

INSPECTION REPORT

**ST JOSEPH & ST THERESA CATHOLIC PRIMARY
SCHOOL**

Chasetown, Walsall

LEA area: Staffordshire

Unique reference number: 124351

Headteacher: Mr A. O'Malley

Reporting inspector: Mr A. Portlock
21411

Dates of inspection: 31 October – 3 November, 2000

Inspection number: 225105

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:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	High Street Chasetown Burntwood Staffordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr. S. Squires
Date of previous inspection:	8 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A. PORTLOCK	Registered inspector	Mathematics	Standards
		Design & technology	Teaching
		Information technology	Leadership and management
		History	
		English as an additional language.	
D. SHIELDS	Lay inspector		Attitudes, values and personal development
			Pupils' welfare
			Partnership with parents
B. MACKINNEY	Team inspector	English	Curriculum and other opportunities
		Physical education	Assessment
		Music	
		Equality of opportunity and access	
S. SUTCLIFFE	Team inspector	Under fives	
		Science	
		Art	
		Geography	
		Special educational needs	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the centre of Chasetown, Staffordshire. There are more pupils at the school than at the last inspection, with 218 full-time pupils, including 27 children in the reception class. The school is about the same size as other primary schools. The school takes its pupils from the local Catholic and non-Catholic community and from some Catholic families in neighbouring areas. The children's attainment on entry is broadly average. Ten per cent of pupils are eligible for free school meals and 10 per cent of pupils have special educational needs, both of which are below average. Five pupils have statements of special educational need and this is above the national average. Very nearly all pupils speak English as their first language and there is only one per cent of pupils from minority ethnic communities.

HOW GOOD THE SCHOOL IS

This is a very good school. By the time the pupils leave the school they achieve high standards in English, mathematics and science. They make very good progress in these subjects, largely because of the very effective teaching, the high quality leadership and the very good, and at times, excellent attitudes the pupils have to their work. The headteacher and governors evaluate the school's performance rigorously. The school provides very effectively for the needs of all pupils and gives very good value for money.

What the school does well

- Standards in English, mathematics and science are high and the pupils make very good progress.
- The quality of teaching is very good and this supports the pupils' very positive attitudes to their work and their very good behaviour.
- The school plans the curriculum very well to meet the needs of pupils of differing ages and abilities.
- The headteacher's leadership is very good and all members of teaching and support staff support him very well.
- The school provides a caring environment in which the pupils are highly valued.
- Special educational needs teaching, provision and management are very good.

What could be improved

- Improve the opportunities for the pupils to take more responsibility and initiative for aspects of their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in December 1996 found St Joseph & St Theresa to be a very good school. The school has maintained its high standards and has continued to improve. All of the key issues raised at the previous inspection have been thoroughly dealt with. The role of the subject managers has improved significantly and all policies and subject schemes of work are appropriately in place. The headteacher, supported by the deputy-headteacher, governors and subject managers, evaluates the school's performance rigorously and sets clear targets for improvement. The school is very well placed, through its leadership, curriculum, pupil attitudes and expertise in teaching, to sustain its high standards.

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	A	B	B	B
Mathematics	A	C	A	A
Science	A*	C	A	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

As can be seen in the table above, the school has sustained well above average standards in mathematics and science and above average standards in English. Standards are high when compared to similar schools. A high percentage of pupils are attaining higher levels in the tests (Level 5; and in mathematics Level 6). The continuing improvement in the quality of teaching is helping the school to meet the appropriate targets for improvement. These targets are based on a clear assessment of the pupils' capabilities and are challenging. Standards in 1999 were lower but the school had predicted this as a result of the overall ability of the year group and targets were met. The Key Stage 1 pupils, in the national tests, attain results that show that both boys and girls are performing at consistently well above average in writing and mathematics, and standards are very high in reading. This means that in reading the pupils are in the top five per cent of schools nationally. In comparison with similar schools, the pupils' attainment in reading and in writing is very high (in the top five per cent nationally) and in mathematics is well above average. One third of pupils attain the higher level (level 3), that is very high nationally and when compared to similar schools they also attain very high standards at this higher level in writing. The school's performance data shows that when comparing the pupils' 1996 Key Stage 1 results with the 2000 Key Stage 2 results, the pupils overall have made good gains in their standards. The work that the pupils in both key stages were doing during the inspection confirms these high standards in these core subjects.

By the time they leave the school, the pupils' attainment in information and communication technology (ICT) is well above average. The school has made very good progress since the previous inspection in the development and use of ICT to enhance teaching and learning in the subject and is increasingly supporting other subjects. In art and geography, standards are broadly in line with national expectations and progress is satisfactory, with some specific examples of good quality work. In design and technology, history, music and physical education the pupils are achieving above average standards in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' very good attitudes to school and work result in their very good gains in learning. They are very keen to learn and settle quickly to their work.
Behaviour, in and out of classrooms	Very good; the pupils are polite, friendly and courteous, and this is contributing significantly to the effective environment in which the pupils learn.
Personal development and relationships	Relationships are very good. The pupils take on responsibilities with enthusiasm and carry out tasks in a mature way but there are not sufficient opportunities for the pupils to take initiative for themselves in their learning.
Attendance	Broadly in line with national standards.

The pupils concentrate and try hard with their work. They listen very well to the views and opinions of others, sympathetically, so that the pupils can express their ideas freely. The members of staff are very good role models. The pupils have a very clear understanding of the importance of improving their work and their very good attitudes and effort are key features in sustaining the high standards achieved. There are very high expectations of the pupils' behaviour and, as a result, the pupils work hard and enjoy school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very 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 quality of teaching is very good overall. It is satisfactory or better in all lessons; half of the lessons were judged to be very good or better. This is an improvement since the last inspection, especially in the amount of very good and excellent teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills very well. The school meets the needs of all pupils effectively, including those pupils with special educational needs, who are well supported and make very good progress. There is a strong team atmosphere in the school. All of the members of staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Very good relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence. Teachers ensure that pupils are clear about what they are to learn and what they need to do to improve. They use a wide variety of effective learning strategies aimed at raising the pupils' achievement. The pace of learning is very good. There are many opportunities for the pupils to use literacy and numeracy skills in other subjects but there is a need to improve the opportunities to develop fully the pupils' use and understanding of specialist vocabulary in some subjects, such as in design and technology and history.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very effective, broad and balanced curriculum that is appropriate to the needs of all pupils. However, there are more limited opportunities for pupils to research and develop their own ideas and initiative.
Provision for pupils with special educational needs	Very good. The pupils are very well supported by individual programmes and teaching assistants and these ensure that progress is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal development is very good. The pupils have many very good opportunities to extend their spiritual awareness and social skills and to gain an understanding of right and wrong. The provision for the pupils' cultural development has improved and is satisfactory, and the school has planned further improvements.
Provision for pupils with English as an additional language.	The one pupil is well supported by the school in developing his language and he is making very good progress.
How well the school cares for its pupils	Day-to-day personal support and guidance is very good; the monitoring of pupils' personal and academic development is very good and this makes a significant contribution to building the pupils' self-esteem and confidence and assists in planning their future learning.

The school's curriculum is challenging and interesting and meets the needs of all pupils. There are extensive procedures for tracking and monitoring the pupils' progress. The teaching of literacy and numeracy is particularly well planned and gives all pupils a firm foundation that is built upon throughout the school. The basic skills of literacy and numeracy are consistently developed in other subjects. Lessons are planned carefully with very clear learning intentions and these are shared with the pupils. The pupils' learning is extended through extra-curricular activities, visitors into school and visits out of school. There are fewer opportunities for pupils to take and show initiative. Each child is highly valued as an individual. The child protection procedures are very good and all staff make a significant contribution to the care of pupils and to creating a friendly, caring and supportive environment in which pupils readily turn to staff members for help. The partnership with the parents is very effective and the parents are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is very good and the deputy-headteacher and subject managers support him very well. All staff with management responsibilities are committed to improving standards.
How well the governors fulfil their responsibilities	The governors are well informed and are supportive of the school in fulfilling their responsibilities.
The school's evaluation of its performance	The headteacher, supported by the deputy-headteacher, governors and subject managers, evaluates the school's performance rigorously and sets clear targets for improvement.
The strategic use of resources	The headteacher and governors use the available funding very effectively to support the standards achieved. Budgets are set following careful consideration given to the school's priorities and take account of the principles of best value. Effective use is made of special grants and these are having an impact on raising standards.

