

INSPECTION REPORT

**HANBURY'S FARM COMMUNITY PRIMARY
SCHOOL**

Tamworth

LEA area: Staffordshire

Unique reference number: 124165

Headteacher: Mr P Hollis

Reporting inspector: Mrs L J Traves
24039

Dates of inspection: 24th – 27th June 2002

Inspection number: 226127

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Christine Hudson
Date of previous inspection:	April 2000

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13723	Mrs J Overend	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
30724	Mrs D Hiscock	Team inspector	The Foundation Stage Physical education Religious education	Quality and range of opportunities for learning
15551	Mrs P Mitchell	Team Inspector	English Art and design Music Special educational needs	Equal opportunities
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hanbury's Farm Community Primary School is situated in the Belgrave area of Tamworth. It serves pupils from 3 to 11 years old, 26 of whom are in the nursery. There are an equal number of boys and girls. Most pupils come from the immediate area around the school, which has a high level of social and economic need. The school roll has fallen recently and there are 174 pupils on roll. This is smaller than most primary schools. Most pupils are taught in classes containing more than one age group. All pupils are white and speak English as their first language. Over half the pupils are eligible for free school meals, which is well above the national average. A higher than average percentage of pupils have special educational needs (28.2 per cent). These are mostly learning difficulties related to reading and writing. Of these, 5 have statements. Pupils frequently move in and out of the school and currently there are 28 per cent of pupils who joined the school some time after the reception year. Children's attainment on entry to nursery is low, particularly in language and in their personal development.

HOW GOOD THE SCHOOL IS

Hanbury's Farm is an improving school, but with some room for further improvement. Most pupils now reach broadly average standards in English, mathematics and science at the end of Year 2 and achieve well from a low starting point. Despite improvements, there are still too few pupils at the end of Year 6 reaching the national average in these subjects. However, consistently good teaching throughout the school is accelerating learning and helping to raise standards. A strong commitment to pupils' personal development and very good relationships throughout the school are also having a positive impact on learning. The headteacher and key staff are leading the school's continuing improvement well. The school now gives satisfactory value for money.

What the school does well

- Teaching is good and as a result, most pupils learn well;
- Children in the nursery and reception classes get off to a strong start;
- The headteacher and staff are working together well to bring about improvement;
- The pupils are given a rich range of learning experiences;
- The school develops pupils' personal, social, moral and cultural awareness well;
- Relationships within the school are very good.

What could be improved

- Standards for lower attaining pupils in English and mathematics;
- The management of special educational needs;
- The procedures for checking on health and safety.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 2000, when it was judged to have serious weaknesses. This is no longer the case. Whilst there is still some work to do to raise standards, there are good signs of improvement in English, mathematics and science. Since the last inspection, good progress has been made in addressing the key issues identified. Teaching is much improved and is now consistently good throughout the school. Standards in writing are better and boys are now doing as well as girls. In information and communication technology (ICT), standards are now better than usually seen for both infant and junior pupils and all statutory requirements are met. In religious education, standards for all pupils have improved and are now average. In science, far more pupils are now reaching the expected level in the Year 6 tests and a small number are now achieving the higher level (Level 5). The creation of a nursery class is getting children off to a good start. The new nurture group is also having a good impact on the behaviour of some pupils and is helping them learn more effectively. Arrangements for

checking on children's progress are stronger and this is also leading to improvement, as is the exciting curriculum now on offer.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E*	E*	E	well above average A above average B
mathematics	E	E	E	E	average C below average D
science	E	E	E*	E	well below average E

When children enter nursery, their achievements are low compared to others of the same age. Strong teaching in nursery and reception ensures they get off to a good start. By the end of the reception class most are likely to meet expectations for children of this age in creative development and exceed these in physical development. Children are unlikely to achieve what is expected in all other areas, despite making good progress.

Results in the national tests for 11 year olds have remained persistently well below average in recent years, both in relation to all schools and to schools in similar circumstances. In English and science, results have been in the bottom 5 per cent in the country. However, these results mask improvements in English, mathematics and science, since the last inspection. In English and mathematics, more pupils are achieving the expected and the higher levels in the Year 6 tests, but there is still a significant number who do not. This is partly a legacy of the serious weaknesses in teaching found at the last inspection. Better teaching in both subjects is enabling most pupils to make faster progress throughout the school. Consequently, in Years 3, 4 and 5, significantly more pupils are reaching the expected standards for their age. However, lower ability pupils, particularly in the juniors could make better progress if work was tailored more specifically to meet their needs and enabled them to work without such high levels of adult support. In science, pupils are doing much better than they were, with significantly more pupils reaching the expected level (Level 4) in the tests. However, in 2001 no pupils reached the higher level (Level 5). Inspection findings show that the current Year 6 pupils are on course to reach higher standards in science and pupils throughout the school are achieving well. The school has set appropriate targets in English and mathematics and is on course to meet these.

Inspection findings show that standards in reading, writing, mathematics and science are much improved and are broadly average at the end of Year 2. Most pupils read confidently and write imaginatively, achieving well from a low starting point. Higher attaining pupils are making better progress in mathematics and science with more reaching the higher level (Level 3) in tests and assessments. Standards in speaking and listening are below average at the end of Year 2 and Year 6. In ICT and design and technology standards are above those found in most schools at the end of both key stages. Standards are similar to those found in most schools in all other subjects except music, where they are below. Pupils with special educational needs are making satisfactory progress overall. However, they could achieve more if targets set for them were more specific and reviewed more frequently. Boys and girls achieve equally well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Good overall. Very good for children in nursery and reception. Pupils are keen and enthusiastic learners. They enjoy school.
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Behaviour, in and out of classrooms	Good overall. Very good in nursery and reception. Children are polite and helpful. They behave well on the playground and in lessons.
Personal development and relationships	Good. Most pupils are keen to take the initiative and enjoy being given responsibility, such as looking after the garden area. Relationships are very strong between pupils and between teachers and pupils. Some lower ability pupils find it difficult to work independently.
Attendance	Well below average. Some families have a poor record.

TEACHING AND LEARNING

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

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

Teaching is consistently good throughout the school. This represents a much improved picture from the time of the last inspection, when teaching was judged to be satisfactory overall and there was some unsatisfactory teaching. This time, almost nine out of ten lessons seen were good or better, with a fifth of lessons very good. The rest were satisfactory. The rate of learning has improved and standards are rising as a result. Both literacy and numeracy are taught effectively. Strong teaching of early reading, writing and number skills is providing a solid foundation on which pupils can build successfully. Their learning benefits through having more opportunities to practise their literacy and numeracy skills in other subjects, such as science and geography. Good attention to developing pupils' skills of mental calculation are also leading to faster progress.

