the group of pupils taking the tests in 1999 contained a significant number with special educational needs and so the results were not so high as usual. The tests results for 1997, after the last inspection, showed grades well above the national average; these pupils are now in Year 6 and are working at above average, and sometimes well above average, levels. It is of note that the school now has fewer pupils eligible for free school meals than it had in the past. Therefore, the school is, currently, being compared with schools with more favoured intakes than it was in the past. The school still performs well.
3. The National Curriculum test results for Key Stage 1 in 2000 show pupils attained above average grades in reading and mathematics, and were well above average in writing. The percentages of pupils in Year 2 achieving higher grades was above the national average for writing. The teachers' assessments for speaking and listening, and for science, showed that few pupils attained the higher level. This was produced by an assessment difficulty, known to the school and subsequently addressed, and is not a true reflection of pupils' achievements. In comparison with similar schools, pupils' results were above average in reading, well above average in writing and in line with national averages in mathematics. Since the last inspection in 1996, pupils' results at Key Stage 1, have been generally above or well above average.
4. Evidence gathered during the inspection at Key Stage 1, including observation of lessons, scrutiny of pupils' work, and interviews with pupils, show that pupils attain levels in all subjects that are at least in line with expectations and national averages, and sometimes above. Standards in speaking and listening are high, and those in reading and writing are average. Standards of attainment in mathematics and science are average. Pupils use their literacy and numeracy skills well in other subjects and their achievements in information and communication technology are as expected. Standards and pupils' progress in religious education are generally in line with the requirements of the locally agreed syllabus. Standards in design and technology, and history, are high. In all other subjects, pupils make satisfactory progress in learning and achieve standards that are in line with expectations. Standards and pupils' achievements at Key Stage 1 have generally been maintained since the last inspection, although standards in art and music are not as high as they were reported to be in 1996. Pupils' attainment in history is higher than reported at the last inspection.
5. By the end of Key Stage 2 standards of attainment in all subjects, for those pupils without marked special educational needs, are at least in line with expectations and national averages and, in some subjects they are high. The attainment of a significant number of pupils is consistently high. Pupils' progress in learning is at least satisfactory. The results of the National Curriculum tests at Key Stage 2, over the last four years, show that pupils have attained above the national average, and that they have made good progress since they were in Year 2. The upward trend in results in the National Curriculum tests mirrors the national trend.
6. The National Curriculum test results for Key Stage 2, in 2000, in English, mathematics and science, showed that pupils attained the national average in English and reached above average levels in mathematics and science. In comparison with similar schools, pupils' results were above average for English and mathematics and well above average for science and the percentage of pupils attaining the higher levels was also above average for English and mathematics and well above average for science.

7. Inspection evidence, including a detailed analysis of these statistics, as well as lesson observations and scrutiny of pupils' work, shows that standards of attainment in all subjects, for most pupils, are at least in line with expectations and national averages and above this in some important areas. Standards are high in English and, often, very high in speaking and listening. Standards are high in mathematics and also in science. Progress in these three subjects is at least satisfactory and it is often good, due to special targeting of pupils and of their weaker areas of attainment. Pupils' achievement in all other subjects is at least satisfactory. Pupils' progress in art and physical education is good and so their standards of attainment are high. Their progress is also good in some aspects of information and communication technology and standards are above average in some programmes of study. Pupils' knowledge of religious education is as expected from the locally agreed syllabus and in some areas, such as their ability to discuss the moral implications of what they learn, pupils display understanding that is greater than expected for their age.
8. Standards of attainment have improved since the last inspection, especially in science and history. There have been very good improvements to the standards of work seen in mathematics, from slightly below average to above average attainment. Pupils now make better progress overall than they have done in the past; this is due to a concerted effort to improve the teaching. However, pupils' knowledge and understanding of information and communication technology, in all the programmes of study, should be better still, once the new computers have been installed. Pupils' attainment in music is not so high due to recent change of staff; the school is aware of this and is addressing the issue. Pupils' achievement in swimming is now good. Parents know that their children are doing well.
9. Across the school pupils make good use of their learned literacy and numeracy skills in all subjects. Pupils also make good use of their information and communication technology skills. Of special note, is the way pupils are able to think for themselves, improve their own performance, and work with others. Their skills of information processing, enquiry, and creative thinking, help them in their learning. This is marked at Key Stage 2. These are important life skills which the school has set out actively to promote.
10. Pupils with special educational needs make at least satisfactory progress, but this is difficult for the school to measure as pupils' individual education plans are far too general. Pupils with special educational needs make satisfactory progress in Key Stage 1. They sometimes make good progress at Key Stage 2 because they are placed in sets for literacy and numeracy, based on their ability. The pupils with a statement of special educational need often make good progress because of high quality one-to-one support from the learning support assistants. Mostly, pupils with special educational needs make satisfactory progress in subjects other than English and mathematics, but this could be better if work was targeted more specifically. This is not as good as was reported at the last inspection, in a few subjects, such as English.
11. Pupils who use English as an additional language make satisfactory progress and, as the school treats each individual pupil as a separate case, their progress can be assured. Standards of attainment are in line with their capabilities. This is due to the sensitive way that the school deals with their additional needs.
12. The school analyses all national tests with care for gender and cultural influences. No significant differences are apparent. There is no observable difference in the attainment or progress of boys and girls in any subject; all make appropriate progress. However, the older boys often read and write better than boys of similar ages in other schools. This is due, to some extent, to the care with which texts are chosen and, also, to the way they sustain interest as they get older. Some of this can be put down to the good role-models presented by male staff, governors and visitors. Matters of gender difference are not shirked and are handled sensitively by staff. Pupils of higher attainment are sufficiently challenged and a significant number are working at high levels in the National Curriculum programmes of study. Pupils who show special gifts or talents are nurtured. Pupils who are particularly able, work within higher year groups for English and mathematics. There is no difference in attainment that can be attributed to pupils' social or ethnic background.

13. The school had set appropriate targets for overall improvement in pupils' attainment in English and mathematics to be achieved by 2000. These were based on a realistic evaluation of what was possible, taking into account the numbers of pupils with special educational needs. The staff keep a careful check on the improvements in pupils' performance, from the end of Key Stage 1 to the end of Key Stage 2, so that they know if any pupil is not doing as well as he or she could. The pupils in Year 4 are being given special help as there is a significant number who have special educational needs within this year-group. The targets for attainment in English and mathematics were exceeded in 2000. The targets for attainment in the National Curriculum tests for these subjects, for 2002, are now too low and need to be revised; given the good teaching and current rate of improvements, higher grades are realisable with the current groups of pupils in Years 5 and 6. Current targets concentrate on pupils getting the higher grades. There are no formal targets for attainment in science and these would be useful, especially to measure the achievement of the consistently high grades of which pupils are capable. Pupils are well prepared for the next stage of their education.

### **Pupils' attitudes, values and personal development**

14. Pupils' attitudes to school, their behaviour, their personal development and their relationships are very good. These are strengths of the school. The last inspection team found that pupils had positive attitudes to learning and that most showed good levels of concentration. It would appear that there has been an improvement in this respect.
15. Parents are extremely pleased with the way the school promotes pupils' positive attitudes and values. Strengths reported about pupils' attitudes to work and behaviour, at the time of the last inspection, have all been improved and concerns about pupils not undertaking individual research have all been rectified. For instance, unsupervised pupils in Year 6 sensibly scanned encyclopaedias for information during a literacy lesson.
16. Pupils are very keen to come to school. They feel safe and valued by staff and their friends. They show very positive attitudes to learning and enjoy being in school. They carry out duties seriously and sensibly, for instance, when preparing the hall for acts of collective worship, or helping with the school lunches.
17. In lessons, pupils listen very carefully to instructions, work well independently, or in co-operation with others, and show enthusiasm. They respond eagerly to questions, whilst listening carefully to others' opinions. Pupils are happy to explain what they are doing and are confident to seek advice from teachers if they are unsure of what to do. They concentrate well on their work, enjoy being challenged and persevere when they find learning difficult. This was particularly evident in the literacy lessons, where all pupils settled very quickly and purposefully to the group or independent tasks and worked hard whilst teachers were busy with other pupils.
18. Pupils are very well behaved. This very good behaviour contributes much to pupils' learning in the classrooms and to the quality of life throughout the school. Pupils know what is expected of them and they demonstrate high levels of self-discipline. They are very polite and considerate to one another, to staff and to visitors. For example, a pupil in Year 6, without prompting, rushed to help an adult carry some heavy files. Pupils take good care of equipment and furniture and handle equipment in the information technology suite with respect and sensitivity.
19. Pupils play well and behave properly in the playground. The older pupils are very caring towards the younger children and pupils of all ages work and play together harmoniously. Pupils in Year 6 escort younger infants to and from the hall at lunchtime. They act in a very responsible manner and chat amicably to younger pupils. There is no evidence of bullying and pupils are aware of what to do if they encounter it. There were no exclusions at the school last year or recently.
20. Relationships are very good. The staff, and other adults who help in the school, are very good role-models. They work together very well in a calm, purposeful and well-ordered community. There is great sensitivity and consideration shown to all. Pupils copy this behaviour and form very good relationships with one another and with the staff. In classes there is an atmosphere of willing co-operation and mutual respect and trust between staff and pupils. Pupils are treated in a very caring

yet mature way by staff. These harmonious relationships underpin the work of the school and have a significant impact on the attitudes and behaviour of all the pupils which, in turn, positively affects their progress.

21. The personal development of the pupils is very good. Pupils are sensitive to each other's feelings; they work and play together happily in mixed gender groups. They help each other in many ways, for instance in a Year 3 literacy lesson, all pupils immediately offered to lend a pen to a pupil, who had forgotten hers. Pupils show a very good level of consideration for the feelings, values and beliefs of others. This is seen quite clearly in religious education lessons. Pupils accept one another, regardless of background, race or special educational needs, and they support one another very well when working in pairs or larger groups. Pupils with special educational needs are fully integrated into classroom activities and their efforts are appreciated by the other pupils.
22. Pupils' overall attendance is good. In recent years attendance has been consistently above the national average for primary schools. Levels of unauthorised absence are low and there is no evidence of truancy. Punctuality in the morning and timekeeping throughout the day are good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons.

### **HOW WELL ARE PUPILS TAUGHT?**

23. The quality of teaching and learning throughout the school is good. Of the lessons observed during the inspection period, four per cent were excellent, 37 per cent were very good, 32 per cent were good and 21 per cent satisfactory. Six per cent was unsatisfactory; this amounted to four lessons overall. The small percentage of unsatisfactory teaching was in the reception class and was due to an unsatisfactory curriculum.
24. In the Foundation Stage teaching is generally satisfactory. At Key Stage 1, the quality of teaching is good and in Key Stage 2 it is very good. There is a very close correlation between the standard of teaching and the quality of pupils' learning. When the teaching is very good pupils make considerable gains in their learning. Conversely, when the teaching is satisfactory pupils make moderate progress.
25. At the time of the last inspection, teaching was judged to be good or better in half of the lessons observed and unsatisfactory in one in ten lessons. The present inspection shows that unsatisfactory teaching has decreased by a small percentage and good or better teaching has greatly increased. The issues for improvement that were raised in the last inspection, related to teaching, have all been addressed. Effective teaching methods are shared amongst staff, ability groups have appropriately matched work, and marking is generally more detailed and gives guidance on how pupils might improve their work. Pupils' attainment at both key stages in English, mathematics and science have risen significantly since 1996. One of the key factors in this improvement is the quality of teaching, especially in English; two excellent lessons were observed in this subject.
26. At Key Stage 1 the teaching is good. Of the lessons observed, 74 per cent were good or better. At Key Stage 2 teaching is very good with 95 per cent of lessons being good or better. The specialist teaching and the setting arrangements for English and mathematics at Key Stage 2 have a positive effect on the rate and quality of learning. Teaching in all subjects is good. Literacy and numeracy are taught very well throughout both key stages and pupils acquire skills that enable them to be successful in other curriculum areas. Teachers are skilful at using opportunities in lessons to develop pupils' speaking skills through discussions and questions and answer sessions. They set tasks that ensure pupils reason and investigate for themselves, and this aids pupils' personal and social development. Information and communication technology skills are also integrated well into teaching methods in order that pupils may become familiar with modern technology.
27. Teachers are very aware of pupils with special educational needs in their classes. They are skilled at re-phrasing questions to ensure that pupils have understood lessons. Pupils in Key Stage 2 are placed in sets for literacy and numeracy work, according to their levels of attainment, which is very beneficial, for pupils with special educational needs. However, pupils' individual education plans are extremely vague. In fact, some individual education plans are poor. Targets for pupils to achieve

are far too broad, for example, 'improve reading skills', but there is no indication of how, when, or by whom. Very few of the individual education plans indicate any start or finish times for the targets. They are no help to teachers in planning pupils' learning, especially in the non-core subjects. The learning of pupils with less serious special educational needs is constrained by these deficiencies.