The school is very effectively led by the headteacher, with very good support from the deputy-headteacher and the subject managers. They work as an effective team and are very well supported by the other members of staff. The headteacher, with other teachers, has developed very effective procedures for monitoring and evaluating the work of the school. These monitoring procedures allow the management team, the governors and the teachers to evaluate the progress the pupils are making and to set appropriate targets for improvement. The governing body are kept well informed by the headteacher. They are improving their knowledge of how well the school is doing. The headteacher and governors use the results of the monitoring to set clear targets for development. The headteacher and governors are very effective in their development of staffing and learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects the pupils to work hard and try their best. • The school is well led and managed. • The parents feel able to approach school with questions and problems. • The teaching is good. • Their children make good progress. 	<ul style="list-style-type: none"> • The work the pupils do at home. • The school's links with parents.

The inspection team fully shares the parents' positive views. The work the pupils do at home is supporting their learning. The school has very effective links with the parents and is very well supported by them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school and parents are proud of the standards that are achieved and work hard to improve upon them. Overall the pupils make very good progress. The pupils' attainment on entry is broadly average. From this beginning, the children in the reception class make steady progress in their achievements. The rate of progress increases and is very good as they move through Key Stage 1. Throughout Key Stage 2, the pupils' progress is also very good.
2. In the 2000 national tests for eleven-year-olds, the results are above average in English and well above average in mathematics and science. When compared with the performance of pupils in similar schools, the pupils' attainment in these core subjects is also above average in English and well above average in mathematics and science. In these core subjects, about half of the pupils attain the higher level (level5), which is well above the national average.
3. The Key Stage 1 pupils, in the national tests, attain well above average standards in writing and mathematics, and very high standards in reading. Both boys and girls do equally well. This means that in reading the pupils are in the top five per cent of schools nationally. One third of pupils attain the higher level (level 3), which is very high nationally. When comparing the school's Key Stage 1 results with similar schools, the pupils' attainment in reading and in writing is very high (in the top five per cent nationally) and in mathematics is well above average.
4. Over the four years from 1997, the school's results show improvement that is broadly in line with the national trend. Standards in 1999 were lower but the school had predicted this as a result of the overall ability of the year group and their targets were met. The school's performance data shows that when comparing the pupils' 1995 Key Stage 1 results with the 2000 Key Stage 2 results, the pupils overall have made very good progress in the standards achieved. Teachers' assessments are generally close to the test results. The school has set targets that are challenging and clearly based upon the pupils' performance. The work that the pupils in both key stages were doing during the inspection confirms these overall high standards.
5. The school's baseline assessment indicates that the children's attainment on entry is broadly average. Inspection evidence indicates that on entry the children have good speaking skills but not in mathematics. The children's progress is good in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world and they exceed the expected goals for their age in these areas by the start of Year 1. Progress is satisfactory in the areas of creative development, mathematical development and physical development and the children attain the expected goals.
6. In English, inspection findings reveal that the pupils' standards are well above the national average at age 7 and above at the age of 11. This is an improvement on the previous inspection and the standards are rising throughout the school. This is largely because of the effective introduction by the subject manager and teachers of the literacy strategy, the monitoring of pupils' performance and the appropriate and skilful support provided to meet the needs of the pupils. The pupils make good progress at all stages, including those with special educational needs. The teaching of literacy across the curriculum is very effective and this is supporting the high standards achieved.

7. In both key stages the pupils' speaking and listening skills are above average. The work in the Literacy Hour improves the pupils' ability from a satisfactory base on entry to school. Throughout the school good opportunities are provided to extend their speaking and listening skills, for instance, in Year 1 pupils can retell the stories they are reading. By Year 6, they listen with concentration to other pupils' views and take account of these when discussing their work. This was seen in a history lesson when the pupils were interviewing some visitors about their lives when they were children. The pupils throughout the school make good progress in expressing their thoughts and opinions in an increasingly clear and mature way.
8. The pupils' attainment in reading is well above the national average at age 7 and 11. The skills are well taught in the guided reading time in the Literacy Hour and the pupils make good progress in the lessons. By age 7, most of the pupils are able to read reasonably confidently and can self-correct any mistakes. Many are reading fluently with expression. Key Stage 2 pupils are able to build on this good start and extend their fluency and accuracy and most read with good expression. Those still experiencing difficulties are well supported by the classroom and literacy support assistants so that by the age of 11, they are able to read confidently, with self-correction, being able to recall the early part of the story. Although the school has a non-fiction library, it is under-used for developing library research skills.
9. The standards in writing at ages 7 and 11 are above the national average and have improved since the previous inspection. This is partly due to the improved monitoring of the pupils' progress. At 7, most pupils are able to write in a clear, legible cursive style to Level 4. All work, throughout the school, is neatly presented. In Year 1, the pupils are developing the skill of writing in sentences. In Year 2, they are able to plan how to write the beginning of a story. In Year 3, the pupils produce effective and interesting story endings using the fairy story, 'The Snow Queen'. In Year 4, all the pupils have an understanding of building settings for a story. They are capable of searching for powerful verbs to improve the quality of their writing. In Year 5, using the story of Peter Pan as a model, the pupils understand how dialogue is set out using speech marks. They are able to use accurate punctuation. In Year 6, all pupils write with good understanding of different forms of writing, such as when discussing their opinions of the poems, "The Door" and "The Traffic Lights."
10. In mathematics, the inspection findings confirm that pupils' standards are well above average and the pupils make very good progress. The pupils with special educational needs receive effective teacher and classroom assistant support, which enables them to make very good progress throughout the school. Since the previous inspection, the school has continued to place an emphasis upon the teaching of numeracy and standards have risen because of the effective implementation and teaching of the numeracy strategy and the monitoring of pupils' progress.
11. The youngest pupils in Key Stage 1 accurately recognise and record two-digit numbers. The lower attainers count to 15 and backwards; higher attainers count up and backwards from a given number; average attainers use numbers to 20 and count forward and backward from these. In Year 2, the pupils use mental strategies to solve problems. They can recall addition and subtraction facts. They investigate with the teacher the relationship between addition and subtraction and carry out various addition and subtraction problems, using two and one-digit numbers.
12. In Key Stage 2, the Year 3 pupils investigate whether multiplication sums can be done in any order. Most pupils understand that multiplication and division are linked. They mentally recall the 2, 3, 4 and 5 times table and work out associated division facts. A few higher attaining pupils identify number patterns and work with multiples of numbers. Year 6 investigate perimeters and areas to find out what happens when you join shapes together. They are able to find a solution to their problem by trying out their own ideas and finding ways to solve it. One Year 4 pupil and two Year 5 pupils with a special aptitude for mathematics work confidently in this Year 6 class.

13. In science, inspection evidence indicates that the standards are well above average by the time the pupils leave the school and by the end of Key Stage 1. These findings are in line with the national test and teacher assessment results. Overall pupils make very good progress in science at Key Stage 1. Year 1 pupils know that a battery is a 'store' for electricity. They learn how an electrical circuit works and make one that can light up a bulb. The most able pupils were able to explain why it lights when connected. In Year 2, the pupils explore reversible and irreversible changes when materials are frozen or heated. The pupils have experience of seeing how substances change when baking bread. They attempt to explain whether salt dissolved in water can be separated. Most pupils are developing an appropriate scientific vocabulary and are encouraged to plan, record and evaluate their work. The progress for pupils with special educational needs is very good.
14. The progress in Key Stage 2 is very good. Year 3 pupils are taught about whether light can pass through opaque, translucent and transparent materials. Year 4 pupils know vibrations create sound and are able to both see and feel the vibrations on guitar string and tuning forks. In Year 5, the pupils know the heart muscle is called the 'cardiac' muscle and can talk about heart rates and pulse rates. They are able to explain the process of photosynthesis in detail. Year 6 pupils enjoy 'acting out' the molecular structure of solids, liquids and gases in the playground and they are able to explain some of their properties. The progress for pupils with special educational needs is very good.
15. By the time they leave the school, the pupils' attainment in information and communication technology (ICT) is well above average. The school has made very good progress since the previous inspection in the development and use of ICT to enhance teaching and learning in the subject and is increasingly supporting other subjects. In art, geography, standards are broadly in line with national expectations and progress is satisfactory, with some specific examples of good quality work. In design and technology, history, music and physical education the pupils are achieving above average standards in both key stages.