In the nursery and reception classes, staff have a very good knowledge of how young children learn. They use this to create a happy, secure and purposeful environment in which children flourish. In the infant and junior classes, teachers manage their pupils very well and maintain a good working atmosphere. This enables pupils to concentrate on their tasks and work without interruption. Relationships are strong and as a result, pupils want to work hard and please their teachers. Lessons are planned effectively to enable pupils to build on their previous learning. Interesting resources, practical activities and games are used to maintain interest and enthusiasm. Teachers' subject knowledge is good and consequently, they explain new ideas well. They use questions effectively, to draw out what the children know and help them build on this. In the best lessons, teaching is exciting and challenging, which motivates pupils well.

The progress of some pupils with special educational needs and those of lower ability could be sharper, particularly in English and mathematics. They are often over reliant on the adults who work with them and too much direction limits their ability to work independently. Teachers do not always give them tasks they can complete without help. Although the teaching of pupils with special educational needs is satisfactory, overall, their progress is best when targets are sharp, tasks are broken down into small enough steps and support staff are used effectively to reinforce learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school not only places a strong emphasis on teaching English and mathematics, but also covers all other subjects well. Good opportunities are taken to enrich children's learning, for example through out of school clubs and residential visits.

Provision for pupils with special educational needs	Satisfactory. Work is better matched to the needs of pupils with statements. Targets for others are not always specific enough to help them improve at a fast enough rate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Very good in social development, good in moral and cultural and satisfactory in spiritual. The school ensures that pupils respect themselves, other people and their property. Opportunities for spiritual development are sometimes missed because they are not planned for.
How well the school cares for its pupils	Good overall. Procedures for monitoring behaviour are very good. There are good procedures for checking pupils' academic progress. However, the procedures for ensuring health and safety could be improved. The school has yet to develop a policy for promoting racial harmony.

The school's partnership with parents is good. The new playgroup, nursery and toy library facilities are forging strong links from the earliest stages.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff have brought about significant improvements in the quality of teaching and learning. They have strengthened the curriculum. However, the management of special educational needs is unsatisfactory.
How well the governors fulfil their responsibilities	Satisfactory. The governors are committed to improving the school. They are aware of its strengths and weaknesses. Health and safety procedures are not checked on sufficiently well.
The school's evaluation of its performance	Good. All subject leaders evaluate work in their subjects and contribute to an effective school development plan.
The strategic use of resources	Satisfactory. Grants for computer equipment have been used well to raise standards. Some classroom assistants could be deployed more effectively.

The school is well resourced, the accommodation is good and there are sufficient staff to teach the curriculum effectively. The school seeks best value in its work by comparing prices of goods and services and comparing its results with those of other schools.

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 children to work hard • Children like school • The school works closely with them • The teaching is good 	<ul style="list-style-type: none"> • The range of activities provided outside of lessons

Inspectors agree with the parents positive views of the school. However, inspection findings show that the school offers a very good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainments on entry to nursery are low. They are very low in language and in personal and social development. This year's reception class are the first pupils in the school to have previously experienced nursery education. They have got off to really good start, as a result. However, despite this good progress, a significant number have not reach the expected standards for their age and will enter Year 1 with below average skills in language, mathematics and knowledge and understanding of the world.
2. Inspection findings show that standards at the end of Year 6 are well below average in English and mathematics and below average in science. Results in the national tests for 11-year-olds have remained well below average in recent years, when compared with all schools nationally. In 2001, results were in the bottom 5 per cent of schools in the country in English and science. When compared to similar schools, results were also well below average. However, the picture is not as bad as it appears and masks some real improvements that have been made since the last inspection. These are as a result of teaching which is consistently good, an improved curriculum and a more careful check being kept on pupils' progress. Standards for the current Year 6 class show some improvement, with more pupils being on course to reach the higher level (Level 5). However, despite very good teaching, which is leading to good progress in lessons, there is still a legacy of underachievement that is a result of the poor teaching these pupils experienced in previous years. Consequently a significant number of them have had too much ground to make up.
3. In the 2001 tests for 7-year-olds, the school's overall results in writing and mathematics were below average, although close to it, when compared to all schools nationally. In reading, results were also below average. Far fewer pupils achieved the higher level (Level 3) in reading than in other schools. A stronger picture emerges when the results are compared with schools in similar circumstances. In reading, results were average and in writing and mathematics, they were above average. Attainment in both reading and writing is now stronger than it was judged to be at the time of the last inspection. Pupils' attainments in writing have risen sharply in recent years, at a much steeper rate than nationally.
4. There are some factors that affect standards. The school has a higher than average percentage of pupils with special educational needs. The attainment of these pupils is much lower than that of the others. The profile of most year groups shows a tail of low attainment. A significant percentage of pupils in each class are also of lower ability, although their needs are less severe. Pupils with special educational needs and those of lower ability receive considerable support from adults during lessons, but find it hard to work independently, even when tasks are broken down for them. This slows their progress and affects their performance in tests. The school also has a high percentage of pupils who move in and out of the school. Currently, 28 per cent of the pupils on roll have joined the school since the reception year. Records show that often these pupils have had an unsettled school life and take some time to adjust. Others come to the school with learning difficulties. There are also a number of pupils in addition to these who move in and out of the school due to family circumstances. As a result, their education is disrupted and they do not always reach the standards they could.