28. Teachers generally have good knowledge and understanding of the subject matter they present to pupils. They are confident and enthusiastic in their approach which makes pupils well motivated and keen to learn. This was well demonstrated in a very good Year 5 and 6 gymnastics lesson when pupils were given clear direction on how to improve their sequences of movements by refining their techniques and controlling their balance. Accurate vocabulary was conveyed effectively to explain positions, such as asymmetrical, symmetrical and counter balance. This deepens pupils' understanding.
29. The basic skills of literacy and numeracy are very well integrated into lessons. In a very good lesson with pupils in Year 4, related to comparing and contrasting poems, the pupils were taught to read expressively. The teacher ensured that punctuation was used correctly by pupils in written work and regularly reinforced the important skills in literacy. Staff encourage the use of dictionaries and thesauruses in order to develop pupils' knowledge of a wider vocabulary.
30. Teachers' planning is of a high quality, especially in English and mathematics lessons. It follows the national strategies of literacy and numeracy and contains clear learning objectives, matched work for different ability groups and a whole-class session to reinforce learning acquired in the lesson. Teachers usually share learning objectives with pupils at the start of the lesson, explaining carefully what they are expected to learn. This was clearly shown in a good Year 3 mathematics lesson, related to interpreting a tally chart, when the objective was written on the blackboard. A prepared example of an enlarged tally chart was used as a model. The pupils thus gained a good understanding of the process before tackling tasks themselves in their exercise books.
31. Teachers' expectations of what can be achieved by pupils is generally high. They set challenging tasks within the range of pupils' capabilities. An excellent Year 2 design and technology lesson set pupils the task of making a Christmas card illuminated with a star. The pupils, supported well in their work by the teacher and adults, made a concealed pocket for the battery, a simple electrical circuit stuck at the back of the card, and decorated front cover with a hole for the light to shine through. Pupils were well focused on the task, choosing materials, cutting out shapes and assembling the parts of the circuit. They sustained their interest well and used their intellectual and creative skills effectively.
32. A good range of teaching methods is used by teachers. They use good questioning to elicit information and assess pupils' understanding. Group and paired activities enable pupils to develop speaking and listening skills, collaborate and make joint investigations. For example, in a very good Year 5 and 6 science lesson pupils worked well together on timed experiments related to the pitch of instruments. They solved problems by using and applying their knowledge.
33. Teachers manage the pupils very well. This is a particular strength of teaching in the school. There is a good framework for discipline and teachers establish a very good rapport with pupils. Interruptions to lessons for restless behaviour are rare. Pupils sustain very good levels of interest and concentration. At Key Stage 2, excellent attitudes to work were observed in many lessons, with pupils applying themselves to tasks for lengthy periods and listening very well to teachers' explanations. Most lessons are so stimulating that pupils do not have time to become bored.
34. The vast majority of lessons move along at a good pace and support staff and learning resources are used well to improve pupils' learning. Classroom assistants and parents support teachers well by working with small groups and giving advice and encouragement to pupils. Resources are generally used effectively to deepen understanding and develop skills.
35. Teachers mark pupils' work thoroughly and have a good understanding of pupils' strengths and weaknesses. During lessons, they circulate around the teaching area making informed assessments of pupils' quality of work. Homework is used effectively to support and extend pupils' learning. It is set regularly with time-scales for completion.

36. On the rare occasions when teaching is mediocre, the weaknesses centre around the under use of support staff, and a lack of challenge in the tasks set for the range of pupils' ability levels. Even more occasionally, teachers' demand too much of themselves and the pupils, but this becomes clear immediately, and staff appropriately modify the strategies employed.

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

37. The curriculum gives very good focus to both the academic and all-round development of pupils. In 1996, it was judged that several subjects were not well planned and that there was insufficient in-depth coverage in a few subjects. This is no longer the case and each subject has a richness that makes learning a pleasurable and profitable affair. As a result, the school now meets statutory requirements in all subjects and is very effective at promoting pupils' learning and their physical and personal development. Religious education follows the locally agreed syllabus.
38. A weakness exists in the curriculum for children in the Foundation Stage, as it is not planned well enough to ensure that all children have a smooth transition from the nursery to reception and then to Key Stage 1. The new curriculum required for the Foundation Stage is not yet well-established in the planning of activities for children in the reception class.
39. Health education, including sex education and education about the misuse of drugs, is dealt with effectively and sensitively. Care is taken to ensure that pupils are included equally in all activities and opportunities for learning. There is a strong emphasis on the teaching of literacy and numeracy and this is integrated very effectively into all subjects of the curriculum. Basic English language and literacy skills are promoted well in other subjects, and teachers ensure that pupils who use English as an additional language have good access to the curriculum.
40. Curriculum planning is meticulous and is firmly focused on specific targets for learning for classes, groups, and individuals. Pupils study from a broad and balanced programme that helps them build knowledge, skills and understanding in a systematic way as they progress from the beginning of Year 1 to the end of Year 6. This ensures that all pupils achieve standards that are right for them. Girls and boys participate equally in all subjects. On those few occasions where pupils are absent from class during lessons, for example, when they receive peripatetic music tuition, the teachers take pains to ensure that they are involved fully in the learning on their return.
41. The provision for pupils with special educational needs is satisfactory but there are some areas that require improvement. There are, currently, two part-time co-ordinators who have had no training for their role and no time to monitor the provision or to organise and supervise the paperwork. Hence, many individual education plans are not specific and of little use when planning what the pupils need to learn.
42. With regard to the extra-curricular activities and links with the community, the strengths found at the time of the last inspection have been maintained. The provision for extra-curricular activities is very good, as is the contribution to pupils learning made by the community. A very wide range of extra-curricular activities is provided by the school, including educational visits, visitors from the local community and elsewhere, sporting activities, music and drama. These enrich the curriculum by providing stimulation for the pupils that supports and enhances the work done in lessons. Opportunities for pupils to develop independence and responsibility, through residential experience and visits, are a good feature of the curriculum.
43. The school demonstrates successfully its belief in the importance of community at all levels. It has very productive links with an array of local community groups and associations, including the local church, as well as a close association with the local industry partnership. These links have been used very effectively in a variety of ways to provide the pupils with opportunities to broaden their experiences by taking part in real life situations. Good links exist with local partner institutions. Close liaison on a number of levels, and exchange visits that are much appreciated by pupils, ensure that when the pupils leave school they move smoothly, and happily, to the next stage of their school life.

44. Provision for pupils' spiritual and cultural development is good. It is very good for their moral and social development. The previous report did not make an actual judgement on the quality of spiritual, moral or social provision, but inferred that it was satisfactory. Cultural development was found to be a strong feature, therefore, the school has made good progress in its provision for spiritual development and very good progress for moral and social development. It has maintained standards for cultural provision overall, although multi-cultural provision is not as strong as that for European culture.
45. Collective worship complies fully with legal requirements and proper provision is made if pupils need to withdraw from acts of worship. Pupils are given opportunities to say a prayer and sing a hymn in each assembly and there are moments for quiet reflection on the themes. For example, in a Key Stage 2 assembly pupils thought about their friends' and their own talents while, in Key Stage 1, the presence of a pregnant visitor brought to life for the pupils the discomfort that Mary probably felt on her journey to Bethlehem. There is a focal point in most assemblies, such as an Advent candle, to help the pupils to concentrate. Smaller, weekly assemblies in Key Stage 2, when the two classes in each 'wing' meet, provide times to reflect on themes in greater intimacy. On these occasions, both class teachers are present which increases the family feeling. Occasionally, assemblies and class sessions provide the pupils with opportunities to experience moments of awe and wonder, and curiosity about the world around them. For example in a science lesson there was absolute silence and a high level of appreciation while the teacher demonstrated how to make a dropper drip a single drop at a time. The religious education curriculum also contributes well to pupils' spiritual, moral and social development.
46. The general view of parents is that the school provides a good moral environment. They appreciate the way in which the school encourages pupils to think independently. The present inspection found provision to be very good. The school's positive behaviour policy is well promoted by the excellent role-models provided by adults. Pupils and staff treat one another with very high levels of respect. The school places strong emphasis on teaching moral values and, from an early age, pupils are encouraged to consider what is right and wrong. There is an effective merit system in operation. There are good opportunities for pupils to show their initiative and from their arrival in the nursery, they are encouraged to develop their independent learning. The oldest pupils formulate class rules to further good relations and learning. Older pupils look after the younger ones at lunchtime. Good opportunities are provided for pupils to extend their research skills through independent use of the library and computer suite throughout the day. Pupils study the lives of famous people such as Martin Luther King and Mother Teresa; this helps them to consider the concept, 'of service, of standing up for suffering people' and what they believe is right, even when they know the consequences may be hard to bear.
47. Parents consider that the school has improved its provision for developing pupils' social skills since the last inspection. The present inspection judged provision to be very good. The social provision for the younger pupils is also very good. Children are helped to settle in and form good social relations as soon as they join the nursery. They quickly show good signs of maturity and share, take turns and play together very well. Pupils have high levels of understanding of the effect of their behaviour on others. There are high expectations that pupils will behave well, both in class and round the school. The school provides many good opportunities for pupils to work together and to form effective relationships, through planned trips and the many extra out-of-school activities, among them an end-of-year drama production. Musical and sporting events give pupils opportunities to co-operate and compete as part of a team.
48. The school has analysed the attainment and inclusion of boys and girls, and works hard to ensure that all pupils have opportunities to develop their unique talents. The annual residential trips for pupils in Key Stage 2 provide many opportunities for pupils to co-operate and face new challenges in a setting away from home. Pupils are encouraged to work together and to share resources sensibly. There are numerous fund-raising activities, some of them inspired by the pupils. A recent event was raising money for the local air ambulance.
49. The overall provision for the pupils' cultural development is good, as was found at the time of the last inspection. Parents feel that cultural aspects are well covered. The curriculum is planned in a way that ensures pupils are encouraged to appreciate European and non-European cultures. In

music, pupils use a range of musical instruments and learn about a number of composers. Artistes come into school to perform music and drama. In art lessons, pupils are exposed to a wide range of artists, for example, Monet and Kandinsky, and a recent artist in residence helped pupils sculpt large paper models of animals such as elephants. Pupils are encouraged to develop their own creative skills through art, drama and design and technology lessons. In science, they learn about famous people such as Alexander Graham Bell, and acquire good levels of general knowledge, for instance, learning interesting facts about sound and light.

50. Older pupils read a wide range of texts both fiction and non-fiction and they enjoy analysing the works of writers, such as Charles Dickens. There is a wide range of visits to museums for pupils throughout the school, for example to the art and history museum and the science museum. At Key Stage 2, pupils learn about other countries and cultures through planned projects in geography and religious education. Pupils visit the local churches and a mosque, and a parent gives talks about Judaism. There are good links with schools in Denmark and Italy.
51. The school is driven by the intention to equip each and every pupil with all the tools necessary for success. The curriculum does not just boost pupils' intellectual prowess; it is planned to ensure they develop all-round qualities as people.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

52. The school's provision for the welfare, health and safety of its pupils is good. As found at the time of the last inspection, Chadsmead is a caring school. It meets its aim, 'to make sure that all our children are happy and settled'. The school is a happy place in which all feel valued and respected for their individual qualities. The high standard of care enhances the quality of education that is provided by the school and has a positive impact on pupils' attainment and learning.
53. All members of the school community work together to provide a very caring environment, especially in the nursery, in which the children, whatever their personal circumstances, feel very well cared for and secure. Provision for the support of pupils with special needs is satisfactory overall, but this needs to be improved to raise this aspect to the same high quality as the rest. Staff have very good knowledge of the pupils as individuals, and they respond sensitively and positively to the needs of the pupils in their care. Relationships amongst all members of the school community are very good. As a result, pupils enjoy being at school. They feel secure and are confident that when they need help it will be provided sympathetically and without fuss.
54. Mid-day supervisory staff relate well to the pupils. They provide good support during lunchtimes which has a positive effect on behaviour and safety. First-aid and fire safety arrangements are good. No health and safety hazards were observed during the inspection and the school's procedures for dealing with minor accidents are secure.
55. The school's procedures for child protection are good. They meet statutory requirements. The designated member of staff has relevant experience. He ensures that teachers and support staff have received appropriate training and that they are attentive and conscientious in their approach to the proper support of the pupils in their charge.
56. The school's procedures for monitoring and improving attendance are good. These have improved since the time of the last inspection, when the monitoring of attendance had some weaknesses. These have been properly addressed and records of attendance are now well maintained. They comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are good arrangements to liaise with parents and to deal effectively with any unexpected absence.
57. The monitoring and promoting of good behaviour and the eliminating oppressive behaviour is very good. At their heart is a recognition of the importance of being sensitive to the needs of the pupils as individuals. Rewards and sanctions are well understood and accepted by the pupils. The procedures are effective and allow the pupils to take advantage of the opportunities for learning presented to them in an environment in which there is an absence of oppressive behaviour, bullying, sexism or racism.