Pupils' attitudes, values and personal development

16. Relationships between the teachers and the pupils and the pupils themselves are very good. This creates a positive environment for learning where the relaxed and friendly atmosphere encourages the pupils to work hard and try their best. There are very high expectations of pupil's behaviour and the vast majority live up to this.
17. The pupils' attitudes to their work are very good. They are keen to contribute to lessons and listen very well to their teacher's instructions and as a result are clear about the activities and tasks that they are to do next. They concentrate very well and try hard with their work. For example, during a Year 3 design and technology lesson, the pupils carefully drew round their foot to make a template, making an allowance for growing room. The pupils work very well in pairs and small groups developing their ideas and willingly respond to questions. They support each other in lessons and share equipment well; as during a Year 1 science lesson where the pupils helped each other with the task of making a simple circuit board. The pupils listen to the views of others and offer opinions in the knowledge that their peers will be interested in and respect their suggestions.
18. In classrooms, and when moving around the school building, the pupils' behaviour is very good. They are polite and courteous towards visitors, opening doors and offering to show the way to classrooms. Outside in the playground behaviour is very good. The pupils understand the impact of their actions on others, and are careful to avoid bumping into and hurting each other. Instances of bullying are rare and the pupils feel confident that the very few incidents that do occur will be dealt with promptly. Because the pupils have very good behaviour and

attitudes they make very good gains in their learning and this contributes to the very high standards they achieve.

19. The pupils are caring and trustworthy. They settle quickly to productive work, such as reading and handwriting exercises at the beginning of the day. When given the opportunity, the pupils show initiative and take responsibility for their own learning but they have too few opportunities to do this. For example, Year 6 pupils used the library to research information for a history project. All pupils have responsibilities that increase in complexity as they move through the school; they take these duties very seriously.
20. The pupils say they enjoy their time at school and the parents confirm this. Attendance rates are broadly in line with the national average and there are no unauthorised absences. The majority of absence is due to medical reasons. There are minor discrepancies in completing the registers and there is a very small minority of pupils who are frequently late.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is very good overall. It is satisfactory or better in all lessons; half the lessons were judged to be very good or better. This is an improvement since the last inspection, especially in the amount of very good and excellent teaching. This is particularly true in literacy and numeracy lessons; the pupils are taught these skills very well. The high quality of teaching and learning in literacy and numeracy has a cross-curricular impact, although some opportunities to extend fully the pupils' use and understanding of subject language, for example, vocabulary linked to construction in design and technology, are missed. The school meets the needs of all pupils very effectively.
22. There is very much a team atmosphere in the school. All of the members of staff are committed to doing their best for the pupils and there is a consistency about the way in which they work with them. Very good relationships are formed, which are seen in the mutual respect between teachers and pupils. The teachers bring out the best in the pupils and strive to develop the pupils' self-esteem and confidence.
23. The quality of teaching in the reception class is generally good and very good in Key Stages I and 2. The teachers use their very good knowledge of the pupils and the subjects that they are teaching to plan appropriate and challenging work. Although the pace of lessons is brisk, there is always time for the pupils to gain good understanding. The teachers have very high expectations of work and behaviour and use a wide range of teaching methods to develop the pupils' skills and understanding. They ensure that all pupils are made aware of what they are expected to learn in the lesson and they involve the pupils in assessing what they have achieved.
24. In English, the teaching in Key Stage 1 is a good overall. In Key Stage 2 it is very good and occasionally excellent. The strengths of the teaching rest with the clear planning objectives linked particularly to the literacy strategy that are fully understood by the teachers, the classroom assistants and the pupils. There are high expectations of the pupils, who try hard to do their best in friendly classrooms. Appropriate homework is provided. In mathematics, the quality of teaching overall is very good. This is an improvement since the previous inspection. There is a consistency of approach, which is very well led by the subject manager. The very effective scheme of work ensures that lessons are well planned, with clear learning objectives, which are shared with the pupils. The teaching is accurately matched to the pupils' abilities and an interesting variety of activities are introduced. The teachers have high expectations and set challenging work for all ability groups. All teachers have secure knowledge the Numeracy Strategy framework. In science, the quality of teaching is good in both key stages. The teachers' planning has clear learning objectives and lessons are well structured. All teachers have secure subject knowledge and classroom assistants are well informed and able to make

good teaching points. Teachers have high expectations of the pupils and ask them challenging questions.

25. In other subjects the quality of teaching is mostly good and often very good. The teachers have high expectations of the pupils. The lessons are well planned; and the structure enables the pupils to perform of their best. The lessons have clear objectives, which are understood by the pupils. The teachers appropriately use commercial schemes for support, where appropriate.
26. The pupils with special educational needs are well supported by teachers and support staff in the classrooms or when withdrawn for specific work. They have individual learning targets and the work is well planned to meet their needs. Higher attaining pupils are given suitably challenging work. The one pupil with English as an additional language is well supported by the school in developing his language and he is making very good progress.
27. The teachers are clear about what will be learned in the lessons and share this with the pupils. Consequently the pupils have a good understanding of what they have to do and from an early age the pupils listen and respond very effectively to questions. The teachers expect very high standards from the pupils and provide challenging work. The pupils respond well to this and apply themselves in the effort that they make. There are clear links between the quality of teaching and the quality of learning achieved. The school makes very good use of the national frameworks for literacy and numeracy and the headteacher has identified how positive the introduction of both have been in raising the pupils' achievements in literacy and mathematics. The work the pupils do at home is supporting their learning. Teachers are willing to learn new skills and to work together to do this. For example, the subject co-ordinators share their skills with other teachers and the learning assistants effectively support the teachers.

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

28. The quality and range of learning opportunities provided by the school for its pupils are very good. All statutory requirements are met and the National Numeracy and Literacy Strategies are effectively implemented.
29. The breadth, balance and relevance of the whole curriculum are very good. Since the last inspection, the school has improved the effectiveness of the work of the subject managers. All subjects have detailed plans that ensure smooth progress throughout the school. The school carefully monitors the range and relevance of the curriculum and reviews each subject annually and the pupils and the parents are involved in this process. This rigour creates a positive atmosphere of learning in the school. In English and mathematics, the teachers' planning is clearly linked to the National Literacy and Numeracy Strategy frameworks. However, there are more limited planned opportunities for pupils to research and to develop their own ideas and use their own initiative.
30. Both boys and girls have equal access to all areas of the curriculum. There is a consistency of approach in the teaching and there is evidence from the lesson observations that learning throughout the school is at least good and mostly very good. Although the results in the national tests are very good, the school is constantly striving for improvement.
31. The school provides a range of out-of-school activities linked to sport. The pupils and the parents support these activities enthusiastically. All pupils who wish to may participate. Some of the activities are organised by the teachers and others by visiting sports development officers. Some of the activities take place in school and others in the local Sports Centre, which is within walking distance. The main activities are football, netball, Brazilian soccer and tennis.

32. The school makes suitable arrangements for the pupils' personal development. Sex education follows the guidance from the local Diocesan programme. Drugs education is covered incidentally with the co-operation of the local police. A draft policy is in place. The school's mission statement and strong Faith policy is concerned with the pupils' personal development and there is a draft citizenship policy. A School Council, for pupils from Year 2 to Year 6, is in place. This has enabled pupils to become more aware of their responsibilities. The views of the Council have helped the school to: provide more educational visits, increase the outdoor furniture, provide extra litter bins, replace the water fountains and reorganise the role of the prefects.
33. The contribution of the community to the pupils' learning is satisfactory. The parish community has a strong influence. Links with the community have included visits to or from a local history group, a residential home for the elderly and the local sports centre. The school took part in a Year 2000 artists' project to celebrate the millennium in the community. The Home-School Partnership, in conjunction with the local technical college organises adult courses in the school.
34. The school has strong links with the local denominational comprehensive school. The subject managers meet with the Year 7 teachers to discuss curriculum and transfer issues. The secondary school teachers visit the school to teach Year 6 pupils. The school also has links with two other non-denominational schools, to which pupils transfer.
35. The school's provision for spiritual, moral and social development is very good and cultural development is satisfactory. The assemblies and whole life of the school promote the fundamental messages of right and wrong and make a significant contribution to pupils' spiritual development. The provision for social and moral development is well developed in all lessons, assemblies and circle times. All members of staff, including lunchtime supervisors, are involved in this process. There is a programme of support for those pupils experiencing difficulties.
36. There is satisfactory and improving provision for the pupils' cultural development and a multi-cultural education programme is now in place. This has resulted in a range of appropriate learning opportunities, such as, a visit by an author that resulted in a wide range of written activities by pupils of all ages and links with a local artists group. The work in various subjects develops pupils' awareness of their own cultural heritage, for instance in history, comparing the lives of their grandparents with their own, and the lives of people in other countries. The school has produced clear plans to take this aspect further in order to extend their provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The care of pupils is a strength of the school. This is in line with the findings of the previous inspection. Each child is highly valued as an individual and great emphasis is placed on day-to-day care. The headteacher and the staff know their pupils very well and provide a calm, caring and friendly environment in which the pupils say they are confident to turn to them for help. The secretarial and support staff also makes a significant contribution to the success of this aspect of the school's work. Because of this very good provision, the pupils grow in self-esteem and confidence and this contributes to the very good standards achieved. The views of parents indicate that the school is helping their children to become mature and responsible.
38. The procedures for monitoring the pupils' personal development are very good. In classrooms, the teachers provide very effective day-to-day support and guidance for pupils. The teachers and the support staff continually share information about individual pupils and have a high level of concern for their well-being. The pupils' personal profiles are used very effectively to track personal development and include work samples and the pupil and the teacher evaluations

gathered over a half-term. These are then sent home to the parents to make comments; this effectively involves them in the process. The pupils understand this process and are proud of the profiles they have to show to their parents. As the pupils move through the school, the information gathered is passed to the new classteacher. Because of this all staff know the pupils very well.