5. In English, pupils in the infant classes are now achieving well from a below average starting point at the end of reception, to reach standards which are close to the average. This is an improved picture from the last inspection. The most significant improvement has been in writing standards, especially for boys, as this was a particular area of weakness last time. This reflects the efforts the school has made to improve in this area. Boys and girls now achieve equally well. Better teaching and more practical work is helping children learn at a faster rate. In the junior classes, more pupils in Years 3, 4 and 5 are reaching the expected standards for pupils of their age in both reading and writing. Higher attaining pupils are being identified through improved systems for checking on pupil progress and are being set work at a higher level of challenge. This is resulting in faster progress for these pupils. Standards in speaking and listening are below average throughout the school. Although good opportunities are given for pupils to discuss their thoughts and ideas, these are not planned systematically enough to ensure skills are built on strongly enough from year to year.
6. In mathematics in the infant classes, pupils are also making good progress and most are achieving average standards. Daily practice of tables and regular opportunities to solve problems mentally are developing pupils' skills effectively and improving their confidence. They are applying their skills more readily in other subjects. In the junior classes, most pupils make satisfactory progress, overall. Higher attaining pupils achieve well because they are taught together as a group, the work is set at a good level of challenge and stretches them.
7. However, in both English and mathematics, some lower attainers do not always make as much progress as they could. In many lessons, adults often work with them and help them complete their tasks. On these occasions, they make good progress. However, when they do not have this level of support, most find it hard to work independently. Also, the work set for them is not always broken down into small enough steps for them to undertake without help. As a result, their learning slows. Pupils with special educational needs make satisfactory progress, overall. However, targets set for them in their individual work programmes are often too broad and general. These do not always guide teachers effectively enough in setting work at the right level for the pupils or in matching adult support to their needs. Targets are not always reviewed as often as they could be and as a result progress for some is slowed. Pupils with statements often make good progress because their learning needs are more clearly defined and addressed.
8. In science more pupils are reaching both the average and the higher levels in the tests and teacher assessments in Years 2 and 6. This is a direct result of good teaching and a well planned curriculum, which meets the needs of all pupils. Pupils in Key Stage 2 are doing much better than they were at the time of the last inspection, despite the below average test results in 2001. In all classes, both boys and girls are learning at a faster rate and more are on course to reach higher standards in the future.
9. In information and communication technology, standards are above average at both key stages. This is a significant improvement since the last inspection and is the result of very good leadership and management, better resource provision and more confident teaching. In design and technology, standards are also above average at both key stages, maintaining the strong picture found last time. In music, standards are below average because insufficient time is devoted to the subject. In all other subjects, standards are broadly typical of those found in most schools.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good. A happy and secure, yet purposeful atmosphere is created and has a positive effect on pupils' learning and on their personal development. Parents are confident that their children like coming to school and that the standards of behaviour have improved. They feel their children have very good relationships with the staff and with each other. All pupils are enthusiastic learners and show the same enthusiasm both in lessons and in out of school activities. For example, pupils take great pride in showing visitors around the garden area they have developed in science club.
11. Children in the nursery and reception classes respond very well to the support and care they receive and are very well motivated. They work hard and behave very well because of the high expectations staff have of them. They get on well with their classmates and share and take turns very sensibly.
12. Pupils' behaviour is also good. In lessons most pupils behave well all the time with only isolated incidents of pupils distracting each other. When children have problems, the nurture group staff provide a quiet haven for them, with the opportunity for reflection. Pupils with behaviour problems make good progress because teachers manage them well. They are sensitively encouraged to improve their behaviour and concentration and so are able to learn. Pupils move sensibly around the school. In the playground they make good use of the play equipment and play well with each other, showing good awareness of the playground rules. There have been two fixed period exclusions in the last 12 months.
13. Relationships between all members of the school community are very good. There is no evidence of bullying or oppressive behaviour. The school has yet to develop a policy to promote racial harmony. However, no incidents of racial harassment were noted. Pupils and staff work very well together with pupils being confident to ask questions or to make mistakes. The children have the necessary skills to work collaboratively. This was seen in a mathematics lesson where the children had to work in teams to complete their task and were successful. Pupils' personal development is good, overall. They are provided with plenty of jobs to encourage responsibility and as a way of raising their self-esteem. Older children are very caring when they help younger ones in the lunch hall or playground. They look after the garden and do other jobs with cheerful enthusiasm. More opportunities have been provided for the children to use their ICT and library skills for research and investigation. However, the independent learning skills of some lower attaining pupils need further improvement because they have become too dependent upon adults to help them with new or unfamiliar work.
14. Attendance has fallen well below the national average and unauthorised absence is above the national average. This means that the attendance rate is unsatisfactory. However, for most pupils attendance and punctuality are good. The school works very closely with the Educational Welfare Service to improve attendance. However, because of the number of pupils who move in and out of the school and some pupils' family circumstances, which result in long periods away from school, the number of pupil absences recorded in the registers is high. Also, some parents do take their children on holiday in term time not realising the effect of irregular attendance on their progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching is consistently good throughout the school and there were some very good lessons observed. This is a marked improvement since the last inspection, when fewer lessons were judged to be good and there was a significant amount of unsatisfactory teaching. Of the lessons seen, teaching was good or better in almost nine out of ten, with a fifth of lessons being very good. There was no unsatisfactory teaching. In particular, teaching in English, mathematics and science is stronger and this is directly linked to improvements in standards. In English and mathematics, the early skills of reading, writing and number are taught well and this is giving pupils a firm foundation on which to build. Better teaching has been brought about, not only by staff changes since the last inspection, but also by regular and systematic lesson observations carried out by the headteacher and key staff and the support given to help teachers to improve. This has been key factor in achieving consistency.
16. Teaching in the nursery and reception classes is good and on occasions, very good. All staff understand the needs of young children well and have a good knowledge of how they learn. As a result, they plan activities that stimulate and motivate children to investigate and explore things for themselves. For example, they make very good use of role-play to develop their social skills, their language and their confidence. Activities are closely matched to children's needs and this helps them get off to a good start.
17. A great deal of emphasis has been placed in the last two years on ensuring that literacy and numeracy are taught well. Literacy and numeracy lessons are well planned and structured to the formats of the nationally recommended literacy and numeracy strategies. In literacy, teachers make good links between reading and writing and this is helping pupils make faster progress in both areas. In numeracy, the daily 'Beat the Clock' challenges, in which pupils have to apply their skills mentally, are a great favourite. These sessions generate high levels of interest and concentration and develop pupils' mental agility and confidence well. Pupils are now given more opportunities to apply their literacy and numeracy skills in other subjects, such as history and geography. For example, children have written their own pamphlets about the local area.
18. There are some key features that underpin the good standard of teaching. All teachers throughout the school manage their pupils well. They develop strong relationships with them and as a result, pupils work hard to please them. All teachers use the rewards and sanctions systems consistently and, as a result, children understand what is expected of them, even when they change teachers for mathematics, English and science lessons. This ensures that learning is uninterrupted. Pupils with behavioural difficulties are well supported and dealt with consistently and sensitively in all classes. As a result, disruption within the classroom is kept to a minimum and the rate of pupils' learning is not affected. Another strong feature of teaching is the quality of the questioning used throughout lessons. Teachers skilfully draw from the pupils what they already know and help them build on this. In the best lessons seen, pupils were challenged at exactly the right level to probe their understanding and keep them involved. A good example of this was seen in a Year 3/4 literacy lesson, where the teacher was posing questions to help children identify the main features of adventure and mystery stories. She read the 'blurb' from several books and asked, 'What gives you a clue as to what type of books these are?' Pupil's responses were listened to and built upon allowing understanding to develop. Most lessons are delivered at a good pace and this retains pupils' attention and maintains a high level of interest. In the shared, oral parts of numeracy lessons, for example, pupils are challenged to the very edge of their ability and have to concentrate hard. The use of correct technical

vocabulary was also in evidence, as for example in a Year 2 lesson the teacher asked pupils to identify the number of phonemes in a given word. Resources are often used well to ensure pupils' involvement in lessons. In a Year 3/4 history lesson, the teacher made good use of clothes from the 1960's to spark pupils' interest and lead them into finding out more for themselves about the period. Teachers use praise well to encourage and motivate their pupils. In a number of lessons seen, pupils showed great delight and enthusiasm when their efforts were rewarded. For example, in a Year 5/6 mathematics lesson, this resulted in spontaneous applause from others when a pupil correctly identified and recorded a fraction on the whiteboard after having previously failed. Teachers also use marking well. Work is regularly and consistently marked with supportive teacher comments that guide pupils towards the next step.