58. The school has good arrangements overall for monitoring and supporting pupils' personal development. Formal arrangements are only satisfactory. Although there are comprehensive records of academic progress, maintained in pupils' records of achievement, the recorded evidence for personal development is less secure, except for that relating to behaviour or special needs. In contrast, informal arrangements for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, are very good. These ensure that the personal development needs of all pupils are recognised and addressed in a positive way. The procedures for monitoring the progress of pupils needing special educational support are satisfactory overall but staff need more advice from outside agencies than is currently available. This is known to the governors who have made representations to the local education authority on this issue.
59. Pupils' progress is monitored throughout the school and assessments are completed annually and analysed to ensure any gender anomalies may be acted on immediately. Assessment overall presents a mixed picture. The procedures for assessing pupils' attainment and progress in all aspects of English are very good, in mathematics and science procedures are good and in information and communication technology, and religious education, they are good. Senior managers in the school have a clear view of who is doing best in the school and why. They have established rigorous systems to help improve rates of progress and raise standards of attainment. For example, highly effective use is made of test data to analyse how well individual groups of pupils are achieving, compared to the national picture, and to then set individual targets in literacy and numeracy year on year. These targets are discussed with both pupils and their parents at school open evenings each term.
60. The statutory requirements for assessment of pupils' work in English, mathematics, information and communication technology, and science, are fully met at both key stages. Assessment in other subjects is generally sound or good, with the exception of physical education, although systems are beginning to be developed. All subjects have a 'standards bank', consisting of a collection of work at different National Curriculum levels. Teachers have worked hard to produce this useful aid to assessment in the school.
61. Assessment for children in the Foundation Stage, and for those with special educational needs, is less effective. Although the use of baseline tests at intervals for the youngest children gives teachers an accurate picture of attainment over a period of time, there is insufficient planned assessment linked to appropriate teaching objectives in lessons. As a result, too often teachers are insufficiently aware of the needs of individuals and groups of children, particularly when children move to new teaching groups.
62. The large amount of paperwork for pupils with statements of special educational need is not organised efficiently and it is difficult to access information about specific pupils with ease. There are far too many pupils placed on the special educational need register. For instance, not achieving a high score in spelling assessments is one reason why pupils are placed on the register; this is inappropriate. Individual education plans are not well written. Some pupils in Year 6 have individual educational plans which contain realistic targets; these enable pupils' specific learning needs to be met. However, these are the exception and the majority of plans are not helpful to teachers, pupils or parents.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

63. At the time of the last inspection a positive partnership with parents was reported. The school has worked successfully to develop these links even further and they are now very good. There is a very positive relationship between school and home, supported by a home-school agreement, which is mutually rewarding.
64. Parents are very supportive of the school. Those attending the pre-inspection parents' meeting considered the school an excellent one that they could recommend to anyone. All parents

responding to the parents' questionnaire, those attending the parents' meeting, and those who met inspectors during the inspection consider the school to be a caring one that provides well for their children. Parents feel that teaching is good and, as a result, their children make good progress. As well as feeling well informed about school activities, and the progress made by their children, they think that behaviour is good, there is a good range of activities outside lessons and that the school develops mature and responsible attitudes in their children. Inspection evidence supports these positive views.

65. A very small number of parents express concerns about the amount of homework provided by the school, some think there is too much, some too little, and concern was expressed at the parents' meeting about the lack of priority given to physical education. Inspection evidence does not support the views of these parents.
66. Parental support, both in school and at home, is of high quality. It is a strength of the school. Many parents help in school with reading, the school bank, classroom support, cataloguing the video library, educational visits and grounds development as well as those that effectively support the school as parent governors. The contribution of these parents, who make a significant contribution to the life and work of the school, is valued and contributes positively to pupils' learning. In addition, there is an active parent-teacher association that successfully fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise the funds which provide much welcomed additional financial support to the school.
67. The school keeps good links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed and consulted if the staff feel that their child has a difficulty. Regular meetings are held to ensure that parents are kept aware of all aspects of their children's needs, and are encouraged to be fully involved in their learning. Parents attending the pre-inspection parents' meeting felt that children with special educational needs were supported very well.
68. The quality of information provided by the school is very good. There is no reason for parents to feel badly informed about what is going on in school or the progress being made by their children. Regular newsletters to parents are well planned, informative and helpful. They are much appreciated by parents. The governors' annual report to parents and the school prospectus, which contains artwork produced by pupils, give parents a very wide range of useful information presented in a user-friendly style. Statutory reporting requirements are met fully.
69. Pupils' annual reports are of good quality. The weakness reported at the time of the last inspection has been positively addressed and, whilst there is some variation in quality from teacher to teacher, reports now provide objective information on what pupils have done, and can do, and targets for improvement are provided. They fully meet reporting requirements.
70. The school's 'open door' policy provides many opportunities, both formal and informal, for parents to meet with teachers to discuss their children's progress. The headteacher is very approachable, making himself available at any time to meet with parents, and teachers are happy to meet with them informally, before or after school, or by appointment if necessary. The arrangements for children starting school are very well organised. Parents and children are fully informed of what it means to start school and their introduction to school life is made smooth and happy as a consequence. Relationships with parents are good throughout the nursery and reception. Parents receive a good and informative welcome pack and visit the school prior to their child's admission.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

71. One of the main reasons for the success of this school is that it is well led and managed and there is good teamwork amongst the staff. The school's ethos, coming from the top but permeating all that is done, is one of high achievement, continuing improvement, care for the individual and having fun while learning.
72. The last inspection team also reported on the good quality of the leadership and management. However, given the measurable improvements in most aspects of the school and in pupils'

learning, and the evident rigour in practice, it is clear that the quality of leadership is of a higher order than it was four years ago.

73. Since 1996, a great deal has been achieved involving national initiatives, such as the successful implementation of the National Literacy and Numeracy Strategies. There have also been major changes for the school, such as the establishment of a successful nursery. The necessary changes that all schools have had to make have not diverted this school from its main aim of giving its pupils a high quality, relevant education. The only areas in which the school has not been successful, those of the implementation of an appropriate curriculum for the children in the Foundation Stage of learning, and the provision of appropriate individual education plans, are because the school does not have expertise in these aspects and have not had access to proper advice. Historically, the school has not had a culture of emphasis on the education of the youngest children, and so staff have not had sufficient training in this field. Given the successful efforts that the school makes in other areas, there is good capacity for improvements to the provision in the Foundation Stage.
74. The school has clear, practical ideals which translate into achievable goals and objectives. Staff and governors ensure that they have the necessary means to achieve the required results, and this includes wisdom to make the hard decisions. They have adjusted the money, materials and methods to meet their ends. This recipe for success is well understood by the headteacher, who has had very good management training from outside the sphere of education, and now passes on his experience to other headteachers. His leadership is very good. He must be given much of the credit for the school's success. However, he has not done this alone. He has delegated many important tasks to other staff and most contribute really well to the management of the school. The management of the curriculum by the subject co-ordinators is very good. Co-ordinators have a good grasp of what is happening in their areas and take effective action to bring about improvements. The senior management team is an effective management body and this means that essential further improvements are able to be made.
75. The management of the provision for special educational needs is currently unsatisfactory. The special educational need co-ordinators are new to the role and are part-time members of staff. They are very keen to improve the provision, but need further training. The special needs governor is also new to the role and has limited time to carry out the necessary monitoring of this area. The governing body receives regular information about special needs from the headteacher. The school is concerned that staff do not have as much input from the local education authority for advice and for processing investigations into pupils' particular special educational needs, as seems to be necessary.
76. The monitoring of teaching, by the headteacher, and, increasingly, by subject co-ordinators, is effective and has brought about the high quality teaching now evident in most stages of the school. Staff motivate and influence each other. They take full responsibility for their own actions and this ensures a high performance team. There is no complacency about this staff. They work well together to ensure that pupils receive the best provision. The complex planning of the curriculum really works, and this can only have been achieved by the use of well-proven strategies of planning and monitoring. The successful planning of the curriculum in topic form is, often, not well done by schools; however, the staff in this school have set a very good example to others. The documentation that ensures conformity and consistency is very good. The strategy of utilising all the talents of all staff pays dividends.
77. The input of the governing body is good and their support and advice ensures that the school continues to develop. Led by a chair with good knowledge and understanding of the school's situation, governors bring necessary expertise in the areas of, for example, finance, to the school. Over time governors have been well involved with decision making. There are a number of new governors now and they are currently acquiring sound knowledge and understanding of the school and are formulating sound plans to lead it further forward. The governing body has ensured that all statutory requirements are met.
78. Governors have a very good understanding of the school's strengths, but were not aware of the weaknesses in the provision for children in the Foundation Stage, or for those pupils with special

educational needs. Management staff have been surprised by this revelation, but take a positive approach and know that it is their job to remedy the weaknesses. Given this positive approach with its openness to new ideas, and the way the school looks outside for best practice, governors have good capacity to ensure that these areas are soon of the same high quality as everything else.

79. The school does not waste money. The headteacher and governors consult widely with the school community about major decisions and compare its performance with other schools. The school follows the good practice of competitive tendering and reviews spending decisions to ensure good value has been achieved from allocated finances.
80. The governing body, working closely with the headteacher and staff, and well supported by the finance administrator, plans the school's financial strategy and monitor the budget with care. Governors fully explore all options open to them and take decisions with confidence because of their individual expertise and the objective information provided to them by the headteacher. There is effective corporate decision making, when determining the priorities for the school that ensures that the financial resources available are properly targeted to improve standards. Governors have ensured that all pupils, whatever their circumstances, have equal opportunities to a good education. The school development plan is good in many ways, but there is not a clear indication of the top priorities at the current time.
81. Monitoring arrangements for finance are secure and financial reserves are maintained at an appropriate level. Although it is presently under subscribed the school has effective contingency plans in place, and robust financial strategies, to enable it to respond effectively to anticipated fluctuations in roll numbers. Additional funding for specific pupils and projects, is well targeted. The school's administration and day-to-day control of its finances, are very good. The most recent financial audit was complimentary; its few recommendations about minor issues have been effectively implemented.
82. The staff make good use of new technologies. In addition to the support of administration activities, where computerised systems are used well, the school has moved positively to embrace the Internet, encouraging the use of e-mail, and using multimedia throughout the school. The resources available are good and are used well. The previous report found that classes were large because there was a low number of teachers. The school has increased the teaching staff so that numbers are now good and classes are under 30, but this is still higher than average for primary schools. However, the practice of teaching pupils in ability sets for English and mathematics at Key Stage 2, ensures that the numbers in the teaching groups, for these key subjects, are lower and this is very effective.
83. Staff are suitably trained and qualified to meet the needs of pupils. However, the school is feeling the lack of a qualified musician to lead that part of the curriculum, and the special needs co-ordinators have not yet received adequate training. Teachers have had no recent training in writing pupils' individual education plans and this training is a matter of some urgency. At Key Stage 2, teachers with special interests are encouraged to teach those subjects across the year-groups so that pupils benefit from their knowledge and expertise. The numbers and qualifications of support staff are satisfactory and they, and parent helpers, are generally used extremely well in lessons to assist teachers. Support staff and parents play an important part in supporting teachers and help to develop the learning for children in the nursery and reception. Staff involved with the new Foundation Stage require further training in the best way of working with young children. Mid-day supervisors know the pupils well and their friendly but firm approach adds to the positive ethos of the school.
84. There are suitable arrangements in place for the support of newly-qualified teachers and recently appointed members of staff. The school considers the professional development of teachers as important and that training benefits the individual and the school alike. The school has had effective systems for performance management for teachers in place for a considerable time.
85. The accommodation is good and is used well. Maximum use is made of rooms and corridors. For example, the computer suite is housed in a wide corridor and in the design and technology room which leads from it. Further improvements to the buildings, both inside and out, are due to start

shortly. Displays are colourful, pleasing and informative. There are extensive play areas and a wild garden which is a valuable learning resource, and there is a suitable, secure area for the children in the nursery. However, in reception, children play with those pupils in Key Stage 1 and this is not best practice. The caretaker and her staff ensure that the buildings are kept very clean and free from litter.