39. The School Council provides a good forum to seek and act upon the views of pupils. Representatives from each class meet regularly with the deputy-headteacher and the outcome of the meeting is fed back to each class. A number of projects have been carried out as a result of these meetings, including the painting and provision of more outdoor seating. The pupils carry out duties as monitors responsibly. Older pupils say they enjoy the opportunity to become prefects. Responsibilities increase in complexity as the pupils move through the school but there are fewer opportunities provided for pupils to take responsibility for their own learning. Where these opportunities are provided they make a good contribution to pupils' personal development.
40. Good behaviour and achievement in all aspects of school life are regularly rewarded. The pupils understand the need for sanctions to be used and appreciate the rewards they receive. Procedures to eliminate any form of oppressive behaviour are promoted successfully as part of the ethos of the school.
41. Procedures for monitoring and improving attendance and punctuality are satisfactory. Class teachers are responsible for following any unexplained pupil absence. Letters are sent to the parents where no reason for absence has been provided. The school involves the educational welfare officer when required.
42. Procedures for child protection and for ensuring pupils' welfare are very good. The medical needs of pupils are very well catered for. A suitable number of staff have received first aid training. The supervision of pupils at lunchtime is adequate and proactive, and relationships relaxed and friendly. There is a detailed health and safety policy. Fire evacuation procedures are well documented and regular fire drills are carried out. Overall, appropriate attention is given to day-to-day health and safety. A number of minor health and safety concerns were brought to the attention of the headteacher during the week of the inspection. There is a very detailed child protection policy, which provides appropriate guidance for staff. Teachers are aware of the appropriate procedures to follow. There are very good induction arrangements for the children entering the reception class and this ensures they soon settle into the routine of new school life well.
43. The procedures for assessing the pupils' attainment and progress are very good. The headteacher monitors the academic progress of all the pupils across the school within a carefully planned annual assessment cycle. A good range of assessment data is used to track the pupils' progress in English, mathematics and science. In each subject, the subject managers carefully monitor the progress of the pupils through the school. The class teachers regularly check what the pupils have learned and assessment activities are a part of lessons. Classroom assistants use liaison sheets to monitor pupils' response in lessons. Profile assessments take place four times a year, when pupils and parents are informed of progress and the next achievement targets. The pupils have regular meetings with the teachers to discuss their progress. The results of the National Curriculum tests are analysed each year and represented in charts and graphs. One core subject is analysed in detail each year. The teachers use assessment to inform planning effectively. The assessment procedures are having a positive effect on the school's ability to measure the progress made in raising the already high standards in all range of abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents are very supportive of the school; this is in line with the findings of the previous inspection. The school has very effective links with the parents. It actively seeks to work in partnership with each family for the benefit of the pupils and it is very successful in this aspect of its work.
45. The school regularly seeks the views of parents in a variety of ways, such as a regular annual questionnaire and through the home/school partnership committee. As a result of suggestions there has been a number of initiatives, for example, computer courses, in conjunction with Cannock College are held at the school and holiday packs are provided for pupils during the summer holidays. There are several parents who regularly help in classrooms, with swimming and school visits. The parents are well prepared for these activities and as a result their help makes a positive contribution to the standards pupils achieve. The family learning initiative and the story sacks project actively involves the parents in their children's learning. The parents support the work their children do at home, such as hearing their children read. Where pupils require extra help with their learning the parents support activities at home and complete a daily diary to provide effective communication with the class teachers. Concerts, school productions and the parents' evenings are all very well supported. The active Friends of the School organise both social and fund raising activities that benefit the school financially. The help and support provided by the parents is highly valued by the school.
46. Overall the quality of information provided for the parents is good. There are many opportunities for the parents to meet with their children's teachers, both formally and informally. The teachers are available at the start and end of the school day; as a result the parents have ready access to them to share in their children's achievements or to discuss concerns they may have. Regular consultation evenings are held to discuss pupils' progress, together with information and open evenings. These events provide the parents with a wide range of information about the curriculum and the work that their children do. There is a good flow of written day-to-day information. The prospectus and governors' annual report to the parents is well presented and contains much useful and relevant information. The written reports on pupils' progress are generally informative and whilst satisfactory overall, the use of data bank statements means that comments are often repetitive and do not always reflect the individual pupil. There are instances when statements are not specific about what the pupils know, understand and can do.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is very effectively led by the headteacher, with very good support from the deputy-headteacher and the subject managers. They work as an effective team and are very well supported by the other members of staff. The school has clear aims, which encompass the school's policy on Faith and the striving for high standards for all pupils. These are well reflected in the work of the school and are shared by all. The headteacher, with other teachers, has developed very effective procedures for monitoring and evaluating the work of the school, including the quality of teaching. These monitoring procedures allow the management team, the governors and the teachers to evaluate the progress the pupils are making and to set appropriate targets for improvement.
48. The governors are kept well informed by the headteacher. They are improving their knowledge of how well the school is achieving and have appropriate management procedures in place to fulfil their statutory responsibilities satisfactorily. This is an improvement since the last inspection. The headteacher and governors use the results of the monitoring to set clear targets for development. The chair of the governors meets with the headteacher regularly and governors visit the school. This is helping them to gain a better understanding of its strengths

and weaknesses. The governing body has established appropriate means for appraising the work of the headteacher and has set performance targets for him.

49. The headteacher and governors are very effective in their development of resources, including the use of specific grants, and in strategic planning, where the governors seek to apply the principles of best value when buying resources and services. The school development plan is a very useful tool; the priorities and the means of achieving them are appropriate to the needs of the school. The school's improvement planning is clear about raising standards and developing effective performance management. This is leading to an improvement in the quality of teaching and has a positive impact on pupils' standards and achievements. The day-to-day administration is carried out well and very good use is made of new technology. Levels of both teaching and support staffing are good. There is effective induction of teachers new to the school and for those who are newly qualified.
50. The subject managers are enthusiastic, knowledgeable and hard working. They have put in place well-developed and useful policies and schemes of work, which have been significant in helping to raise standards. They provide much valued informal support and guidance for colleagues and monitor the teachers' planning. In many subjects, including English and mathematics, they have opportunities to evaluate pupils' progress by scrutinising the pupils' workbooks and discussing the work with the pupils. The subject managers have opportunities to monitor the quality of teaching and learning in the classroom in relation to their subjects. They ensure that appropriate assessment procedures are in place to monitor the progress and attainment of all age groups.
51. Resources and accommodation for the youngest children are good but there is no designated area for their outdoor play, nor provision for large climbing and balancing apparatus. The school is well resourced for developing literacy and numeracy. There is an extensive range of fiction books for the pupils to choose throughout the school. The school has developed a non-fiction library since the last inspection but needs to make greater provision for its use. Resources for the numeracy framework have been well planned and developed. Resources for ICT have been upgraded and are very good; future plans will extend these further. Resources for science and other subjects are adequate for the age and number of pupils in the school. In history, funds have been provided to purchase a good range of historical artefacts. Resources for design and technology are appropriate to meeting the needs of the lesson objectives but are insufficient in relation to working in resistant materials and in aspects of control. In physical education, the school is well resourced for games, for example, each pupil was able to have a foam rugby ball in the Key Stage 1 lesson, and a hockey stick and bean bag in Key Stage 2. The school has good accommodation. Classrooms are spacious, clean and comfortable, offering a bright stimulating environment that greatly aids teaching and learning. There is a very useful and well resourced information technology suite. The playgrounds have been extended since the previous inspection and are now spacious. As part of the development of outside resources, the plans to develop a school garden with a wild flower meadow and bog garden have begun to take shape.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards further, the headteacher, governors and staff should:

- (1) Improve the opportunities for the pupils to take more responsibility and initiative for aspects of their own learning by:
 - identifying the skills and understanding needed to carry out independent research appropriate to the pupils' age and attainment;
 - identifying aspects of the curriculum appropriate for developing independent research skills;
 - allow the pupils to develop research skills using a variety of sources, such as, the library and information, communication technology.(paragraphs 29, 39, 55, 59, 75, 80, 84)

OTHER ISSUES WHICH SHOULD BE ADDRESSED BY THE SCHOOL.