19. In almost all lessons, work is set at different levels to match pupils' abilities. In both key stages higher attaining pupils are learning at a faster rate in English, mathematics and science because they are challenged effectively and provided with harder work. For example, in a Year 6 literacy lesson, pupils were challenged to find the country of origin of certain words in common use. They used the Internet and dictionaries quickly, to good effect. However, some less able pupils particularly in the junior classes do not always make the progress they could. Teachers and classroom assistants work very hard to support these pupils and ensure they make progress in lessons. When they are unsupported, however, they find it hard to work independently, lack confidence in their abilities and their progress slows, for example, as when undertaking writing tasks in Year 5/6. Although such tasks are adapted for them, they are not always broken down into small enough learning steps for them to complete without help. This lack of independence leads to some pupils performing poorly during tests when support is unavailable.
20. Teaching of pupils with special educational needs is satisfactory. In lessons a variety of strategies and methods are often well used to help them to learn. For example, sometimes pupils of different abilities work together in pairs or groups and support each other, at other times, some work together as a group with additional adult support and sometimes teachers provide practical apparatus to help with number work or lists of key words to help with writing. For example, in a Year 3/4 numeracy lesson, the classroom support assistant reinforced the pupil's vocabulary that had been taught in the previous lesson. However, some individual work programmes are not specific or practical enough to be easily used in the classroom. Consequently work is not always planned in small enough steps to allow pupils to make progress without a lot of adult help. The learning support assistants provide good quality care and work hard to help pupils learn but they are not always sure of the best ways of working with pupils with a wide range of difficulties. All adults appreciate and praise pupils' efforts and so the pupils become more confident in their work and their self-esteem is raised.
21. The increased use of ICT both in the classroom and in the new computer suite has had a positive effect on teaching and learning. Following a programme of training, teachers are confident in the teaching of the subject and are more aware of how it can be used effectively. This is reflected in the use of ICT to support work in other subjects. For example, Year 6 have recorded the growth of micro-organisms in science using the digital camera and Year 5 have produced their own newspaper. Homework is often used to good effect to reinforce learning, which is an improvement since the last inspection. A good example of this was the questionnaires pupils took home to family and friends to gather information about life in the 1960s.

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

22. The school has made substantial improvements in the planning of the curriculum since the previous inspection and now provides a good range of stimulating activities both in and out of lessons. Appropriate time and effort is devoted to developing skills in reading, writing, mathematics and science. However, a central aim for the school is to offer its pupils a rich and interesting curriculum and it meets this well in almost all subjects. All statutory requirements of the National Curriculum are met and previously identified shortcomings in ICT have been addressed, as have those in religious education, which is now planned in accordance with the locally agreed syllabus.
23. The school has improved the range and depth of the provision for religious education. Pupils can now build progressively on their knowledge and skills from year to year. As a result, pupils now have a good knowledge of other faiths and a good understanding of the beliefs and values of others. There has been a great deal of hard work by staff to develop the provision for ICT, which is now well resourced. Planning is strong and all the elements of the subject are well covered. Pupils' work in other subjects is enhanced as a result of the well planned range of opportunities provided, for example, as in history where the Internet is used effectively to research different periods.
24. The curriculum for children in the nursery and reception classes (the Foundation Stage) is good. It is planned well to reflect the goals outlined for children of this age. Nursery children have a particularly rich variety of learning experiences interwoven very well across the six areas of learning. Adults plan activities according to children's abilities and, as a result, they progress rapidly towards the goals set for them, particularly in the area of language. Activities planned for children in the reception class build well on those provided in the nursery and a firm foundation is laid for national curriculum work in Year 1. A strength of the Foundation Stage curriculum is the emphasis placed on developing children's personal and social skills. As a result, they quickly feel secure in their surroundings and understand the rules and routines.
25. Planning for pupils' early reading and writing is good. The school has a thorough and effective programme for teaching phonics and a series of additional support sessions, which provide further chances for pupils to learn the vital early literacy skills of reading and spelling. The curriculum in English provides well for boys' interests as a result of the school's efforts to address their needs. There are lots of stimulating activities planned to extend and practise pupils' skills in reading and writing across other subjects of the curriculum, especially through history, in which pupils experience a wide variety of writing. Role-play and drama are also used effectively to enrich pupils' learning experiences, as for example, when children buy their tickets in the class 'Travel Agents'.
26. The school has improved opportunities for practical investigation in both science and mathematics. Pupils enjoy these, they work with interest and concentration and their understanding develops well, as a result. The science club further enriches pupils understanding. For example, pupils have planted their own garden with vegetables, fruit and flowers and tend these with great care. As a result, they learn practically the best conditions for plant growth.
27. The provision for pupils with special education needs is satisfactory overall. Teachers plan appropriate activities well in lessons and classroom assistants provide good support when they are deployed effectively, as in the small groups in which children work on 'catch up' programmes. However, occasionally pupils are withdrawn for one to one sessions. They sometimes lose concentration because these sessions are too long and intensive and progress slows. At other times, pupils are taken out of lessons for small group work and miss other important activities as a result. Teachers ensure that pupils gain as much as possible from all areas of the

curriculum but planning for their specific needs in a step-by-step way is not as precise as it should be.

28. The school makes effective provision for higher attaining pupils. Extra challenge is provided for them, particularly in English, mathematics and science. There is currently no planned provision for pupils who are gifted or talented in specific areas. However, those pupils who show interest in sport or science, for example are encouraged to develop their skills.
29. Provision in most other subjects is stronger than at the time of the last inspection, partly because nationally recommended schemes of work have been adopted to ensure that learning is continuous and builds well on what has gone before. These have been adapted to meet the needs of the school. Provision for art and design is good because opportunities are given for pupils to study the work of many artists from different cultures. In music, however, whilst a good scheme of work has been planned, not enough time is devoted to the subject. As a result, the different elements are not taught in sufficient depth.
30. Provision for personal, social and health education (PSHE) is good. A wide range of resources and visits and visitors are used to help pupils develop the necessary skills to cope with life choices and lead healthy and safe lives. These include the 'Life Education Bus', on site during the inspection week and the 'Skipping for a Healthy Heart' initiative to educate and also to raise money for the 'Heart Foundation' charity. The school nurse provides suitable input on sex education for older pupils. Every class has PSHE for 10 minutes per day before morning break, when the children can discuss issues while enjoying eating toast. This time is used well to develop pupils' social skills and for quiet reflection. Year 2 pupils were particularly enthusiastic to talk about their visit to 'Safety Town'. This has built up their awareness of dangers around the home and taught them to cope with emergencies.
31. A good range of activities outside lessons enriches the pupils' learning experiences. Included are homework clubs, computers, sports, music, science and the breakfast club. The provision also extends to infant children, who have their own recorder club. Educational visits and the junior residential experiences increase the pupils' understanding of the wider society and help them relate to each other in different social settings.
32. The school has increased its links with the community and its partner institutions since the last inspection and these are now good. A great effort has been made by staff and governors to understand and meet the needs of the local community. The addition of the toy library, nursery and playgroup, while developing children's early skills, has also helped to meet that aim. There are good links with other agencies which support pupils with special educational needs or other specific problems and also with local experts who help deliver safety messages. There are helpful links with the local high school to ensure children can make the transition to Year 7 easily.
33. The school provides well for pupils' spiritual, moral, social and cultural development and this is an improvement since the last inspection. The provision for spiritual development is satisfactory. The improved teaching of religious education is providing the pupils with more insights into other peoples' beliefs and values and they are responding well to this. Year 2 pupils asked what they would wish for a new baby opted for kindness and happiness rather than material gifts. They also have good opportunities to write their own prayers. The school has built more opportunities for reflection into its day. Some assemblies also encourage children to reflect on ideas and themes. Opportunities for children to experience feelings of wonder were planned