86. Information and communication technology resources are satisfactory. All other resources for teaching subjects are good and are used well throughout the school. The need for improved resources, especially in reception, has already been identified. There are no opportunities provided for children in the Foundation Stage to use information and communication technology and this is unsatisfactory. The last report mentioned that more use should be made of the reference section of the library. The school has addressed this criticism and it is now used regularly for research. The school makes good use of its site as a curriculum resource.
87. The school spends more money than many similar schools, but it is money well spent. Given the improvements which have been made and the rising standards, it gives good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

88. In order to attain the excellence to which the school aspires, the governors and staff must now:
- Improve the provision for children in the Foundation Stage of learning by:
    - ensuring that everyone accepts that this is a separate stage of education, needing different provision from that planned for pupils at Key Stage 1;
    - improving the management structure so that the nursery and reception are properly co-ordinated and that there is an appropriate budget for both of these year groups;
    - improving the curriculum so that it is planned in the format that is currently required;
    - devising suitable assessment procedures so that there are detailed records of children's achievements in all the early learning goals;
    - improving the teaching. The planning of lessons must take account of the needs of young children and lessons should not be too long or too complicated;
    - giving the staff in reception further training in the education of young children;
    - ensuring that the resources in reception are sufficient and are of good quality;
    - providing more space and better facilities for outside play.  
(Paragraphs 1, 23, 38, 61, 73, 83, 85, 86, 90, 92, 93)
  - Improve the provision for pupils with special educational needs by:
    - ensuring that only those pupils who have genuine need are placed on the special educational needs register;
    - improving the management structure so that the special educational needs co-ordinators have sufficient time to monitor provision, to improve documentation and to ensure consistency;
    - devising appropriate individual education plans so that pupils with special educational needs are consistently given work that is suitable for their needs and that teachers can use when planning lessons. In order to do this, training of all staff is needed;
    - liaising with the local education authority about the provision of specialist help and assessment for those pupils who have the greatest difficulty.  
(Paragraphs 10, 27, 41, 61, 62, 73, 75, 83)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

71

Number of discussions with staff, governors, other adults and pupils

72

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	37	32	21	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	297
Number of full-time pupils eligible for free school meals	N/A	46

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	66

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.1

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	21	21	22
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	95 (77)	95 (79)	95 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	20	22	19
	Total	35	37	35
Percentage of pupils at NC level 2 or above	School	92 (74)	97 (77)	92 (70)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	19	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	21
	Girls	16	15	16
	Total	33	34	37
Percentage of pupils at NC level 4 or above	School	79 (74)	81 (66)	88 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	16	15	16
	Total	33	33	37
Percentage of pupils at NC level 4 or above	School	79 (75)	79 (66)	88 (83)
	National	70 (68)	72 (69)	80 (75)

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

### ***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	2
White	295
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	24.3
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	111

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	1999/00
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	£
Total income	584,234
Total expenditure	560,876
Expenditure per pupil	1,769
Balance brought forward from previous year	8,260
Balance carried forward to next year	23,358

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	68
Percentage 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.	57	38	4	0	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	50	46	6	0	1
My child gets the right amount of work to do at home.	38	51	6	0	4
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	53	44	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	1
The school works closely with parents.	53	35	10	0	1
The school is well led and managed.	51	37	6	0	6
The school is helping my child become mature and responsible.	60	34	4	0	1
The school provides an interesting range of activities outside lessons.	54	37	3	1	4

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

### **Areas of learning for children in the Foundation Stage.**

89. Children in the nursery attend a morning or afternoon part-time session before transferring to reception in the September or the January in the year in which they become five. Most children transfer to the reception classes within the school. At the time of the inspection, most children in reception were already five.
90. The areas of learning for children under five were not reported upon at the time of the last inspection, but elements were included in the subject sections. There have been a number of changes in providing for the younger children since then. An attractive nursery has been built and is well established in providing for the needs of the younger children. However, the new Foundation Stage curriculum for all children in the nursery and reception is not yet well enough established. Teaching is satisfactory overall but there is some unsatisfactory teaching in reception, as it is based on an unsuitable curriculum.
91. Many children start their nursery education with secure early skills in speaking and listening, reading and writing, mathematical development and personal, social and emotional development, and this is confirmed by the assessments carried out on the children on entry. They make good progress, particularly in communication, language and literacy so that, by the time they enter the reception class, their attainment is broadly average, with a significant number of children achieving above-average levels.
92. The rate of learning slows in reception, but the progress for these children is satisfactory overall. One of the contributory factors to this is that there is no continuous means by which to identify and record each child's level of achievement based on a suitable curriculum which guides their learning in a continuous way throughout the Foundation Stage. This means that many children are taught things that they already know when they enter reception. Therefore, a significant number of children, including those with special educational needs, are not making the progress they could in all areas of learning. The current curriculum for children in reception forms part of the first stage of the schemes of work for the National Curriculum for Key Stage 1 within subject areas. This is unsatisfactory, as the reception class is part of the Foundation Stage. Lessons are structured in a way that is more suitable for older pupils, and lessons are often too long, so that children do not get the best out of their time in school.
93. The co-ordination of the Foundation Stage is unsatisfactory. The curriculum planning and assessment are insufficiently organised and priorities identified are still to be acted upon. The development of the Foundation Stage is a current priority in the school development plan but insufficient appropriate change has taken place at this time.
94. By the time they start in Year 1 most children have achieved the early learning goals and a significant number beyond, in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

### *Personal, social and emotional development*

95. Many children enter the nursery class with skills in personal, social and emotional development that are typical for their age. As a result of the good teaching in the nursery, children make good progress. By the time they leave reception, most children have achieved the early learning goals in this area of learning and satisfactory progress is made. Overall, teaching is satisfactory. Children develop a good level of independence in the nursery and are encouraged to select their own resources which are easily accessible and well planned. There are fewer planned opportunities in the reception class for the children to select, use and manage resources independently.

96. In both the nursery and reception children feel safe and secure and display a good level of trust in the way that they arrive, happily chatting to each other and to staff. In the nursery, children show increasing independence in their selection and involvement in activities. They have a good sense of belonging and seek to share their play experiences with others, for example, as was seen in the 'postman's' determination to deliver *all* his parcels. Children in the nursery enjoy new experiences, such as observing worms and the way they move, and show a good level of sensitivity as they handle the worms carefully. They behave very well and are very clear about what is expected of them throughout the sessions. Through the story of the 'Rainbow Fish', children learn consideration for others which is reflected in their behaviour in lessons. In reception, children choose their own resources in a creative session, concentrate and behave well, particularly when activities are relevant and interesting. When sessions are long, do not match the children's needs, or are inappropriately resourced, children become distracted and chatter to each other instead of listening to their teacher. Where the work is interesting and children have to apply effort in their work, they think things through, share ideas and opinions and are confident when answering their teacher's questions.

#### *Communication, language and literacy*

97. In the nursery and reception children enjoy listening to stories. The teaching and learning is sound overall and by the time the children end their reception year they are nearly all achieving the early learning goals and some beyond. Children in the nursery make good progress. In role-play teachers provide good imaginary situations, such as the 'Christmas post office', to encourage children to talk to each other and to listen to each other when explaining aspects of their news. Adults involve themselves in children's activities but, occasionally, there are missed opportunities to develop children's thinking by questioning, or developing an idea further, particularly in story time. In reception, children develop their speaking and listening skills through aspects of stories, knowledge and understanding, and creative activities as there are fewer opportunities to extend their vocabulary within the structured literacy sessions. At these times, children do not use the library or role-play areas in order to build on and extend their vocabulary or talk through imaginary situations. Both groups of children listen to stories, answering questions and giving good explanations. On occasions, books selected for class stories are too complicated and illustrations are too small for all the children to see.
98. All children know a good range of rhymes and sing 'Days of the week' at the beginning of the day. They have a good understanding of initial sounds. Younger children enjoy the library area, use a good range of books and enjoy 'reading' stories to each other. Older children talk about their favourite books and recognise some familiar words. Some children read simple sentences independently and take reading books home to share with parents.
99. Good opportunities are provided in the nursery for the development of writing. Children are able to practise in various ways, using their writing for different purposes; for example, in the 'Post Office', writing Christmas cards to each other. Children have a good range of writing materials readily available to create lists and messages. In reception, children write in their books forming simple sentences or copying words, using letters which are mostly well formed; but there is nowhere to practise these skills independently. There is no computer available for children to use, either in the nursery or reception to develop their literacy skills

#### *Mathematical development*

100. By the time they finish their year in reception children have achieved the early learning goals and some beyond, in their mathematical development. Children make good progress in the nursery in the development of their early concepts in mathematics. Through imaginative teaching, children count and compare numbers. They show an interest in number problems and use mathematical language in play situations to a good level. For instance, one child explained that he needed to deliver the *biggest* parcel first and the *smallest* parcel last'. Overall, the sound teaching in reception moves the children forward in their mathematical development. Children have a good awareness of numbers in counting and use and name two- and three-dimensional shapes, as they sort and match by colour and shape. They use commercial mathematics books which follow a set scheme of work and, for some children and this is inappropriate.

### *Knowledge and understanding of the world*

101. Many children enter the nursery with an established range of general knowledge of the world around them. They build on these experiences and by the time they leave the reception class they are achieving the expected levels, and many are exceeding them. Through good teaching, the younger children observe and examine worms, how they move and the type of environment in which they live, explaining, 'They need mud don't they, to live I mean?' Children observe patterns and change through the scales of the 'rainbow fish' and use construction blocks to build 'a stable for Jesus,' asking each other questions such as, 'Will he need a television?' Through stories and discussions, children learn about the past and present and describe events such as 'It's my daddy's birthday'. Through generally sound teaching, children make satisfactory progress in this area of learning. In reception, children learn about mixing colours and use a spinning top to observe the results. In their design and making activity, children cut out and assemble a Christmas card, using a range of tools and techniques safely. Following an autumn walk they are made aware of the changes taking place and make a collection of leaves. Children are developing a sense of time, for example in reporting that, 'It was my birthday yesterday, I had a pink bike'. Although an inspector was asked if she was 21! There are no opportunities at the present time for children to have an interest in or learn how to operate a computer or other items of technology in the Foundation Stage.

### *Physical development*

102. The overall progress made throughout the Foundation Stage is satisfactory. In the nursery, children make good progress in their movements in the hall as they slither and wriggle to represent the worms observed earlier, and older children use the apparatus to practise different ways of moving. In the better teaching, the lesson moves along at a good pace, developing ideas and involving all children all the time. Where teaching is less than satisfactory, children spend too much time waiting to be active, which means the pace of the lesson is too slow and the lesson becomes too long.
103. The outside facilities for children in the Foundation Stage do not fully meet their needs. In the nursery, children have a safe secure area but have very few resources, such as bikes and trucks. In reception, children have no separate area in which to play, nor do they share the nursery play area. All children use the hall to practise their climbing and balancing. Most children use a paint brush and handle a pair of scissors safely and competently, showing good control of these finer movements.

### *Creative development*

104. Children make satisfactory progress and reach the early learning goals by the end of the reception year. Teaching is satisfactory overall. Where the teaching is good, younger children are provided with opportunities to use their imagination by using appropriate resources which involve and stimulate them. For example, children use well-organised clothes for dressing up as they take part in imaginative role-play or wooden blocks to create a cave for 'Pokemon'. Children play musical instruments, experimenting with sounds individually and, in an organised session, they accompany 'Twinkle, twinkle little star'. They paint rainbow fish using fluorescent paint to create an attractive display, and decorate crackers using finger prints to produce patterns. Older children have less opportunity to use their imagination in a creative way. They use construction blocks to make models, but art activities provided are often too adult directed, limiting the children's opportunities to be creative in an individual way. The reception class home-corner is unsatisfactory and does not provide an appropriate range of resources in order to develop creative or language skills. There are no resources available for children to experiment with sounds or create their own music, either in groups or individually.