- Improve the opportunities to develop fully the pupils' use and understanding of specialist vocabulary in some subjects. (paragraphs 21,86, 95)
- Ensuring that the planned improvements for the provision of the pupils' cultural development are implemented. (paragraph 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

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

25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	49	25	24	0	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	YR – Y
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils eligible for free school meals	22
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	21
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	18	17	18
	Total	35	33	35
Percentage of pupils at NC level 2 or above	School	100 (96)	94 (96)	100 (96)
	National			

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	17	18	18
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (96)	100 (96)
	National			

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	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	15	16	17
	Total	22	25	27
Percentage of pupils at NC level 4 or above	School	78(68)	85(74)	96 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	15	15	17
	Total	21	24	27
Percentage of pupils at NC level 4 or above	School	75 (68)	86 (74)	96 (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	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	216
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)	10.3
Number of pupils per qualified teacher	21
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	216

Exclusion 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
	£
Total income	370845
Total expenditure	355088
Expenditure per pupil	1593
Balance brought forward from previous year	39690
Balance carried forward to next year	55447

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	3	0	0
My child is making good progress in school.	57	38	2	0	3
Behaviour in the school is good.	56	43	1	0	0
My child gets the right amount of work to do at home.	42	47	9	1	1
The teaching is good.	62	34	1	1	3
I am kept well informed about how my child is getting on.	54	38	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	0	1
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	55	33	9	2	1
The school is well led and managed.	67	29	1	2	1
The school is helping my child become mature and responsible.	55	40	2	0	3
The school provides an interesting range of activities outside lessons.	42	47	8	1	2

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

52. The children are admitted full time to the reception class at the beginning of the year in which they are five. At the time of the inspection, two children had turned five. Most of the children attend the local nursery, which adjoins the school, and there are well-established links. The children attend pre-school sessions in the summer term prior to entry and the parents are invited into the school. The school's baseline assessment indicates that the children's attainment on entry to the reception class is generally in line with that normally expected for their age. Inspection evidence indicates the children have good oral skills.
53. The provision for children in the foundation stage is satisfactory with some good features and the lessons observed indicate an equal balance of satisfactory and good teaching. The children's progress is good in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world. It is satisfactory in the areas of creative development, mathematical development and physical development. The teacher's planning clearly identifies learning objectives for each activity and provides opportunities for ongoing teacher assessment. The provision for the pupils with special educational needs is good.

Personal, social and emotional development

54. Good relationships are established between the children, their families and the staff. The parents are made to feel welcome and are invited to spend time in school, with their child, prior to entry. The children come into school happily and settle quickly. The routines and rules help develop their understanding of the organisation of the school and the wider community. They develop effective relationships with adults and each other. The children are eager to be involved and settle quickly into directed tasks. Monitors take registers to the office. There are limited opportunities for initiating, selecting and making choices. Throughout all sessions the staff and volunteers are on hand to ask appropriate questions and extend the children's thinking. The quality of teaching is good and the staff focus on creating a secure and caring atmosphere where the contributions of all children are valued. All of the staff have a sound understanding of the children's needs and use much praise and encouragement in a positive manner. This contributes to the growth of the children's self-esteem and confidence. The children are considerate to the needs of each other and can take turns and share equipment and they clear away sensibly at the end of sessions.

Communication, language and literacy

55. There are many opportunities for the children to practise their speaking and listening skills. These are already well developed. The children learn to talk with each other and with adults, and they are encouraged to join in class discussions. The children enjoy listening to stories and join in rhymes and songs with enthusiasm. They speak with confidence, express their point of view and respond appropriately to questions. They listen to the teacher and to each other and learn to take turns to speak. Their speaking and listening skills are developed further through role-play in the home corner. The good teaching supports the children's learning in this aspect. Elements of the Literacy Strategy are being implemented. Big books are shared with the children and they understand the difference between pictures and print and that a book tells a story in a sequence of pages. There are focused reading and writing activities daily to promote the recognition of letters and sounds. The children are being taught the letters of the alphabet and the sounds they make and they begin to recognise familiar words by sight. They enjoy painting the 'Letterland figures' to reinforce letter recognition and formation. They take home library books to share with adults and word lists or reading books appropriate to their needs.

The children's progress in reading and writing is good but there are too few opportunities for children to experiment with independent writing. There is no established writing corner or planned tasks but they are encouraged to label their work. There is an adequate range of books, though no stimulating book corner that encourages the children to occasionally browse throughout the day. The children are encouraged to listen to tapes. The progress of children is carefully monitored and focused assessment takes place. This effectively informs the planning which is clear and provides structured development for the acquisition of skills.

Mathematical development

56. The children make satisfactory progress in the mathematical area of learning. They learn to count, order and recognise numbers up to fifteen. Mathematical language is developed further through stories, rhymes and discussions. The children can recognise two-dimensional shapes such as square, triangle, rectangle and circle. They describe a cylinder as being 'like a roller' and use vocabulary such as longer, shorter, bigger or smaller with confidence. The children have compared and recorded their foot sizes. Adults mostly lead group activities, however, and there are few opportunities for independent mathematical tasks or play. Where staff interact with the children progress is good, but there is little progress for non-focused groups. All staff use mathematical language confidently and the teaching is at least satisfactory. The children's learning is assessed regularly and the planning allows children of different abilities to make progress. There are missed opportunities, however, to provide extended mental mathematical challenges for the most able children. The computer is occasionally used to support learning.

Knowledge and understanding of the world.

57. The children make good progress in knowledge and understanding of the world and the quality of teaching is good. There are many opportunities for children to develop their skills and understanding in science. They know that everyone has a different fingerprint and are developing observational skills by using a magnifying glass to help draw their own fingerprints in detail. They know that squashing, bending, pushing, pulling, twisting and stretching can change the shape of materials. The children are encouraged to be 'fair' when counting how many bottle tops can be screwed on while the sand timer runs through. They recognise the changes in the ingredients, when making peppermint creams. In geography, the children are learning about the uses of different rooms in their house and the furniture it is likely to contain. There are good links with other subjects, such as art and design and technology, but limited opportunities for the children to attempt activities independently. Non-fiction books are not available to assist with research and no sand or water play activities were observed during the inspection. The children are able to play a number of games independently on the computer.

Physical development

58. The progress in physical development is satisfactory overall and the quality of teaching is satisfactory. Manipulative and co-ordination skills are being developed. For example, a group of children enjoy testing how many lids they can screw on to bottles in a given time. The children learn to handle jigsaws, paintbrushes, construction apparatus and the mouse on the computer. There is no designated play area for the foundation stage children. Consequently break times are taken in the main playground when it is empty. There is some outdoor play equipment for these children, such as wheeled vehicles but a staggered break time is operating, as there is insufficient apparatus for the whole class to use at once. There is no provision for large climbing and balancing apparatus. There are timetabled sessions for physical education in the school hall and this overcomes the other limitations to some extent. The children are developing an awareness of space and are able to perform rocking movements using different parts of the body.

Creative development

59. In the creative area of learning, the teaching is satisfactory and the children are provided with a range of experiences that result in satisfactory progress. There are many opportunities for painting. The children are exploring what different parts of their hands can do. They enjoy changing the shape of playdough by using their hands in different ways and have opportunities to develop some cutting and sticking skills to make a collage of furniture in the house. Fine motor skills are being developed when children try to draw their own fingerprints with a pencil. The children enjoy singing and there are opportunities for them to explore and enjoy sounds made by percussion instruments. Once more, however, activities are very teacher directed and children have little time to explore and experiment with ideas, materials and activities or express their own originality and creativity.