for, as seen in a Year 3/4 history lesson as the teacher unveiled a dress, cap and boots from the 1960s. The children were amazed that the clothes were just like those they had found pictures of on the Internet and in books. However, the school has not yet planned in opportunities for spiritual development across all subjects of the curriculum. As a result, opportunities are lost.

34. The provision for moral development is good. Teachers have high expectations of pupils' behaviour and the positive behaviour system reinforces pupils' understanding of right and wrong throughout the day. Teachers are good role models for children in showing respect for others. Religious education lessons give children the opportunity to discuss moral themes so that, for example, a Year 3/4 class decided that 'God made the world but it's everyone's responsibility to look after it.'
35. The school promotes pupils' social development very well. Visits out into the local area and visitors to the school from the community build up their awareness of the wider society. A worthwhile study of the local area for geography involved a traffic survey and this taught the need for responsible parking. There are many opportunities in lessons and in out of school time to work together and the science club provides a good example of this where the children take joint responsibility together for watering the plants and weeding as well as enjoying the produce.
36. The provision for cultural development is good. Pupils receive a clear impression of their own culture through visits to the local area including churches and to Lichfield Cathedral. They visit Tamworth castle, Birmingham museum, the cinema and the theatre. The children show a good awareness of the origins of words from their own language and others. The recent celebrations of the Golden Jubilee have reinforced their own history and culture. The Foundation Stage children benefit from a rich range of multicultural resources such as dressing up clothes and dolls and the many toy library resources. Geography, religious education and art and design all contribute well to pupils' understanding of the diversity of cultures in Britain and around the world. The 'Big Books' from the literacy hour include 'The Travels of Barnaby Bear', which introduce the children to a wide range of places, peoples and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school creates a warm and caring ethos, which supports children well and is helping them flourish. Staff have a very good knowledge of pupils and their families, so they can adapt the support to suit individuals. Pupils with special needs are receiving sound support and there are good links with external agencies. Children under five get off to a really good start due to the support and care they receive. The provision of the 'Harvest Club' nurture system is an example of the care and commitment to helping all children to overcome their problems and achieve their best.
38. The procedures to ensure child protection have improved and are now effective. The headteacher, who is the co-ordinator, has recently had further training. He has a very good knowledge of the pupils and takes swift action if problems arise. All staff are regularly updated about changes in policy and procedures through discussions and staff meetings.
39. Pupils are well supervised throughout the day and first aid systems are well considered. The pupils own awareness of safety is seen in lessons such as design and technology, where they use good quality tools and safety goggles appropriately. Events such as 'Safety Town' and the 'Life Caravan' also enable children to make safe and healthy choices. Measures to ensure 'sun safety' are in place to help children's long-term safety. However, the school lacks clear, school specific systems

for monitoring health and safety on a day-to-day basis. Risk assessments for educational visits have been carried out, but are not carried out as regularly as they might be for the school site. Also, although fire drills are undertaken, records for these are not up-to-date. This means that the school cannot easily check whether the time taken to evacuate the building is within safe limits. There are no formal procedures in place for staff to report health and safety issues or for these to be followed up systematically.

40. The school has very effective procedures for promoting good behaviour and dealing with unsatisfactory behaviour. All staff have high expectations of pupils' behaviour and are consistent in their approaches to any lapses. The systems of rewards, including 'Golden Club', encourage the children to behave well and try harder. Pupils and parents are confident that the headteacher and staff will deal quickly with any worries they have over bullying. Opportunities are numerous for children to talk about any concerns and the very good relationships facilitate this. Careful monitoring of the behaviour book and the use of pupil profiles have helped staff to decide which children need extra help to manage their behaviour. These pupils are well supported for example, through the nurture group and their progress is carefully checked. All staff keep a good check on pupils' personal development.
41. Attendance is monitored closely and the school works well with the Educational Welfare Officer in identifying and supporting those with attendance problems. Staff are very aware of which children have specific family problems and know the reason for each absence. However, although there are awards attached to attendance at the 'Breakfast Club' and the 'Harvest Club', there is no whole school scheme to promote good attendance.
42. The school takes good account of the information collected about pupils' progress. This is particularly closely tracked in all elements of English, mathematics and science. This is a significant improvement since the last inspection. Teachers now have a clearer view of what pupils know, what they can do and what they need to learn next. They translate this into daily teaching plans that meet most pupils' needs. In the Foundation Stage, observations about children's achievement are carefully undertaken and recorded. This information is closely linked to the 'stepping stones' in all six areas of the Foundation Stage curriculum and teachers use it very well to move children on quickly to their next stages in their learning. Children's attainment is levered up as a result, giving them a strong and confident start to their school life. Test results are analysed so that pupils can be further challenged or supported and the curriculum and teaching adapted if necessary. Information is generally used well to identify pupils with gaps in their knowledge or skills in literacy, numeracy and science. In some cases, the school then provides additional support, for example, through 'catch up' programmes. In English, teachers assess pupils' writing well and use it to set individual measurable learning targets. Weaknesses in reading are quickly addressed because there are regular checks. Recent tracking of pupils' progress in English and mathematics has revealed a small proportion of underachievement related to lower attaining pupils. This has yet to be tackled. Assessments are used well in science to check on progress, predict what pupils are capable of and identify the next steps in learning for them. Satisfactory systems are also in place in most other subjects.
43. Arrangements for checking on the progress of pupils with statements of special educational needs are satisfactory and ensure they make appropriate and sometimes good progress in relation to their needs. However, the arrangements for other pupils with special needs are less effective. This is because there are currently few procedures in place to check on the quality and usefulness of the individual work