## **ENGLISH**

105. Pupils receive an exciting, stimulating and challenging English curriculum, which is raising standards and accelerating the rate of learning. The previous report stated that standards of attainment were at least in line with national expectations and, frequently, above them. Pupils,

including those with special educational needs, were said to be making generally good progress. Standards are higher now than they were then.

106. The results of the 2000 National Curriculum tests for seven year-olds showed that standards in reading were above the national average and also above average when compared with similar schools. Pupils' attainment in writing was well above average nationally and when compared with similar schools, although results in the spelling tests were considerably lower than expected. Teacher assessments are in line with the national tests and they show that pupils also achieve above average standards in speaking and listening. Over the last four years, pupils' attainment in reading has been above the national average for boys and in line for girls, and in writing it has been well above the national average for both boys and girls. There was a considerable dip in standards in 1999, with results being well below those of similar schools. This was due to the large numbers of pupils with special educational needs taking the tests. Work seen during the inspection indicates that pupils in the current Year 2 classes attain standards, which are in line with other seven-year-olds. The school has maintained the average standards indicated in the last inspection. However, given that the attainment of pupils on entry to the school is average, and sometimes above average, some pupils are not fulfilling their potential; this is due to the unsatisfactory curriculum for children in the Foundation Stage.
107. Pupils in Year 6 generally attain standards in English which are above those of other eleven-year-olds. A small but significant minority of pupils, mainly those with special educational needs, are working below national levels but many make good progress in their learning. In the National Curriculum tests last year pupils' attainment was in line with national averages, but the numbers of pupils achieving a higher grade were above average for similar schools. The majority of pupils read at higher levels than those expected, with a significant minority reading at a very high level but also a significant minority reading at a low level. The teaching of the group of higher and average attaining pupils in literacy is very good and raises standards significantly; this promises further improvements in the National Curriculum tests next year.
108. This success story at Key Stage 2 is a direct result of high quality teaching, hard work by staff, very good leadership by the co-ordinator on improving planning and assessment, and a shared commitment by all staff to improve standards. The school has successfully implemented the literacy hour in all classes, which is based upon careful consideration of the pupils' needs. For instance, pupils in Key Stage 2 are placed in ability sets, which means work is planned to meet the specific learning needs of all pupils. This is particularly relevant for pupils with special educational needs as they receive additional support from the teachers and the classroom assistants in small groups during the literacy hour. The few pupils using English as an additional language make at least satisfactory progress in all aspects of English, and their learning is carefully monitored.
109. By the age of seven pupils' attainment in speaking and listening is above average and they make satisfactory progress. This skill is begun effectively in the Year 1 classes where pupils' opinions and ideas are listened to with sensitivity and interest, by staff and fellow pupils during class discussions. In the Year 2 class, pupils make good progress in developing and extending their speaking and listening skills when discussing texts during the literacy hour. Pupils listen carefully and answer questions correctly as to the precise meaning of specific words. For instance, they listened carefully to the teacher's instructions when reading, 'The Great Lorenzo' and could coherently identify, 'spooky' spellings, such as 'laughed'.
110. Pupils' confidence in speaking in front of the whole class is consolidated and developed even further by pupils in the Year 2 classes having the opportunity to give oral explanations of their learning in many subjects. For instance, in a Year 2 religious education lesson, four pupils confidently and coherently gave a short presentation to the class. They used good expression and enunciation. In all classes, pupils learn to listen carefully to what the teacher is saying and reply to questions with thoughtful comment and good detail
111. By the time they are in Year 6 pupils attain standards in speaking and listening, which are above those expected. They are very confident and coherent, for example, when they discussed aspects of school life with an inspector. Pupils make good progress in speaking and listening as they are always encouraged to debate and discuss their work. Teachers are skilled at rephrasing questions

to meet pupils' individual levels of understanding, especially in the lower-ability literacy sets. For instance, pupils in Year 6 who have special educational needs were sensitively and skilfully encouraged to answer questions about the shared text 'Jake'. The teacher emphasised the need to use precise vocabulary from the text and not to guess answers to comprehension questions.

112. Talk is often a preliminary to writing and is put to very good use in discussing extracts from books. Pupils with higher ability in Year 3 are skilfully taught how to examine information texts and learn to support their views with good, specific references as to how the text is presented. By the time that they are in Years 5 and 6, the higher-attaining pupils are very confident in their contributions to class discussions in all subjects. For example, a more able pupil in Year 6 confidently and eloquently described how much he enjoyed the novels of Charles Dickens. Drama is used very effectively to promote speaking and listening. For instance, a group of higher attaining pupils in Year 6 gave very mature and convincing performances as television reporters. In addition, fellow pupils expertly evaluated their presentations. This considered approach is of considerable benefit to pupils' general development and growing maturity.
113. Pupils' attainment in reading is in line with the national average at age seven and above average at age eleven. Pupils at Key Stage 1 make satisfactory progress and at Key Stage 2 they make good progress in learning. Reading is given a high priority and older pupils demonstrate good knowledge and understanding of books and authors. Pupils in Year 3 understand the difference between fiction and non-fiction books and know and use terms such as, 'author, blurb, illustrator and contents' correctly. The home-school partnership is a very successful feature of the reading programme. Parents receive very useful booklets detailing clearly the most appropriate ways to help their child. A focus on the teaching of the letter sounds raises attainment and accelerates progress for all pupils, including those with special educational needs. By the time that they are seven, the higher attaining pupils read with accuracy and fluency, and can competently discuss the characters in a familiar story. Pupils develop a love of literature and pupils in the Year 5/ 6 classes discuss their favourite books, and authors with obvious enjoyment. Pupils are introduced to a wide range of authors and stories. Consequently, the more able pupils show a good understanding of a range of texts and can refer to passages in books to support ideas. At Key Stage 2, particularly, pupils use the library for research and many read for sheer pleasure.
114. Time is set aside each day for pupils to read quietly and teachers read regularly to pupils from a good selection of fiction, poetry and information books, being good role-models by reading with clear diction and showing a love of literature. A particularly good example of pupils reading with clarity, expression and pace occurred in a Year 4 literacy lesson, when pupils read humorous poems about 'advice to children'. Pupils' reading progress is assessed very regularly, during group and individual reading sessions, and detailed notes are kept of pupils' strengths and weaknesses. These indicate clearly what needs to be done to improve reading skills further. Pupils know how to use non-fiction books for research in many subjects. Higher-attaining pupils in Years 5 and 6 are very familiar with the techniques of skimming and scanning, which helps their work in other subjects.
115. By the end of Key Stage 1 pupils' attainment in writing is in line with the national average and pupils make satisfactory progress. By the end of Key Stage 2, pupils attain standards above those normally seen. Pupils receive a sound start to their writing in the Year 1 classes, where they are encouraged to write independently and to use their knowledge of phonics in their writing. This achievement is extended in Year 2, where the pupils write clear and logical sentences using capital letters and full stops. Pupils in Year 2 produce a good range of work, which includes fiction, poetry, information, instruction and review writing. Most of this work is at the standard expected and pupils take a real pride in presenting their work carefully. They respond well to the consistent challenge to 'have a go'. The samples seen of pupils' work indicate that pupils in Year 2 learn to write interesting stories with good understanding of how to structure their writing with a beginning, middle and an end. Pupils in Years 5 and 6 produce an impressive amount of work. They write well in many different genres. Teachers are skilled at devising different writing tasks in many subjects.
116. Standards of spelling are as expected at Key Stage 1 and the school has introduced a new scheme to improve pupils' spelling as a result of their analysis of last year's National Curriculum tests. Spelling standards are high in Key Stage 2, especially those of the most able pupils, and pupils

learn their weekly spellings conscientiously. Older pupils are confident when using spellings in their writing and good progress is maintained through their ability to check spellings in dictionaries. Handwriting is taught in all classes, and pupils' writing is neat and well formed. There is a consistent approach to this throughout the school and all teachers set a good example with their own neat, clear handwriting. Pupils write in ink from Year 2, provided that their writing is neat enough, which encourages pupils to take care and pride in all their recording. There are many examples of pupils using information technology to word-process their writing with practised skill. For example, pupils in Year 6 have produced an impressive and beautifully presented book about William Shakespeare. Different layouts using information technology are explored and pupils word-process interesting articles for the school newspaper, the 'Chadsmead Mercury'.

117. Pupils' attitudes to learning are very good. Pupils are very enthusiastic and work hard during their English lessons. They show good concentration and are very keen to do well. They take a real pride in presenting their work neatly and carefully. In lessons, pupils know what is expected of them and their behaviour is always good, which raises their attainment and accelerates progress. Pupils listen very carefully to their teachers and are confident when contributing to class discussions. They are very good at listening to other pupils' ideas. They enjoy supporting and helping each other and enjoy celebrating other's successes. Older pupils can empathise with characters in stories and can express mature emotions. They demonstrate a love of literature.
118. The quality of teaching overall in English is very good with some excellent teaching in Year 6. In the excellent lessons, the teacher shows confidence and very good knowledge and understanding of the subject. Work is planned to be challenging, and builds very successfully on pupils' prior knowledge, which raises attainment. Lessons are delivered at a very quick pace, which means that pupils learn to assimilate facts quickly and to link new learning with existing knowledge. However, in Year 1, pupils sometimes spend far too long listening to overlong introductions to lessons. In lessons that are good, but not as good as many others, teachers tend to do too much for pupils and miss opportunities to ask them more challenging questions. Pupils who use English as an additional language make appropriate progress.
119. Most teachers interest and inspire pupils with their own love of literature. They are very good role-models with their superb skills at reading stories. Most teachers make very good use of question and answer sessions to develop pupils' speaking and listening skills. They have high expectations of what pupils can do and work is usually planned for different needs. Pupils of all ability levels are given challenging and interesting work, which is a considerable improvement since the last inspection when this was considered not to be the case. Most teachers keep pupils busy. This is particularly evident in the literacy lessons where pupils waste no time in settling to activities after a class discussion.
120. Teachers intervene well to consolidate and advance literacy skills. A strong feature of the good teaching is the skilful use of praise and encouragement, which does a great deal towards increasing pupils' confidence in all aspects of English, but particularly in writing. The teachers value pupils' contributions and there is often sensitive questioning of the least able which includes them fully in discussions. At the beginning of lessons, teachers state very clearly what it is that they want pupils to have learned by the end. This enables pupils to focus their thinking, stimulates their interest and motivates them to concentrate and learn.
121. The individual target-setting in writing has a significant impact on the pupils' progress in specific areas, such as presentation and punctuation. Homework is used very effectively to support what the pupils learn in literacy hours. Teachers are very aware of the importance of practising reading and writing in other subjects and link literacy skills in all areas of the curriculum very effectively. For instance, pupils have used their developing literacy skills to good effect to record science experiments and to describe and evaluate design and technology projects. Information and communication technology is used well in English, especially for word-processing and laying out work in an elegant way.
122. There is very good leadership and management of the subject. The co-ordinator is enthusiastic and committed to raising standards of attainment. She skilfully conveys her own fascination and joy of English to her pupils. She makes a valuable contribution to the subject. Her hard work in

continually monitoring and evaluating English, both formally and informally, is paying huge dividends. She supports colleagues very well and leads by example with her own excellent teaching. Resources are good and much improved since the last inspection. The library is adequate at the moment, and used well, but there is money available for a grand refurbishment which started immediately after the inspection