ENGLISH

60. Inspection findings indicate that the pupils' standards are well above the national average at age 7 and above at the age of 11. This is an improvement on the previous inspection. The pupils make good progress at all stages, including those with special educational needs make good progress. The teaching of literacy across the curriculum is very effective and this is supporting the high standards achieved.
61. The pupils' ability to speak and listen is above that found nationally. The work in the Literacy Hour improves the pupils' ability from a satisfactory base on entry to school. All of the lessons begin with whole class teaching, when the pupils have opportunities to discuss the shared text. In Year 1, the pupils are able to retell the "Dogger" story and identify the signs on the fairground stalls. In Year 4, the pupils are able to use the correct terminology when they are invited to edit the shared text of a class member's work displayed on an overhead projector. In Year 5, the talk is adapted to the purpose with thoughtfully developed ideas when they are discussing the conventions of writing a play. By Year 6, they are able to take account of other's views about the metaphors in "What is The Sun?" by Wes Magee. They listen with concentration and respect other pupils' views.
62. The pupils' attainment in reading is above the national average at age 7 and 11. The skills are well taught in the guided reading time in the Literacy Hour and the pupils make good progress in the lessons. The classroom and literacy support assistants are very skilled at teaching the phonics and the use of punctuation to aid reading. Reading progress is reviewed through the Pupil Profiles and the individual pupil/teacher assessment interviews. In Key Stage 1, the pupils are heard to read regularly at home in a well-monitored home-school programme. Progress is checked in the well-maintained reading records. By age 7, most of the pupils are able to read confidently, being able to self-correct any mistakes. Some are reading fluently with good expression to Level 3. The pupils read confidently and are keen to discuss their reading and they demonstrate good understanding. Key Stage 2 pupils are able to build on this good start and they develop their reading skills well. In many lessons the pupils were reading different types of stories. They develop increasingly greater skill and understanding of the text and identify the main characters and events in the story. Older pupils compare a range of texts for instance, when finding out about life in the 1950s. Those pupils still experiencing difficulties are well supported by the classroom and literacy support assistants so that by the age of 11, they are able to read confidently, with self-correction, being able to recall the early part of the story. Although the school has a non-fiction library, it is under-used for developing library research skills.
63. The standards in writing have improved since the school began to rigorously monitor and evaluate the pupils' progress. The standards at ages 7 and 11 are above the national average.

At 7, most pupils are able to write in a clear, legible cursive style to Level 4. They develop their writing skills confidently. All work, throughout the school, is neatly presented. In Year 1, the pupils are developing the skill of writing in sentences and beginning to use capital letters and full stops accurately. In Year 2, they develop a wide variety of writing skills, such as, planning how to write the beginning of a story. They are beginning to develop longer pieces of writing in sentences. They understand the need for punctuation and use it generally accurately. Spelling is usually accurate and they are increasing their vocabulary.

64. All the elements of the Literacy Hour are in place in Key Stage 2. The pupils write in a lively way as they develop their ideas, for example, in Year 3, the pupils produce effective and interesting story endings using the fairy story, 'The Snow Queen'. They are choosing words more carefully to express their ideas. In Year 4, all the pupils have an understanding of building settings for a story. They are capable of searching for powerful verbs to improve the quality of their writing. In Year 5, using the story of Peter Pan as a model, the pupils understand how dialogue is set out using speech marks. They are able to use accurate punctuation. By Year 6, the pupils are confident writers and their writing is more controlled with a greater use of varied vocabulary. Spelling is mostly accurate. The pupils develop their understanding and opinions, when reading and writing poetry.
65. The teaching in Key Stage 1 is mostly good or very good. In Key Stage 2 it is always very good and occasionally excellent. The strengths of the teaching rest with the clear planning objectives that are understood fully by the teachers, the classroom assistants and the pupils. The pupils know what they are doing and what needs to be done to improve. There is a consistency of approach throughout the school and the work is interesting and challenging. The classes are well managed and consequently the pupils' behaviour is always very good and sometimes excellent. There are high expectations of the pupils, who try hard to do their best in friendly classrooms. Appropriate homework is provided to extend the learning in the classrooms.
66. The leadership of the subject is very good, a fact recognised by the Local Authority, who have enlisted the help of the subject manager to help improve the quality of English in the area through pilot projects. A web site has been established through which teachers can see a comparison of levelled work and a bank of ideas for support and development. Work is linked to the computer sessions with the Accelerated Reader and writing with the Word Processor. The subject manager has developed skill ladders for handwriting, punctuation, spelling and phonics. The Star Writers board is regularly updated so that all pupils have a chance to have work of quality displayed there.
67. The school is well resourced for materials for the Literacy Hour. There is an extensive range of fiction books for the pupils to choose throughout the school. The school has a non-fiction library that is colour and Dewey coded. The library is used as a class resource rather than an extension of individual learning.

MATHEMATICS

68. The inspection findings confirm that pupils' standards are well above average. This is an improvement since the previous inspection. The school has continued to raise the standards and the pupils make very good progress. The pupils with special educational needs receive effective teacher and classroom assistant support, which enables them to make very good progress throughout the school. Since the previous inspection the school has continued to place an emphasis upon the teaching of numeracy and standards have risen. Numeracy is very effectively developed in other subjects, such as, science and geography.
69. The youngest pupils in Key Stage 1 accurately recognise and record two-digit numbers. The lower attainers count to 15 and backwards; higher attainers complete 100 square and can count

up and backwards from a given number, with and without the number square; average attainers use numbers to 20 and count forward and backward from these. In Year 2, the pupils use mental strategies to solve problems. They can recall addition and subtraction facts of differing difficulty. They investigate with the teacher the relationship between addition and subtraction and carry out various addition and subtraction problems, using two and one-digit numbers.

70. In Key Stage 2, the Year 3 pupils investigate whether multiplication sums can be done in any order. Most pupils understand that multiplication and division are linked. They mentally recall 2, 3, 4 and 5 times table and work out associated division facts. A few higher attaining pupils identify number patterns and work with multiples of numbers. Year 4 pupils count on in tens. They investigate collecting data using tally charts and make pictograms, with the symbol representing several items. The lower attaining pupils produce well-developed pictograms with very effective support from the classroom assistant. The average attainers work well independently and find different ways to collect and record their data. The higher attaining pupils demonstrate very good understanding and accurately record their findings, using a much greater amount of information. Year 5 pupils recall addition and subtraction facts to 20 and can consolidate number bonds to 30. Higher attainers have very fast mental recall of number facts. They understand the need for approximation and are able to round up and down numbers below 1000. They add, using the partitioning method for numbers to 1000, with the lower attaining pupils having support. The pupils investigate the formula to find area and perimeter of shapes. They use a spreadsheet for their investigation. Most pupils understand that the length and breadth need to add up to half the length of the perimeter. Year 6 are also investigating perimeters to find out what happens when you join shapes together. They are able to find a solution to their problem by trying out their own ideas and finding ways to solve it. One Year 4 pupil and two Year 5 pupils with a special aptitude for mathematics work confidently in this Year 6 class.
71. A very good climate for learning is found in all classes, where the pupils respond well to the challenge and pace of the lesson. They show enthusiasm for their tasks and concentrate for extended periods.
72. The quality of teaching overall is very good. This is an improvement since the previous inspection. There is a consistency of approach, which is very well led by the subject manager. The very effective scheme of work ensures that lessons are well planned, with clear learning objectives, which are shared with the pupils. The teaching is accurately matched to the pupils' abilities and an interesting variety of activities are introduced and allows them to effectively develop appropriate knowledge and understanding. The teachers have high expectations and set challenging work for all ability groups and ensure that the pupils work hard. All teachers have secure knowledge of the Numeracy Strategy framework and ensure that pupils of differing abilities make good progress. The teachers encourage the pupils to record their work in a variety of ways, both independently and on worksheets. There were no significant weaknesses in the teaching. The teachers use ongoing assessment of the pupils' achievements to adapt their daily planning. In some classes, very effective use is made of computer projected information for the whole class to work from.

SCIENCE

73. Inspection evidence indicates that the pupils' standards are well above average by the time they leave the school and by the end of Key Stage 1. These findings are in line with the national test and teacher assessment results. This is an improvement since the last inspection. Overall pupils make very good progress in science at Key Stage 1. Year 1 pupils know a battery is a 'store' for electricity. They learn how an electrical circuit works and can light up a bulb and the most able pupils were able to explain why it lights when connected. In Year 2, the pupils explore reversible and irreversible changes when materials are frozen or heated. The pupils have

experience of seeing how substances change when baking bread. They attempt to explain whether salt dissolved in water can be separated. Most pupils are developing an appropriate scientific vocabulary and are encouraged to plan, record and evaluate their work. The progress for pupils with special educational needs is very good.