programmes drawn up to guide their progress. As a result, these are variable. In most, the targets set for them are not specific enough and it is therefore hard to assess how well they have achieved in relation to these. Reviews of the progress these pupils have made are not always regular enough. As a result, some pupils remain with the same targets for too long.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has put considerable effort into improving its partnership with parents and this is now good. This improvement and the trusting relationships that have been established are reflected in the very positive responses to the parents' questionnaires compared to those returned at the last inspection. The school is considered by all to be welcoming and approachable and parents are very happy with the improvements that have been made since the last inspection. A small number of parents who returned questionnaires felt that there could be more out of school activities provided. Also, some parents at the pre-inspection meeting voiced concern about homework. In particular, they asked for the reintroduction of the homework diaries. The inspection team finds their concerns to be unfounded, with the school making good provision for activities outside lessons and making good use of homework.
45. The school provides three parents' evenings per year to discuss children's progress, their future targets and to show how parents can help their child learn. The end-of-year reports to parents have not been maintained at the high quality of the last inspection but are inconsistent in their indication of how well children have achieved and their next steps for learning. Parents of children with statements of special educational need are kept well informed of their progress. However, although the parents of other children with special educational needs are encouraged and helped by staff to be involved in their children's support, reviews of progress are not always regular enough. As a result, parents do not always have up-to-date information on their children's progress or their future needs. Good parent liaison has been developed to facilitate the work in the nurture group. The headteacher and staff are a visible presence at the beginning and end of the day and parents often speak to them on an informal basis.
46. Pre-school links are now very good and have been strengthened by the provision of the nursery, toy library and play group. These new facilities are helping to raise parent's expectations of what their child can achieve and have built up relationships which have helped the passing on of information.
47. Parents have really welcomed the breakfast club, which they see as a way of supporting them while providing a good start to the day for the pupils. Parents do help out in the school with a number of activities including the 'Breakfast Club' and work in classrooms. The PTFA supports the school by raising much needed funds for resources such as for the 'Harvest Club' and subsidising visits out for the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the headteacher and key staff are good. This is an improvement from the last inspection when they were judged to be satisfactory. In the two years since the last inspection, the headteacher has led the school well towards improvement. He has set a clear direction for the work of the school and has ensured that all members of the school community are working towards this end. As a result, there is a strong sense of purpose and commitment to the school in evidence from staff, governors, parents and pupils. All know that there is still work to be done, but are confident that further improvement can be achieved.
49. A significant improvement since the last inspection has been in the quality of teaching. The high percentage of consistently good teaching seen during the inspection has been brought about not only by staff changes, but also through the actions of the headteacher and senior staff in raising standards and ironing out inconsistencies. The headteacher and key staff regularly and systematically check on teaching and learning through observing lessons. Key strengths and areas for improvement are identified and communicated to teachers. Support is given in bringing about improvements and the teachers' work is checked again to ensure that these have taken place. Performance management targets are also agreed with teachers and are assisting in this process. The literacy, numeracy and science co-ordinators have worked alongside the headteacher to ensure a high degree of consistency in the methods of delivery of these subjects, throughout the school. Induction procedures for new staff, including newly qualified teachers are also good. They have ensured that new staff are well supported in building on their strengths and improving performance, where necessary.
50. The role of subject leaders has also been strengthened since the last inspection and more work has been delegated to them in the drive towards improvement. As a result, the curriculum has been strengthened in most areas and standards are rising. All subject leaders check on work in their subjects through discussions with colleagues, checking on planning and analysing children's work and assessments of their progress. Areas for improvement are identified and action plans drawn up which then form part of the school development plan. The headteacher works alongside less experienced staff until they are comfortable with the process. Subject leaders report regularly to the governing body on the progress in their areas. This is ensuring that they have a good understanding of the work of the school and can give more effective support. Literacy and numeracy are both managed well and this is helping to bring about improvements in standards. There is very good leadership of science by the deputy headteacher. As a result of this, the number of pupils reaching average standards in the tests for 11-year-olds has doubled since the last inspection. Very good leadership of ICT has also had a significant impact on standards.
51. The headteacher has a very good knowledge of the pupils, their families and of the area the school serves. He has used this effectively to identify needs within the community that the school can address in order to benefit pupils and raise standards. As a result, the school has placed a high priority on developing provision for younger children. The nursery class, which was new last year, is already having a measurable effect on standards, as children have entered the reception class this year with a much firmer base on which to build. More are now on course to meet the expected standards. The school has also actively encouraged the use of surplus space by a pre-school playgroup and a toy library run by a local group. This is ensuring that parents and their very young children are receiving good support and are making beneficial early links with the school. Another initiative, which has been developed by the whole school community under the effective management of the deputy

headteacher, is the nurture group facility. This provides a safe haven and good quality support for children with behavioural difficulties. Careful monitoring of progress indicates that this is being successful in helping children cope in the classroom. Parents were strongly supportive of this and also of the 'Breakfast Club' which provides a calm start to the day and encourages punctuality.

52. A weaker area is the management of special needs, which is currently unsatisfactory. The special needs co-ordinator left the school last year and, in the interim, the headteacher has taken over the management of the area on a temporary basis. Other pressures have meant that he has not given sufficient time to ensuring that the new government recommendations have been put into place. Consequently, there has been too little monitoring of the effectiveness of pupils' individual education plans and of the support they are receiving. Individual education plans do not always set out in enough detail the precise steps in learning needed to help pupils improve. They are not always reviewed as regularly as they might be. As a result, too many pupils with less severe learning difficulties remain for too long on the special needs register and do not always make the progress that they could. On some occasions support staff could be used more effectively, for example to support small groups rather than individuals. However, the needs of pupils with statements are fully met.
53. The governing body is strongly supportive of the school and committed to raising standards. Governors are very clear that they want to improve results, while still providing a broad education for the pupils. They receive good information from the headteacher and staff and this is helping them to make decisions, for example about the creation of the nursery class. They also have a good understanding of the school's results and pupils' achievements. However, the governing body is not at full complement and this is limiting the amount that can be achieved because there are too few people to carry out the work needed. For example, the health and safety committee has not met for some time to ensure that systems and procedures are in place and that legal requirements are fully met.
54. The quality of financial management and control is satisfactory. The school is aware of the implications of falling rolls and actively seeks additional funding whenever possible. Specific grants, such as funding for ICT equipment and training, have been used particularly effectively to raise standards. This is a significant improvement since the last inspection. Spending is regularly checked and the school checks that it is getting value for the money it spends by comparing prices of the goods and services it purchases. However, the school has been less successful in checking on the effectiveness of the decision to employ more classroom assistants. Recommendations of the most recent audit report, which was satisfactory, have been addressed.
55. The administration and site management staff make a significant contribution to the smooth running of the school. Visitors receive a warm welcome and the day-to-day office procedures are managed effectively and efficiently to allow teachers to get on with their work uninterrupted. ICT is used effectively, for example to produce the staff handbook and for teachers' planning. The school is clean, tidy and bright with attractive displays which celebrate children's achievements. It provides good accommodation for learning. Resources are plentiful in all subjects.
56. The school gives satisfactory value for money. It receives average funding when grants are included. The pupils' attainment is low on entry to the nursery and in 2001 was well below average at Key Stage 2, when English, mathematics and science test results were taken together. However, there are signs that standards are rising at a good rate and are now average and above in relation to similar schools at Key Stage

1. There is good provision for younger pupils that results in good learning. However, there are still areas for improvement in the junior classes, in particular to ensure that every pupil does as well as they should.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To build on the improvement to date and continue the programme to raise standards, the governing body, headteacher and staff should:

a) Raise standards in English and mathematics for lower ability pupils by:

- identifying more specifically the small steps in learning which will help pupils improve;
- developing strategies which will help these pupils to work with less adult supervision.