## **MATHEMATICS**

123. The results of the National Curriculum tests in 2000 showed standards in mathematics to be above averages at both key stages. At the end of Key Stage 1, the percentage of pupils reaching the higher grade was in line with the national average. The percentage of pupils reaching the higher grade was above the national average at Key Stage 2. Compared with similar schools, results in mathematics for 2000 at the end of Key Stage 2 were above average, whereas at the end of Key Stage 1 they were average. The inspection judgement is that standards are above average at the end of Key Stage 2 and in line with the national average at the end of Key Stage 1. Pupils demonstrate varying levels of mathematical capability, within different age groups, and the present pupils in Year 2 are achieving at a slightly lower level than the previous Year 2 group.
124. Standards have improved rapidly in mathematics at the end of Key Stage 2 since the time of the last inspection. A 34 per cent improvement in the number of pupils attaining the national average has been achieved over a four-year period. At the end of Key Stage 1, improvements have not been so dramatic. The National Curriculum test results have been far more variable from year to year. The results in 2000 were the best recorded by the school after a three year period, when only a marginal improvement was made. The overall improvement in pupils' standards of attainment can be attributed to the increased expertise of teachers, the introduction of the National Numeracy Strategy, the quality of teaching and learning, the setting by ability of pupils in Key Stage 2, and the use of a good range of stimulating learning resources. The issue from the last inspection regarding marking of pupils' work has been addressed; the quality of teachers' marking is now good.
125. Pupils make sound progress in learning at Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs and English as an additional language make similar progress to their classmates, although the progress of those with special educational needs could be better if there was more detail in their individual education plans about necessary improvements. Many pupils do not have reference to numeracy difficulties on their individual education plans. The rates of pupils' progress are directly related to the quality of teaching. Consistently very good teaching takes place in Years 5 and 6 and this is where pupils make greatest progress.
126. Targets are set for an annual improvement in the standards to be achieved by pupils by the end of Key Stage 2. Although they were realistic when they were set in the early part of 2000, they are now too low and need to be re adjusted in the light of the most recent successful results.
127. At the end of Key Stage 1, the majority of pupils count to 100 and plot missing numbers on the hundred square. They are competent at counting backwards in ones. Pupils add and subtract numbers to ten, mentally, and assemble a variety of different coins to a value of 20 pence. Most pupils know how to add tens to two-digit numbers and realise that the unit value remains the same. Lower-attaining pupils have insecure understanding of this process and are confused by the position of tens and units. Almost all pupils recognise two- and three-dimensional shapes and describe their properties. Above average and average-attaining pupils measure lines accurately, using a ruler marked in centimetres, but pupils with lower ability find this more difficult. Most pupils grasp new concepts quickly. They identify the appropriate regions in which to place similar items when working on Venn diagrams. They understand the need for an overlap and explain their reasons for selecting a particular region for each article. Lower-attaining pupils find applying more than one principle at a time a little confusing, and this is where more specific work could be planned if individual education plans were better. Pupils generally apply newly learnt mathematical vocabulary well.
128. At the end of Key Stage 2 pupils have good multiplication skills and more able pupils use these successfully when multiplying three-digit numbers by two-digit numbers. They understand inverse operations and check their answers to division problems by reversing the calculation and altering the process from division to multiplication. They reduce and enlarge fractions by using division and

multiplication techniques, although some lower-ability pupils are confused by the process as more complex calculations are required. Higher and average-attaining pupils know how to find the perimeter and area of shapes by applying a formula. When tackling compound shapes, pupils use systematic and reasoned approaches to breaking the area down into parcels, before adding or subtracting to, or from, the total. These pupils also have a good knowledge of the number of degrees in triangles and quadrilaterals and the reflective symmetry of shapes. Pupils are familiar with pie charts; they compile their own information and produce a chart reflecting their activities during the day and then analyse results.

129. Pupils apply their skills well in mental calculation sessions at the beginning of lessons. In Year 3, for instance, they mentally calculate the cost of five pencils at 12 pence each then, successfully, give change from a pound. Teachers often choose relevant examples within pupils' own experiences when setting problems and this helps pupils' understanding in applying skills. Pupils are encouraged to reason and check their own answers using different methods, as was demonstrated during in a Year 6 lesson on fractions. Estimation is often used by pupils before embarking on a complex calculation. This is good practice.
130. The National Numeracy Strategy has been introduced well throughout the school. The quality of planning is good and teachers approach the subject with confidence and enthusiasm. Numeracy skills are used effectively throughout other curriculum areas; in science, physical education and history. However, plans for the use of these skills tend to be unstructured and fail to merge into a progressive pattern of learning.
131. The quality of teaching and learning is good in Key Stage 1 and very good in Key Stage 2. Teachers have a good knowledge and understanding of the subject and they use effective methods to teach it. They have well-developed skills in questioning. They ask pertinent, well-directed questions, such as 'explain how you worked it out', or 'what would you do next?' In a very good Year 3 lesson the teacher asked a question then lobbed a small bean bag to the pupil who returned the correct answer and the bean bag at the same time. This promotes rapid thinking and confidence in everyday situations. Teachers manage classes very well. They form good relationships with pupils and share amusing incidents. This ensures that pupils are not only interested in lessons but that they concentrate and enjoy their work. Pupils display very positive attitudes and work together well in practical activities. At Key Stage 2, pupils' levels of concentration, interest and independence are often excellent. Teachers have high expectations of what pupils can achieve. They share lesson objectives with pupils and explain clearly what needs to be accomplished. Teachers' planning is very good, covering the subject matter of lessons well and ensuring that pupils acquire good basic skills, deepen their understanding and build up levels of knowledge. Lessons are sprinkled with mathematical vocabulary which is reinforced at the end of the lesson in the whole-class session. The pace of lessons is good and pupils produce a good volume of work. There are few weaknesses in the teaching of mathematics in the school. Occasionally resources are not well matched to the needs of pupils, or teachers' explanations lack precision. When this occurs, learning is slightly slower and pupils' interest levels wane.
132. A good range and quality of learning opportunities are provided for pupils. Information and communication technology activities are well integrated into the subject. There are also ample opportunities for pupils to develop their speaking and listening skills, through mathematical explanation, and tasks set for pairs and groups of pupils to work together.
133. There are good assessment systems in place which have recently been updated. Pupils' progress is tracked through the school and individual and class targets for improvement are set. The successful booster activities for 'borderline' average-achieving pupils in Year 6 in the information and communication technology area is a direct result of the application of good assessment procedures.
134. The co-ordinator gives good leadership in the subject. He has been an effective influence in the introduction of the National Numeracy Strategy. The result has been an improvement in teachers' planning, good advisory support and the astute selection of good resource materials. Review of pupils' work and the development of planning is firmly established in the subject and the monitoring of teaching is just beginning.

## SCIENCE

135. The teachers' assessments judged standards in science to be in line with the national average at the end of Key Stage 1 in 2000. The National Curriculum test results in 2000 show standards at the end of Key Stage 2 to be above the national average, and well above in comparison with similar schools. Observations and scrutiny of pupils' work indicate that standards are generally in line with the national average at the end of Key Stage 1, with many instances of pupils attaining beyond. Standards are above average at the end of Key Stage 2. Work carried out by pupils this term and also during the last school year is thorough, detailed and well presented.
136. The previous report found standards to be in line, or exceeding the national average, for pupils at the end of Key Stage 1, and it noted that the previous Year 6 Key Stage 2 test results had been well above the national average. Standards have improved nationally since the last inspection, so the school has made good progress in continuing to raise pupils' attainment, particularly at the end of Key Stage 2. Criticisms made in the previous report have been addressed. Provision for pupils to investigate and to understand physical processes have been strengthened in Key Stage 1 and all topics are now studied in good depth throughout the school. The quality of teaching throughout the school has improved from satisfactory overall to good, and on occasion very good.
137. By the end of Key Stage 1 pupils have a good understanding of how to find things out through investigation. For instance, pupils in Year 1 start to recognise the need for fair testing when they investigate which materials reflect light better than others. They discuss 'light and dark'. Many pupils have a clear understanding of the difference between sources of light, such as the sun, and sources that reflect light, like the moon. Pupils in Year 2 investigate simple circuits and switches. They understand that a light bulb will not light up if the circuit is open and they apply their knowledge of circuitry well in design and technology when they make models such as a fish with a glowing eye. During the year, they explore their senses and also discover the life cycle of plants and how they reproduce. They start to predict with increasing accuracy, for example, when they test the degree of flotation of a range of objects, and they write their investigations in an orderly, scientific way, using appropriate scientific vocabulary.
138. By the end of Key Stage 2 many pupils design their own experiments, for example in order to determine the thickness of liquids. Pupils in Years 3 and 4 obtain valuable practice in deciding how to ensure that tests to investigate the hardness and permeability of a range of materials are fair. Pupils in Years 5 and 6 experiment with different musical instruments to discover how to alter the pitch and loudness of sounds. During the year, they come to understand the functions of the main parts of the human body and also discuss renewable energy sources. They study evaporation and condensation. Much of the work for the older pupils is pitched at levels above those expected nationally, and this challenges pupils of higher ability. Pupils with lower ability cover the same work but it is adapted appropriately to their needs.
139. Teaching is good throughout the school, with instances of very good teaching particularly towards the end of Key Stage 2. Teachers ensure that pupils learn basic skills, such as how to predict, test and record their findings logically. For example, in a Year 1/2 class the teacher discussed what sort of test would be fair and pupils recorded their findings by appropriate ticks or crosses so that they could compare them later. Questions are used well to check that pupils understand each step of a lesson. Teachers plan thoroughly and have high expectations of their pupils. This means that pupils have interesting topics to study, and that their thinking and reasoning skills are constantly challenged by teachers' searching questions and exciting use of resources. For example in a Year 5/6 class, pupils had access to a range of percussion, stringed and wind instruments, some belonging to members of the class and some to staff. After a brisk introduction they had a list of tasks to perform, and answers to find that varied according to pupils' abilities. There was also a task to improve their general knowledge of sound. Time for completing each task was limited and pupils worked with very high levels of concentration and independence in order to complete them.
140. Teachers have very good relations with their pupils so that the atmosphere in lessons is conducive to learning and pupils are eager to learn. Teachers know their pupils well. Not only do they ensure that pupils have challenging but attainable tasks, but they also encourage pupils, particularly at Key Stage 2, to reflect on how well they are learning. Good use of support staff means that pupils with

special educational needs are able to follow the same programme as the rest of their class and for many to make good progress for their levels of ability, although this could be better still if specific targets were set on their individual education plans. Pupils' literacy skills are developed well through the regular encouragement of recording predictions, tests and results. Pupils who use English as an additional language are not disadvantaged. Pupils' numeracy skills are used appropriately, particularly at Key Stage 2, to record findings as data in the form of charts and block and line graphs.

141. The present co-ordinator has been in post since September. The subject was led well in the past and the new co-ordinator is organised and knows clearly how she wishes the subject to develop. There is, at least, one teacher in each year group who has good levels of scientific knowledge so they and the co-ordinator are able to offer other teachers informed help as needed. The comprehensive scheme of work and bank of ideas for each topic ensure that pupils in the mixed-year classes cover the whole programme of topics at challenging but appropriate levels. The results of National Curriculum tests are analysed to find out how pupils' knowledge can be extended further. A new and comprehensive system of recording pupils' achievements has been put in place this term and this, together with the refinements to the scheme of work, will be checked for effectiveness during the school year. The school has planned to give the co-ordinator time to visit classes from January 2001. At present, a broad target is set for each year group to achieve but there are no targets set for individual pupils to attain in science as there are in literacy and numeracy. Science is taught discretely and also as part of other subjects such as design and technology. While good use is made of encouraging pupils to develop their literacy skills through science, there is room for further formal planning to include numeracy and information and communications technology as more regular features of science lessons. There is a good range of resources and teachers use them well.

## ART AND DESIGN

142. The school has maintained the high standards of art noted at the last inspection. By the time they are seven, pupils have gained a good understanding of colour as they investigate mood in colour, and texture and line in collage work. Pupils show a sound understanding of observational drawing as they develop self-portraits using charcoal, and, using their imagination, paint their own pictures based on Leonardo da Vinci's portrait of *Leda*. Pupils in Year 2 work carefully, after studying the work of the Impressionists, and they create pieces of artwork in the style of famous artists. Standards of attainment are as expected of pupils at the end of Key Stage 1.
143. At the end of Key Stage 2 standards are higher than expected. Pupils in Year 6 produce high quality collage paintings in their work on industry, after the style of Lowry, and create very good collage and woodgrain work using natural colours and textures in their work on 'Forest Adventure'. Good planning ensures that older pupils use the techniques they developed in Key Stage 1, with charcoal and pastels, to produce strong and forceful images of a nearby power station, set against a black sky as they portray 'energy' through their art.
144. The teaching of art is good. Teachers' planning provides opportunities for pupils to develop the use of artistic materials and techniques and ensures that they experience a wide range of art from many different cultures. A successful feature of teaching is the way that teachers help pupils to use different materials and to look imaginatively at art. A teacher in Year 1/2 for instance, used a good strategy to develop pupils' observational skills by showing them a range of pictures of buildings by Gaudi and asking them to look closely at features such as chimneys and patterns of brickwork. Pupils were encouraged to look at the features of different buildings and then to make templates of a skyline to create dramatic collage work as they stuck the black silhouette on to a previously colour-washed background. Teachers in Years 3/4 spent considerable time discussing the picture "*Broadway Boogie Woogie*" by Mondrian, encouraging the pupils to think imaginatively of what the artist was attempting to portray before they themselves were asked to attempt such pictures of their own. Atmosphere and mood were supported very effectively through the use of music of the time. The teachers later gave a precise and clear demonstration of the technique required to make a rubbing of a collage, thus enabling the pupils to create high quality picture of their own, building on their own prior learning to develop different techniques and ideas.