74. The progress in Key Stage 2 is very good. Year 3 pupils are taught about whether light can pass through opaque, translucent and transparent materials. Year 4 pupils know vibrations create sound and are able to both see and feel the vibrations on guitar string and tuning forks. In Year 5, the pupils know the heart muscle is called the 'cardiac' muscle and can talk about heart rates and pulse rates. They are interested and motivated and all recalled instantly that a canary has a heart rate of 1000 beats per minute, whilst an elephant only has 27! They are able to explain the process of photosynthesis in detail. Year 6 pupils enjoy 'acting out' the molecular structure of solids, liquids and gases in the playground and they are able to explain some of their properties. The progress for pupils with special educational needs is very good.
75. Throughout the school, the pupils understand the concepts of a fair test, predicting and hypothesising and changing variables. Whilst they are able to structure enquiries and planning for investigations is very effective, there are few opportunities for pupils to initiate their own lines of enquiry.
76. The quality of teaching is good in both key stages. The teachers' planning has clear learning objectives and lessons are well structured. All teachers have secure subject knowledge and classroom assistants are well informed and able to make good teaching points. Worksheets are written to match each ability level and assessment informs planning. Clear explanations are given so the pupils know exactly what is expected of them. Teachers have high expectations of the pupils and ask them challenging questions. For example, a group of Year 4 pupils were asked to explain the purpose of the sound box on a guitar. There is a policy in place and a very comprehensive scheme of work that ensures that learning effectively develops throughout the school.
77. The subject manager monitors the medium-term plans and advises on resources. She has opportunities to monitor the quality of teaching and learning in the classroom and advises staff where appropriate. Assessment procedures are in place to monitor the progress and attainment of all age groups. Pupils also have the opportunity to assess their own learning. Information technology is used to support the curriculum through the writing up experiments, research on the internet and recording data in a variety of forms such as graphing micro-organisms found in the water at Chasewater. Appropriate homework is provided for Year 6 pupils.

ART

78. During the inspection it was only possible to observe one lesson. Evidence is based on this lesson, a scrutiny of work previously done, the teachers planning and discussions with staff and pupils. Overall pupils are making satisfactory progress with some specific examples of good quality work. This is an improvement since the last inspection.
79. The Key Stage 1 pupils mix primary colours of paint to create 'Dream Improvisation' in the style of Kandinsky whilst Year 2 pupils develop patterns in the style of Mondrian. In Key Stage 2, Year 4 pupils are inspired by the work of David Hockney to produce paintings of the effect of light on water. Year 6 pupils learn to appreciate the work of Pablo Picasso and paint faces in the cubist style with distorted features and angular planes. Some pupils work with a local artist, Philip Cox, and have produced three-dimensional cardboard figure of 'Man with Umbrella and cow'. The pupils have produced a similar figure based on a Monet picture entitled 'Lady with Parasol'. Art is used to support other subjects, such as history with a three-dimensional Egyptian mummy encased in a tomb, and religious education with a large collage in material, paint and pastel of the Last Supper gracing the hall wall. The pupils have joined with local

artists and a secondary school to produce a mosaic to commemorate the millennium. This has been located on the corner of the High Street.

80. There is a good scheme of work, which addresses both the content and skills to be taught and supports all staff. The planning is very detailed and the pupils have good technical skills. Their observational drawing is precise and accurate and they appreciate line, shape and colour. They can mix primary colours to make secondary colours and can use a variety of media, including pastels and chalk. In the lesson observed, much of the time was spent planning and evaluating and there was less time for doing. There are also fewer opportunities for pupils to experiment and develop their own creative skills and lesson time is limited for an extensive range of work to be developed.
81. The subject manager is enthusiastic and has very good subject knowledge. She provides much valued informal support and guidance for colleagues. She monitors planning and evaluates progress by scrutinising the pupils' sketchbooks. There is ongoing assessment by the staff and the pupils also have an opportunity to review and evaluate their own work. There are good links with the community, for example, the pupils made masks as part of a production of 'Noah's Fludde' at Lichfield Cathedral.

DESIGN AND TECHNOLOGY

82. The pupils' work seen in lessons indicates that they are achieving above average standards in both key stages. This is supported by the discussions with teachers and pupils about their work, and an examination of a limited range of pupils' previous work. This is an improvement since the last inspection.
83. Older Key Stage 1 pupils are researching the materials and construction of picture frames with the aim of producing their own frame as a present for a specific person. They investigate how they are joined, what materials have been used and which frames are suited to different purposes. They develop their ideas well and through discussion they improve upon their initial thoughts. One group use an instant camera to collect examples of frames used around the school and use these for their research. Year 3 pupils consider the types of sandals that Romans might have worn and how suitable they were for use in Britain. They investigate the materials, construction and suitability of sandals. Year 5 pupils are investigating and researching shelters, which will lead them to constructing simple shelters of their own. They consider such aspects as which materials provide the best weather proofing and how the function of a shelter determines the materials and construction required. The oldest Key Stage 2 pupils investigate pop-up card constructions by disassembling and evaluating different types of cards. They have a very good grasp of the construction involved but were not as confident as some younger pupils are in the design process, although this improved as the teacher carefully developed this with them.
84. The quality of teaching is good overall. The teachers are now more confident and plan effectively. The school has now adopted the national guidelines and the co-ordinator has produced an effective school scheme and policy. Sufficient time is given in this subject. The teachers have sound subject knowledge, plan the work well and ensure that the pupils clearly understand what they have to do and what is expected of them. The tasks set are interesting and appropriate for the pupils; the pupils enjoy the tasks and persevere to complete them within the given time. The teachers set high standards, including behaviour. Some planning and designs indicate that teachers are structuring the work too much and need to ensure that the pupils have opportunities to explore and follow up their own ideas. The teachers encourage pupils to evaluate their completed work. However, there are limited opportunities to develop work using resistant materials and control.

85. When discussing their work the pupils are interested, enthusiastic and knowledgeable. They are keen to explain how they produced their products and what they needed to take into consideration when designing and making. They talk about the processes involved and take a pride in their work.
86. The subject manager is very enthusiastic and informed. She has had opportunities to monitor other teachers' planning. The scheme of work ensures that planning is consistent across the classes. Effective planning exists in all classes and there is evidence of sufficient time being made available to carry out the planned work. Individual teachers have worked hard to use the national guidelines to improve performance. The pupils are given clear targets for each lesson and know what is expected of them. The subject makes a satisfactory contribution to the development of the pupils' literacy and numeracy skills but these are not planned for and the pupils' specialist subject vocabulary is not sufficiently well developed.

GEOGRAPHY

87. Only one lesson was taught during the week of the inspection. Judgement is based on the one lesson, the scrutiny of pupils' work, displays of pupils' work, a study of teachers' planning and discussions with staff and pupils. By the end of both key stages, the pupils are making satisfactory progress.
88. In Year 1, the pupils learn about life in India, whilst in Year 2 the pupils know their addresses and can locate their own houses on a street map. In Key Stage 2 much of the work is linked to the school's immediate locality. Year 3 pupils do a shopping survey in which they use the nearby Safeway store. Year 5 pupils analyse the problems of the very crowded High Street and suggest ways to solve them. Year 4 pupils study St. Lucia as their contrasting locality, while Year 5 pupils study Egypt. In Year 6, the pupils are able to map a stream through its three stages. They visit the River Churnet and follow it from its source to the middle stage. The pupils are familiar with the terms tributary, source, meander and estuary and they know about V-shaped valleys. The most able pupils can use a six-figure grid reference.
89. Good use is made of photographs to analyse problems in the High Street and a variety of charts, graphs and diagrams are encouraged to help with presentation. The teachers have high expectations of the pupils but need to ensure that they maintain interest and enthusiasm, particularly in Key Stage 1.
90. The subject manager has good subject knowledge and leads the subject well. She has written a detailed scheme of work, which ensures continuity and progression. She interviews pupils at the end of each module to assess what they know, what they enjoyed and what they would still like to find out. The pupils make many visits to help develop their fieldwork skills, such as Chasewater and a residential visit to Standon Bowers. The school 'twins' with two other very different schools to help with study in a contrasting location.

HISTORY

91. The pupils' work seen in lessons indicates that they are achieving above average standards in both key stages and that standards have been maintained since the previous inspection. This is supported by the discussions with teachers and pupils about their work, an examination of a range of pupils' previous work.
92. Younger Key Stage 1 pupils are encouraged to ask historical questions about household objects and to discover how they recognise that things are old as part of a topic on homes in the past. They build effectively upon the work that they have done on the seaside in the past. They ask questions of an adult dressed as an early policeman and readily investigate the artefacts that are given to them to research. Year 5 pupils are finding out about the past in their locality by using

1881 census information. They soon become engaged with this material and demonstrate good research skills. Year 6 pupils are exploring life in the 1950s and have developed questions that they wished to find answers to about life then for children and teenagers. Visitors of an appropriate age discussed their early lives by answering the pupils' questions.