(Paragraphs: 4, 7, 13, 19, 81, 87, 90, 92, 98, 107.)

b) Improve the management of special educational needs by:

- writing and implementing a policy for special educational needs that incorporates the recommendations of the new Code of Practice and ensures children are supported appropriately;
- providing training for all staff on special educational needs issues such as writing individual education plans, the delivery of specific work programmes and the new Code of Practice;
- ensuring more consistency in writing individual education plans which contain specific, measurable targets for learning;
- organising the deployment and training of learning support assistants to ensure their time is always used to best effect.

(Paragraphs: 4, 20, 27, 45, 47, 54, 81, 88, 96.)

c) Improve the systems for checking on health and safety by:

- ensuring that there are effective policies and procedures in place for the identification, monitoring and recording of health and safety issues;
- ensure that risk assessments are carried out and a fire log is regularly completed to fully comply with statutory requirements.

(Paragraphs: 40, 55.)

The governors, headteacher and staff may also wish to consider the following important, but more minor, issues for inclusion in the Action Plan:

- Further develop the procedures for promoting good attendance;
- Raise standards in music;
- Improve the quality of reports to parents.

(Paragraphs: 9, 14, 42, 47, 143.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	29	5	0	0	0
Percentage	0	19	69	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	122
Number of full-time pupils known to be eligible for free school meals		62

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	6	39

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.6

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	11	13	12
	Total	19	21	20
Percentage of pupils at NC level 2 or above	School	73 (78)	81 (72)	77 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	12	10	13
	Total	18	18	21
Percentage of pupils at NC level 2 or above	School	69 (67)	69 (78)	81 (78)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	14
	Girls	3	2	2
	Total	13	11	16
Percentage of pupils at NC level 4 or above	School	52 (47)	44 (41)	64 (66)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	13
	Girls	2	2	2
	Total	9	10	15
Percentage of pupils at NC level 4 or above	School	36 (50)	40 (44)	60 (47)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	
Black – African heritage	0	
Black – other	0	
Indian	0	
Pakistani	0	
Bangladeshi	0	
Chinese	0	
White	2	
Other minority ethnic groups	0	

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	15:1
Average class size	19.3

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	103

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	6.5:1
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	427,468
Total expenditure	437,389
Expenditure per pupil	2,700
Balance brought forward from previous year	29,330
Balance carried forward to next year	19,410

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	3	0	0
My child is making good progress in school.	66	24	7	0	3
Behaviour in the school is good.	59	34	7	0	0
My child gets the right amount of work to do at home.	59	31	7	0	0
The teaching is good.	62	38	0	0	0
I am kept well informed about how my child is getting on.	66	28	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	24	7	3	0
The school expects my child to work hard and achieve his or her best.	76	24	7	3	0
The school works closely with parents.	62	38	0	0	0
The school is well led and managed.	52	41	0	0	7
The school is helping my child become mature and responsible.	59	38	3	0	0
The school provides an interesting range of activities outside lessons.	59	28	0	0	14

Percentages are rounded to the nearest integer and may not total 100

Parents are strongly supportive of the school. Some are unsure about whether an interesting range of activities is provided outside lessons. A few parents at the meeting expressed concerns over the amount of homework.

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

58. Provision for children in the Foundation Stage has improved considerably since the previous inspection with the opening of a nursery class that currently has twenty-six children. All these children attend either a morning or an afternoon session. This is the second year since the nursery was established. Children are generally admitted into the nursery in the term in which they have their third birthday. The current reception class of twenty-two children has benefited greatly from their nursery experience and are making good progress because of this firm foundation.
59. Assessments show that children's attainment on starting nursery is very low when compared with other children of the same age nationally. Although they make good progress through the Foundation Stage, they are still below average when they enter Year 1. Of the current reception class, around half the children are on course to meet the levels expected in the key areas of language and mathematical development. Most children are likely to meet expectations in their personal, social and emotional development because staff place a high priority on this area. Most are likely to exceed expectations in their physical development because of very good teaching.
60. A significant proportion of children starting nursery have additional learning needs. For many pupils, these are related to delays in speech development. Adults working with them provide very good support that develops their confidence and skills.
61. All adults in the Foundation Stage team have a very good understanding of how young children learn. They work together very well under the effective leadership of the Early Years and Key Stage 1 co-ordinator, ensuring that a wide range of hands on, practical activities are provided to meet the needs of the children.

Personal, social and emotional development

62. Children achieve well in this area of learning and most are on course to meet the expected standards by the time they leave reception. All staff place a high emphasis on developing children's skills through all activities. They achieve especially well in the nursery because of this strong focus and this is built on well in reception.
63. Very good teaching in the nursery fosters children's growing confidence through creating secure routines. This ensures that children very quickly feel happy and secure in the setting and are eager to explore all the activities on offer. Children take early responsibility for tidying away outdoor equipment, making appropriate choices from different options. Reception children co-operate, share, and learn to understand the needs and thoughts of others through stories and by experiencing activities from different cultures. Adults understand the ways in which the children learn best and are particularly effective in creating opportunities to develop confidence and independence. For example, children call the register, singing together whilst a child records how everyone is feeling today through drawing a picture or 'writing'. As children progress through reception they refine the way they work and sustain their concentration for longer periods of time, for example as they take on roles in the 'Travel Agents' or listen to a story. Adults build on children's own ideas very well in both nursery and reception. This develops their self-esteem because they know their ideas are listened to and they are valued as individuals. Staff plan effectively to meet children's personal needs, recording their progress against the 'stepping stones' of

the goals outlined for this age group and identifying the next steps in their development.