145. Good attention to the requirements of pupils with special educational needs ensures that they make the same good progress as other pupils in art. By listening carefully, and following instructions from their teachers, pupils produce very effective work. Their very good behaviour means that they concentrate, work hard to do their best and complete all tasks. Pupils with English as an additional language make sound progress in their learning.
146. Teachers plan with great precision to link the work into other subjects, such as English, science, and history, and this gives continuity and a sense of unity to pupils' learning. It also introduces pupils to the work of artists from different times and cultures. When teachers link work about the ancient Egyptians, Greeks and Celts to the art of these cultures, pupils are helped to broaden their knowledge of modern artists to the work of artists from ancient times.
147. In the best lessons teachers provide opportunities for pupils to explore and experiment and the good use of resources helps to stimulate pupils' interest. Teachers manage their classes well and very good relationships ensure that art lessons are enjoyable occasions, in which the pupils' good behaviour helps them to make good progress. Teachers support each other well in their planning and the subject co-ordinator offers useful advice where it is needed. Portfolios of past work are kept as a useful reference. Information and communication technology is planned imaginatively into the curriculum for art and pupils in Key Stage 1 produce creditable pictures after the style of Mondrian, using information technology skills very effectively.

## **DESIGN AND TECHNOLOGY**

148. Standards are above expectations at the end of both key stages. They are even higher now than when the school was last inspected. All pupils, including those with special educational needs, achieve well. The standard of work seen indicates that pupils at Key Stage 2 make particularly good progress. Pupils apply appropriate knowledge and skills creatively and they succeed in making good quality products from a range of materials and components. Pupils evaluate their work as they go along, test their products and carry out any necessary modifications to improve them. They talk confidently about their technological ideas and present information and ideas by writing and drawing, including using information and communication technology.
149. Pupils of all ages are involved in a wide range of activities, which enable them to acquire appropriate skills and techniques and to develop their knowledge of mechanisms, patterns and structures. Design and technology projects are very skilfully linked with other subjects. For instance, pupils in Year 1, as part of a science topic on 'Colour and Light' have designed and made impressive 'viewers', using cardboard, and coloured, reflective paper. During the inspection, pupils in a Year 2 class were completely absorbed in designing and making an electrical device powered by a battery. As a result of the excellent teaching, which very effectively linked the subject with pupils' learning in science and information and communication technology, a group of pupils were able to construct a model of Rudolf the red-nosed reindeer, complete with his glowing nose!
150. Throughout Key Stage 2 pupils make good progress in developing their product knowledge, and applying this to designing and making. By Year 6, pupils think very carefully about the purpose of their design and set their own design criteria well. In Years 3 and 4, pupils design and make Greek temples. In this project, the quality of pupils' designing, their craft skills, and their ability to apply scientific and artistic knowledge and skills, are very strong features. Pupils in a Year 5/6 class made high-quality musical instruments to use with their own musical compositions. They used computers very effectively to research musical instruments from other cultures before attempting their own designs. They were very aware of the need to make an effective but also attractive instrument.
151. Pupils have very positive attitudes towards design and technology and these make significant contributions to their learning. They concentrate well, listen carefully to instructions and ask challenging questions. They take considerable pride in newly acquired knowledge and skills. They share equipment and resources very well and evaluate their own and each other's work with care, sensitivity and accuracy. Pupils work well in small groups, or individually, and do so paying good attention to safety. Pupils who use English as an additional language make the same good progress as other pupils.

152. Teaching is very good. There are several members of staff with very good subject knowledge and staff have high expectations of what pupils can achieve. As a result, pupils are highly motivated, productive and thoroughly enjoy design and technology. Lessons are planned in considerable detail and build very successfully on pupils' previous knowledge and skills. This means that pupils can quickly assimilate new learning. An excellent lesson was observed in Year 2 which really stimulated the pupils. Teachers make the best possible use of support staff in lessons, which means that pupils have immediate support and guidance to accelerate their learning. The information and communication technician, who is based in the design suite, is extremely talented and teaches both computer and design skills very well. This support is invaluable to teachers and means that pupils can be placed in smaller groups for design and technology, which accelerates their progress. Pupils of all abilities make appropriate progress but those with special educational needs could be more challenged if the targets on their individual education plans were more specific.
153. The co-ordinator leads the subject very well. Her enthusiasm is evident. There is a very good policy and a scheme of work which gives all pupils a rich, stimulating and varied curriculum. Assessment is very good and provides staff with very accurate information about what pupils know, can do and understand. Resources are very good and information and communications technology is used very successfully to underpin pupils' designs.

## **GEOGRAPHY**

154. The previous report judged standards in geography to be at the levels expected. Despite the pressure of the introduction of the literacy and numeracy hours, the school has ensured that the pupils' knowledge and attainment in the subject have remained at satisfactory levels.
155. Pupils' attainment at the end of Key Stage 1 is in line with expectations. Pupils visit their locality and start to investigate its characteristics. They begin to understand the value of both small shops and supermarkets. In connection with a religious education study, they visit the local church and compare it with Lichfield Cathedral. Pupils in Year 2 make a study of cereals and visit Shugborough Farm. They discuss the changes in the seasons and, through looking at newspaper reports, they learn about local flooding. During the year, they become increasingly aware of their environment. They make plans of their locality and list things they like and dislike about it, so that, by the end of the key stage, pupils have good levels of awareness of geographical concepts.
156. By the end of Key Stage 2 pupils have developed their geographical skills appropriately. Their studies include the wider world. Through a topic about water they become aware that in many African countries there is a shortage of clean water and they learn about dehydration and the effects of water pollution. They widen their knowledge of places and do extensive work with maps and atlases, locating places through the use of co-ordinates. Pupils in Years 3 and 4 visit the Peak District to carry out fieldwork and become aware of different physical features of the landscape. They compare the Peak District with Lichfield and make lists of similarities and differences between the two areas. There are contacts with a school in Denmark and one in Italy. As part of their study of different localities in Britain and the rest of the world, pupils in Years 5 and 6 contact a school in Plymouth via e-mail and compare it with their school. The local weather forecasts for both areas are taken from the Internet, discussed, compared and accurately recorded in graph form. Several pupils think it would be more pleasant to live in Plymouth because of its wider range of amenities.
157. Due to timetabling constraints only one lesson was observed. The quality of teaching in this lesson was very good, and scrutiny of pupils' work completed this term, and during the last school year, indicates that the standard of teaching and learning is always at least satisfactory and the learning of all groups of pupils is also satisfactory. Teachers skilfully combine geography with other elements of subjects so that good use is made of opportunities to develop pupils' literacy skills throughout the school. In the lesson observed, very careful attention was paid to encouraging speaking and listening skills and also to developing pupils' research skills. Pupils also accessed the Internet on a laptop computer to find out more about the weather.

158. The subject is led well. There is a new, comprehensive scheme of work which ensures that pupils learn geographical skills progressively and gain a wide insight into topics. A new system for

assessing pupils' knowledge is being piloted this year. At present, the co-ordinator does not visit classes while lessons are in progress, but she sees samples of pupils' work to ensure that they are covering the topics in sufficient depth in each year group. Resources are good and are used well.

## **HISTORY**

159. It was only possible to observe two history lessons during the inspection. Judgements are based on the scrutiny of pupils' work, teachers' planning, and discussions with pupils and teachers. Standards in history are above expectations at the end of both key stages. This is an improvement in standards at both key stages since the last inspection.
160. Discussions with pupils at the end of Years 2 and 6, showed that they have a very good sense of time and are able to provide approximate time scales when discussing events in the past or linking dates to objects. For example, pupils in Year 2 gave 50 years as an approximate time in the past for World War Two and knew that the Victorians lived about 100 years ago. They are well aware of changes over time and how things have changed, naming candles as a main source of light, horses to provide transport, radio instead of television, and knitted socks. As a result of good and well-focused teaching, pupils relate information enthusiastically, displaying a good level of skills and knowledge. Pupils said that they would use radio and television to help to find out about the past, together with talking to people. They explained that if people kept telling people though the generations then history would be passed on. Pupils also thought that old pictures, objects and books were a good source of information, however they could not recall using the computer in their gathering of information in history.
161. At Key Stage 2 this healthy picture continues. Pupils in Year 3 observe objects from the past and compare them with the modern equivalent. They use a time-line with good understanding to assess the age of objects such as a flat iron or a hairpin box. The good resources provided by teachers contributes to the good progress made by pupils. Pupils explain that time past is divided into sections using relevant dates and time scales in their explanations. By the end of the key stage, pupils have a good understanding of history. They experience a range of visits especially within the local historical area of Lichfield. They relate several periods in history and explain that the Tudor period was approximately 400 years ago. Pupils share a range of information about periods in history including Henry VIII, the social conditions at that time and through the visits they make to the local Tudor Café. Pupils are developing their skills in history, researching sources of information using reference books and accessing the Internet. As a link with their partner school in Plymouth, pupils have researched the Pilgrim Fathers and their expedition to America in the 'Mayflower', using a good level of subject specific language.
162. As no lessons were seen in Key Stage 1 it is not possible to make a judgement on the quality of teaching. However, the planning and assessment procedures show that teaching is very well organised and the use of the government guidelines for history, together with teachers' enthusiasm and good subject expertise, results in good learning overall for all groups of pupils. The quality of teaching in Key Stage 2 is very good. Teachers are very clear about what they want the pupils to learn and share this with them. The well-organised lessons result in pupils applying maximum effort, particularly when working together in groups. Teachers use good subject specific language and plan good and relevant links with other subjects. Pupils of all abilities, and those with diverse background knowledge, make appropriate progress.
163. The good co-ordination of history and the collating of a 'standards bank' to use for assessment purposes, together with the adoption of a new scheme of work, has contributed significantly to the rise in standards since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

164. The satisfactory attainment reported at the last inspection has been maintained and, at the end of both key stages, is broadly in line with that expected nationally. Information and communication technology is used well to support most areas of the curriculum, and pupils are given many opportunities to practise and develop their skills.

165. By the end of Key Stage 1 pupils use the keyboard to type in text, and use the shift key to create capital letters. They use a paint program, very successfully, to draw geometric pictures by dragging lines and changing colours. When pupils in Year 6 produce newspaper reports after a residential visit they demonstrate good word-processing skills, with good layout, use of colour, changes of font and print and occasional graphics. Pupils in Years 5 and 6 use spreadsheets to aid their calculations in mathematics lessons. Pupils, including those with English as an additional language, achieve well throughout the school because of the many varied opportunities they have of applying their knowledge and skills. Pupils with special educational needs could make faster progress in all areas of the curriculum if specific work using information and communications technology was included in their individual education plans. Pupils in Year 5 use a spreadsheet for recording entries from the total eclipse which took place in 2000, and are learning to produce three-dimensional computerised graphs from the results.
166. Pupils are interested and confident about their ability to manage computer systems. In Year 5 they demonstrate skill in locating and extracting information from a CD ROM-based encyclopaedia. They perform essential commands to extract and print information, and discuss the contents of other CD-ROMs. Having computers at home, many pupils are familiar with the Internet. For reasons beyond the school's control, connection with the Internet has not yet been established generally and, as a consequence, some pupils lack knowledge and skill in this area. The staff are aware of this and it is a current priority for the school.
167. Training for information and communication technology has been a priority and the skills of teachers and support staff have improved considerably since the last inspection. As a result, staff speak knowledgeably about programs and show confidence and dexterity in managing them on screen. They coach pupils sensitively and nurture their confidence from an early age. Teachers have a very clear understanding of when and how to use information and communication technology across the curriculum to develop pupils' skills systematically. This is because there is meticulous planning and strong leadership for the subject. This has a very positive impact on the standards throughout the school. Resources are good and used well to ensure that pupils develop their skills progressively and apply their knowledge and understanding in other subjects. Samples of pupils' work are kept for each class, but the work is not annotated or dated, so has limited use as a tool to help the co-ordinator monitor pupils' progress in learning. There are no formal assessment procedures to track the progress of individuals, or to update personal targets and so further enhance standards.
168. The support given by the information and communication technology technician is first class. Computers are prepared before the class arrives, technical problems are solved, and teachers are able to move straight into the teaching session so that optimum use is made of both time and resources. The provision is further improved, as the technician is able to give precise instructions that develop skills and help with the teaching as pupils get on with their tasks. They learn quickly and well. Very good use is made of the information and communication technology room throughout the day, both at playtimes and, for instance, at lunch times when there is a computer club enabling pupils to boost their mathematical skills through the use of information and communication technology.
169. Standards have been maintained since the last inspection, despite the fact that the school has not yet benefited from the installation of new machines connected to the National Grid for Learning. Most of the work pupils do in Year 6 is satisfactory and in many aspects of the subject attainment is above that of many eleven-year-olds. An area of weakness still exists in sensing and control, but the staff are aware of this and these programmes of study will be addressed later in the year when the National Grid for Learning equipment is finally installed.