93. The quality of teaching is good overall. The teachers plan well with clear learning objectives. The school has now adopted the national guidelines and the co-ordinator has produced an effective school scheme and policy. The teachers have sound subject knowledge and ensure that the pupils clearly understand what they have to do and what is expected of them. The teachers set high standards in work and behaviour. The tasks set are interesting and appropriate for the pupils; the pupils enjoy the tasks and persevere to complete them within the given time. Good use is made of artefacts in developing the pupils' understanding of how things have changed and how historians find out about the past
94. The pupils are interested in the work and enjoy the topics they study because the teachers plan interesting lessons.. They are keen to talk about the artefacts they are using and what they might be. They take a pride in the presentation of their work.
95. The subject manager is enthusiastic and knowledgeable. She monitors other teachers' planning and the scheme of work ensures that planning is consistent across the classes. Resources are well developed. The school has recently built up a good range of historical artefacts. The subject contributes satisfactorily to the development of the pupils' literacy and numeracy skills but the pupils' specialist subject vocabulary is not sufficiently developed.

INFORMATION TECHNOLOGY

96. By the time they leave the school, the pupils' attainment in information and communication technology (ICT) is well above average. Since the previous inspection, standards in Key Stage 1 have improved and the high standards have been maintained in Key Stage 2. The school has made very good progress since the previous inspection in the development and use of ICT. This enhances the teaching and learning in the subject and is increasingly supporting other subjects, through the introduction of an effective scheme of work. This is largely due to the ability and the effectiveness of the subject manager, including the monitoring and supporting the teaching and learning. The growing confidence and skill of the teachers has also been significant in the subject's development, as well as the extension of the computer suite to take whole class groups and the upgrading of the computers and equipment. A key factor in the development of ICT in the school is the role of the ICT assistant, who is very knowledgeable, skilful and hard working. She provides very effective support to the classroom teachers and other classroom assistants working in the computer suite. The pupils, including those with special educational needs, are making very good progress and standards are rising. The pupils are developing a variety of skills and have regular opportunities to use computers and other equipment. The range of subjects supported by ICT is increasing, for example, it is used to support the science curriculum through the writing up experiments, research on the internet and recording data in a variety of forms, such as graphing micro-organisms found in the water at Chasewater.
97. Throughout the school the pupils are introduced to a wide range of skills and develop their knowledge and understanding of using computers. In Key Stage 1, the younger pupils are becoming familiar with the layout of the keyboard and know the function and how to use a number of keys, such as space bar, shift key, delete and enter. They use a word processing program to enter text and, with some support, to print out their work. Many work confidently and develop ideas of their own. They learn to use and change lower case letters into capitals. In Year 3, the pupils are finding out how computers can be used to select and control sounds. They quickly learn how to use the program and work confidently in developing scores for simple tunes using a variety of options that they will play in their next music lesson. Year 4 pupils use a computer program to investigate that graphs are used for different purposes. Higher

attaining pupils find which graphs are most suitable for given purposes and lower attaining pupils create a number of different graphs. They confidently use the mouse and the keyboard. They use heat sensors to measure the heat of their hands. Year 5 pupils also use these sensors to explore how the heat of liquids changes over time. They plot on the computer the temperature of chilled water and heated water after they have been brought into the room. This is linked with their design and technology topic. Year 6 pupils use spreadsheets to support their learning about area and perimeter in mathematics. They work confidently and demonstrate a wide range of skills and understanding.

98. Good use is made of ICT to enhance the attainment of pupils with special educational needs, particularly in literacy and numeracy. The progress these pupils make is very good and they have improved in motivation and self-esteem. All classes have good opportunities to use the ICT suite during the week, including time for literacy or numeracy. There is also time available for small groups, for example, developing basic skills. Some teachers had identified that they would like a computer for more immediate use in their classrooms and the school is responding by extending the use of lap-top computers in the classrooms.
99. The pupils' attitudes to learning in information technology and their behaviour are very good. They have very good relationships with the teachers and support staff and are eager to begin working immediately. All the pupils enjoy using computers and are reluctant to stop at the end of the lesson.
100. The quality of teaching is very good and this is an improvement since the previous inspection. The teaching is characterised by high expectations, a brisk pace to lessons, very good management of pupils and very effective use of the resources. These result in the pupils being highly motivated and making very good progress. The teachers build very effectively on the pupils' previous skills and knowledge. The teachers' positive relationships with the pupils result in the pupils understanding and learning new skills, ensuring that he pupils are confident and enjoy their lessons. There are very good day-to-day assessments made that assist in planning the next stage of work. Classroom assistants give very good support to the class teachers in the development of the pupils' learning.

MUSIC

101. The pupils' standards are above that expected at age of 7 and 11. This is a significant improvement since the last inspection, especially in Key Stage 1. All the pupils are provided with a wide range of well-planned experiences that enable them to make good progress in music. The planning of the subject places an emphasis on composition.
102. By the end of Key Stage 1, the pupils have learned to compose and play simple songs with the correct tempo and dynamics, when producing different sounds. They can sustain rhythm as they clap steadily to "Clap your hands, wiggle your fingers." Throughout Key Stage 2, the pupils have opportunities to compose music. In Year 3, they are able to compose a four bar piece of music on the computer, use this composition to practise playing the recorder, glockenspiel and chime bars and to demonstrate their skill to other pupils. In Year 6, they can maintain their own part whilst performing by ear, when they are working co-operatively in a group. They can improvise rhythmic phrases as they create compositions containing mood and light and shade. A feature of this progression is that the pupils are able to listen, appreciate and make positive contribution to each other's work.
103. There are many opportunities to listen to a variety of music. Each morning before school music is played in the hall, creating a good mood for the start of the day. The pupils enter and leave assemblies to music. In Year 5, the pupils are able to listen to and compare – "The Red Knight's Mazurka" by Bliss and "La Rejoissance" – Handel. They are able to describe their feelings when listening to the music. They felt that the low notes in "The Red Knight's

Mazurka” were very distressing, but the high notes make you want to dance. Through the local authority scheme, the pupils have an opportunity to learn to play the violin, the clarinet, the flute or the keyboard. They play the instruments in Mass, assembly, productions and end of term talent shows.

104. The quality of teaching observed in Key Stage 2 is at least good and sometimes very good. No observations were made in Key Stage 1. The well planned lessons and the effective structure enables the pupils to perform of their best. The use of instruments is well managed, allowing the pupils to work productively. The lessons have clear objectives, which are understood by the pupils. The management of the subject is good. There is a well-structured policy that enables the teachers to plan effectively. The subject manager supports the teaching with the provision of plentiful resources that enable all pupils to take part in the lessons and monitors the lesson plans.

PHYSICAL EDUCATION

105. The pupils make good progress in physical education throughout the school. In the lessons observed the standards achieved were above those expected for the pupils’ ages for games, gymnastics, dance and swimming. There is a comprehensive swimming programme and the majority of pupils at age 11 can swim to the expected standard for their age in line with the requirements set out in the National Curriculum.
106. In Key Stage 1, the pupils are remembering and repeating simple skills and actions to improve their quality and control. When developing dance movements to “Spirit of Christmas Day”, the pupils listen well and are ready to make suggestions to improve the quality of the movements. In games, they are learning to travel and dodge at different speeds whilst carrying a rugby ball. All the pupils are able to carry a rugby ball correctly and dodge and weave skilfully.
107. In Key Stage 2, the pupils are learning rocking and rolling movements in gymnastics. The teachers effectively build on work achieved in Key Stage 1. In games, they are learning to hold a hockey stick correctly, carry it and use it to move a beanbag about the hall. All the pupils were able to achieve this, including the difficult task of moving in different directions in the hall, at different speeds without losing control. In dance, the pupils are learning to adapt simple rock and roll movements to create their own dance with a partner. The pupils worked together to create a sequence of movements to rock and roll music.
108. The quality of teaching overall is good, which is an improvement since the last inspection. The subject is well managed and there are appropriate and useful long-term plans. The teachers plan their lessons from these plans, using commercial schemes for support. The teaching is successful, because the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work. This allows the pupils to feel comfortable to explore and develop their own skills. Gymnastics and swimming would benefit further if the pupils had more time to practise their skills. The subject manager monitors the work in discussion with members of staff and the subject is reviewed regularly and adjustments are made as necessary.
109. The school has a full programme of out-of-school activities for pupils of all abilities and ages from six to eleven. These programmes are organised by the teachers and local Sports Development leaders. The school takes part in netball and football competitions in the local area.
110. The school is well resourced for games, for example, each pupil was able to have a foam rugby ball in the Key Stage 1 lesson, and a hockey stick and bean bag in Key Stage 2. All surfaces are well maintained and are safe areas on which to perform.