## **MUSIC**

170. Pupils' attainment in music is in line with expectations for pupils at the age of both seven and eleven. This suggests that standards are not as high as at the time of the last inspection, when they were judged to be above expectations. The previous co-ordinator has retired and the new co-ordinator is currently not in school. Two part-time music teachers are covering the post for one

term and are endeavouring to support the subject, which is difficult as they are only in school for a short time each week.

171. The quality of pupils' singing is satisfactory overall. In a Key Stage 1 assembly, pupils sing generally in tune although lacking a dynamic range, but in a Key Stage 2 assembly, pupils sing out of tune with many unable to see the words. In the two class lessons seen, pupils were working at an appropriate standard. For example, in Year 1, pupils used untuned instruments to accompany their singing. They were able to name the instruments and sing 'Away in a Manger' tunefully, supported by the class teacher. In Key Stage 2, pupils in Years 3 and 4 prepared for their Christmas celebrations in St. Chad's Church. A specialist teacher refined hymns and songs previously learned and pupils clapped to rhythms, creating patterns. Here the singing was in tune but lack dynamics or expression.
172. Discussion with pupils in Year 2 shows some gaps in both knowledge and understanding at Key Stage 1. Pupils were unable to recall instruments they have played and have had very few opportunities to compose or record their own music, either as individuals or in groups. Pupils have not used the computer to record or create music. Pupils sing songs, such as 'Wake up' from memory and respond enthusiastically to action songs. They listen to different types of music in assembly and move to music during dance lessons in physical education. Music is not used as a means of inspiration in writing lessons. In discussion, pupils in Year 6 show more confidence, but are unable to say how they could record their responses to music or compose music, using information and communication technology. They sing songs in rounds, for example singing 'Catch a falling star'. Pupils name famous composers, such as Handel, and describe his music as emotional and relaxed. Specialist teachers of instrumental music, provide a good range of musical opportunities, with woodwind instruments, strings, brass and recorders, both descant and treble.
173. The limited amount of teaching and learning seen overall was always satisfactory and sometimes good, particularly when taught by the specialist teachers. Teachers have good relationships with their pupils, who enjoy music. Pupils' learning is satisfactory and they show enthusiasm for performance; this reflects the ethos of confidence that has been built up over time.
174. The school has good resources, with a satisfactory range of tapes and CDs available for use. The school organises regular productions, involving music and drama, and the choir sings at events such as the harvest festival and the carol service. Although the part time co-ordinators are working hard to maintain standards in music, the school is missing the regular full-time co-ordination of music, and standards are expected to improve once the full-time co-ordinator is in post. Pupils who show special talents are encouraged and pupils of all abilities make appropriate progress.

## **PHYSICAL EDUCATION**

175. Pupils attain above average standards in physical education by the end of Key Stage 2. At the end of Key Stage 1, pupils' standards are in line with nationally expected levels. Pupils in Key Stage 1 make sound progress in the development of skills, knowledge and understanding, whereas in Key Stage 2 progress in learning is good, especially towards the end of the key stage when specialist teaching is provided. Pupils with special educational needs and those for whom English is an additional language, make similar progress to their classmates.
176. The school has maintained good standards since the time of the last inspection. Even though the focus of the school has been on improving standards in literacy and numeracy, an appropriate amount of curriculum time has been retained for physical education. This has enabled the subject to continue to provide pupils with a good, well-balanced diet of physical education activities. The result is that pupils' physical development had been well promoted.
177. Pupils in Year 2 devise imaginative actions to interpret the movement of fireworks. More able pupils move to the rhythm of the music. They use space within the hall safely and sensibly as they begin to link movements together. Pupils refine their movements through practise and group evaluation. They know that it is important to warm up before undertaking vigorous activity. However, the pupils have insufficient knowledge of the effects of exercise on their bodies.

178. By the end of Key Stage 2 pupils have a well-developed understanding of safety when setting out apparatus in the school hall. Equipment is carried properly and checked for stability before being used for gymnastic activity. Sequences of movements are joined together smoothly and there is a good level of body control throughout. Pupils have a good knowledge of gymnastic terms, understanding the meaning of asymmetrical and symmetrical shapes and counter balance. Self and group evaluation is well developed. Pupils discuss their movements with partners and refine their sequences accordingly. There are good levels of teamwork amongst pupils in the production of a group sequence of movements. Pupils know that if warm up and cool down sessions are not undertaken properly muscles can easily be damaged.
179. Pupils in Year 6 are good swimmers and achieve standards above nationally expected levels. Almost all pupils can swim by the age of eleven. School records show that the vast majority of pupils swim distances beyond 25 metres using a fluent front crawl style. A reasonable number of pupils, approximately a quarter, are advanced swimmers who tread water and swim distances beyond 800 metres, using a range of different strokes.
180. The quality of teaching and learning is generally sound throughout Key Stage 1 and early Key Stage 2 and very good towards the end of Key Stage 2. Teachers manage their classes very well in lessons and follow good discipline procedures. Pupils listen to teachers during the introductory session, follow instructions and concentrate well on the tasks being undertaken. Relationships are very good and pupils co-operate very well. Teachers have a sound knowledge of the subject and follow the school planning documents to ensure that pupils acquire skills and knowledge progressively. In Years 5 and 6, the co-ordinator teaches all three classes and his specialist knowledge and expertise enhances the quality of pupils' performance. Teachers generally have high expectations of what pupils can achieve and set stimulating and challenging tasks in lessons. This means that pupils of all abilities can make progress. Pupils apply themselves well, extending themselves both physically and creatively. The methods employed by teachers, such as questioning and self-evaluation, increase pupils' understanding and makes them think for themselves. Just occasionally, the pace of lessons slows down and insufficient time is available for pupils to practise their skills. Pupils have very positive attitudes and they enjoy lessons and this fosters a love of physical exercise.
181. The school provides a rich range of learning opportunities which stimulate pupils' interests. The curriculum covers all the areas of the National Curriculum thoroughly. Good, well-designed and detailed guidelines are provided for teachers by the co-ordinator, ensuring that all elements of physical education are properly covered. However, more attention could be given to regularly reinforcing pupils' knowledge on the effects of exercise on the body within the classroom.
182. Extra-curricular activities are very good, covering a wide range of games and outdoor activities. The school actively participates in competitive sport within the local area and many pupils reach high standards in football, netball, rounders and swimming.
183. Learning resources and site facilities are good. The school benefits from two reasonably-sized halls, a marked tarmaced playground and a large grassed area. These are used effectively, by teachers and pupils, for a full range of activities in dance, gymnastics, games and athletics. The co-ordinator gives good, enthusiastic and knowledgeable leadership to the subject and is supported well by his colleagues. He has a clear picture of how the subject needs to be developed, through the monitoring of teaching and assessment of pupils' learning and attainment. There are firm plans to address these issues in the near future.

## **RELIGIOUS EDUCATION**

184. Pupils have the knowledge and understanding about religion that is expected by the locally agreed syllabus and, by the time they are in Years 5 and 6, many display an encouraging insight into why religion is important to many people, and an understanding of how people learn from religion, that is unusual for pupils of their age. This mature approach to the subject is the result of sensitive

teaching and reflects one of the aims of the school which is to care for one another. The last inspection report stated that pupils' attainment was, 'appropriate for their age', but that pupils' knowledge of the Christian tradition and several other religions was not systematically developed. There have been improvements to the curriculum in many areas but older pupils are still a little muddled about the beliefs and practices of some religions other than Christianity.

185. One of the key issues resulting from the last inspection was to improve the planning of topics to provide the necessary depth and continuity of experience. This has been well done. Religious subjects are linked to each year group's current topics, therefore, the ideas discussed are relevant and interesting. Those programmes of study that cannot be meaningfully integrated into the topics are taught as discrete elements. This works, and has ensured that pupils have a deeper insight into important issues.
186. Pupils in Key Stage 1 have a secure understanding of the symbols of the Christian religion. After their visit to Lichfield Cathedral, as part of their project on 'Light and Dark', pupils in Year 1 were able to discuss the layout of the building and the importance of quiet to allow people to pray. They appreciate the look of candles and know how the light given is a symbol of light in the Christian faith. They are knowledgeable about St. Chad. Pupils in Year 2 have a sound knowledge about the celebrations of the Christian faith and how different groups celebrate. They can explain the symbolism of each part of a Christingle.
187. Pupils in Key Stage 2 generally have a secure understanding about the basic tenets of the Christian faith. Following a visit from a local vicar, pupils in Years 3 and 4 explain what Advent means to Christians and explore the reasons why people sing carols. Pupils in Years 5 and 6 describe ways in which believers express their faith and give instances of attempts to promote justice and tolerance. They display understanding and compassion when discussing the effects of some of the great religious leaders such as Ghandi and Mother Theresa. They can talk, with great sensitivity, about the death of a young child which is currently in the news, and suggest reasons why this might have happened.
188. However, pupils in Year 6 have insufficient detailed knowledge of the celebrations and basic beliefs of Islam and Judaism and this is to be taught within this year. They remember certain facts, such as what happens at Diwali and know the story of Rama and Sita, but cannot link these facts to the beliefs of Hindus. They know that fasting is practised in some religions but cannot discuss this in relation to Ramadan. However, they are eager to learn and show great interest in all the questions put to them. They are conscious of the deficiencies in their knowledge and this augers well for their future learning. Part of this willingness to learn means that pupils use their literacy and information and communication technology skills well in the work in religious education.
189. Pupils enjoy religious education lessons and realise how important the subject is to many people's lives. They are well behaved in lessons and this is due to the very careful way in which sensitive issues are presented. The very good relationships that have been built up over time helps the teaching of this subject. No pupil is withdrawn from religious education lessons and this reflects parents' appreciation of the perceptive approach of teachers.
190. The teaching is good. Lessons are carefully planned so that pupils of all abilities and cultural traditions can make appropriate progress in learning. The lessons do much to promote pupils' spiritual, moral, social and cultural development. Very good class control enables pupils to have a spirited discussion without things getting out of hand. This is skilled teaching. Staff use a varied range of strategies in their teaching and the way that work is planned within topics means that pupils' previous learning is developed and that deeper thinking is fostered. The only real weaknesses in the teaching lie in the tendency of staff to be over-ambitious, with convoluted questioning and expectations of pupils' understanding that may be too high. This stems from high expectations and an anxiety to harness pupils' high principles, and is accepted as an area for development by staff.
191. The resources available are at least satisfactory and new ones are on order. A valuable pictorial catalogue has been prepared so that staff who are unsure of some religious artefacts can make sure of their own understanding before they teach the lesson. Good use is made of visits to places

of worship, for example the synagogue and mosque and these, together with visitors representing a diverse range of faiths and traditions are firmly embedded in the curriculum. Specialist teaching by the co-ordinator in Years 5 and 6 ensures that pupils get the most out of lessons.

192. Over the last four years the curriculum has been refined so it is now fit for its purpose and ensures that the pupils have high quality teaching. The time delay from implementation, means that some pupils at the top of the school still have gaps in their knowledge and understanding as some aspects have not been covered lower down the school. The co-ordinator is aware of this and much work is being undertaken to remedy this weakness. The subject is very well led by a co-ordinator who knows the subject. She has drawn on the help of the local education authority to produce a thorough scheme of work which enables all pupils to have firm grounding in the facts of religious education, but that also gives time for proper reflection and is flexible enough to cover issues of current interest. More now needs to be done to ensure conformity in a few aspects, such as the consistent use of language and spelling for words such as Hannukah. A good assessment system, based on the detailed planning of the curriculum, is now in place, but the evidence from this has yet to give enough information to implement further variations of teaching for individual pupils. Portfolios of work and photographs of pupils' experiences give a good overview of work that has been covered and its quality.