Communication, language and literacy

64. On starting nursery, children's attainments in language development are very low. A significant number have speech difficulties and find it hard to express themselves. Throughout nursery and reception, children achieve very well from this very low starting point. All staff prioritise language development because it underpins children's learning in all other areas. Despite the very good progress, around half of the current reception class are unlikely to meet expectations in this area and of the rest, most will only just meet them.
65. Children make good progress because of consistently good teaching. Adults are particularly skilful in extending children's imaginary play by ingenious use of resources to spark curiosity. In a pirate's ship, a nursery child stepped into the character's shoes and adopted pirate expressions, acting out known pirate jingles and phrases. In nursery, children learn quickly how to handle books. They develop sustained interest as they browse themselves, responding with enthusiasm as they find information. The early use of non-fiction books feeds this delight and forms good learning habits. Children are drawn to the nursery computers to use the alphabet games to recognise and produce letter sounds.
66. Children in reception communicate well with each other as they explore different roles in a lively range of activities. For example, in the reception class 'Travel Agents' children browse through brochures, fill in forms and are served by other children who model adults in the way they ask questions of their customers. Good teaching across the Foundation Stage encourages children to think, to explain and to listen. By the end of reception, most children take part in early literacy hour sessions to prepare them for national curriculum work in Year 1. A small proportion are beginning to write and spell familiar words with growing independence.

Mathematical development

67. Children make good progress in their mathematical development. However, by the end of the reception class because of their low starting point, around half of them will not meet the expected standards. Most others will only just get there. A very small number are likely to achieve beyond this level and can securely add numbers to twenty and subtract numbers beyond ten. This represents an improvement on previous years, and is a direct result of the greater breadth of children's experiences in both nursery and reception. Additionally, recent support from the members of the school leadership has helped to fine tune teaching. This has, in turn, lifted pupils' achievements.
68. By the end of their year in nursery, a high proportion of children readily count up to ten and a good proportion of them are gradually recognising the value of each of the digits to six. Early games provide the foundations of good learning habits and numeracy skills. In one such take away game, children memorised up to nine jungle animals figures, matched them with the correct number shape and visualised the pattern of animals to decide what had been taken away. This prepares children well for future mathematical thinking. Most children in reception understand 'more than' and higher attaining children use the term 'less than' successfully. The nursery emphasis on songs and rhymes gives great enjoyment to counting activities and develops an early positive attitude towards mathematics. The wide range of early measuring, pouring, gauging and sorting experiences provide fine opportunities for children to build up their

understanding of mathematical ideas. In one example, children made pirate hats by estimating the length of a headband then measuring it around their own heads, testing and refining their earlier judgements.

69. Teaching is consistently good. Children have a solid grasp of numbers and a sound knowledge of shape. Their progress is accelerated by well planned and exacting teaching that enables children to add and take-away numbers to ten, using addition and subtraction signs as appropriate. These high expectations founded in the wealth of nursery experiences are securing improved standards in mathematics as children move towards the Early Learning Goals. Additionally the structure of the numeracy hour at the end of reception year summer term prepares children positively for their National Curriculum work.

Knowledge and understanding of the world

70. The majority of children have little knowledge and understanding of the world when they start nursery and the limited language skills of many make it harder for them to express the little they know. They make good progress in nursery because of the rich experiences that encourage inquisitive and exploratory play, often by the ingeniously planned experiences that develop children's understanding of scientific ideas. In one such instance, children were absorbed by the effects of a water pump as they played with boats in the 'Waterway'. They reflected thoughtfully on the teacher's challenging questions about what was happening and why. Such experiences are built on well in reception to develop children's curiosity and interest. Although most children are unlikely to meet the expected levels of understanding, they are progressing well.
71. Pupils begin to develop their understanding of the wider world because of the effective use made by staff of non-fiction books and also through well designed role-play. In nursery, children's sense of the past develops well as they grow to understand the meanings associated with old objects, such as tea stained 'antique' pirate maps. However, in reception classes, planning for historical understanding is limited to one term. As a result, there are fewer opportunities for children to develop their understanding of the past. Good progress is made in using computers. Children are given many opportunities to develop their skills. They use the cursor, mouse, the space bar and drag and drop tools competently and confidently. As a result of good teaching in reception, the majority of the current class are on course to meet expected levels of achievement for this element.
72. Teaching is good overall with some very good activities provided. In reception, for example, children are drawn into activities through adult questions that encourage sustained exploratory play, such as 'Are you going to send a message in a bottle?' when children are pursuing their own investigations by pouring, filling and tipping water.

Physical development

73. Children make good progress in nursery and very good progress in reception. By the end of the reception year, most children are above expected levels. Children enter nursery with below average levels of attainment in their physical development. Adults make great efforts to ensure that children's outdoor play builds their skills well as they scramble over obstacles, or race around the outdoor play area, manoeuvring and steering on small trikes.
74. Activities for reception children significantly refine their skills. They use a wide range of equipment both indoors and out. For example, in one lesson seen, they were using

small equipment such as bats, balls, hoops and beanbags to develop their throwing and catching skills. Very good teaching ensured that all children made very progress. They were given clear explanations and individual coaching to help them improve. Children make especially good progress in their catching, throwing and hand eye co-ordination skills as a result of skilful teaching. Children thoroughly enjoy observing each other's improved performance as well as their own. They model successful efforts to each other and begin to explain their own attempts very well.

75. Most children also achieve well in their fine control skills. They are given a wide range of opportunities to use tools such as scissors, different sized paintbrushes and pencils for different purposes. As a result, they develop more precise movements.

Creative development

76. Most children's achievement is in line with that expected for their age in their artistic, musical and imaginative play. The rich range of early experiences in nursery and reception ensures children develop confidence. They readily take on imaginary roles in their play. For example, they become customers, shopkeepers, travellers, jungle explorers and pirates in the well designed and resourced play areas staff and children set up together. The majority use their own initiative well to set out roadways, build models and create adventures in cardboard boxes. They use small play figures and animals to re-enact stories and dialogue.

77. Imaginative activities encourage children in both nursery and reception to manipulate different materials such as dough, paper, card and paint. They work with a wide range of tools, such as scissors and brushes to create paintings, collages and models. This is a strength of the Foundation Stage curriculum

ENGLISH

78. The standards reached in English were well below the national average at the end of Year 6 in the 2001 tests. This is similar to the time of the last inspection. However, the picture is complex and the test results mask real improvements that are being made. Standards are gradually improving for pupils in Years 3, 4 and 5 and more of them are reaching the standards expected of their age than previously. More able pupils are being identified and given harder work to do. More of them are now reaching the higher levels throughout the junior classes and in the Year 6 national tests, and they are achieving satisfactorily. The very good teaching in Years 5 and 6 is promoting good progress in the lessons but this is unable, in such a short time, to redress the legacy of poor teaching the pupils have experienced in previous years. A high percentage of pupils have significant barriers to learning. Many have special educational needs and many arrive or leave the school throughout the year with some disruption to their learning. Consequently, the school has a significant minority of pupils who find it difficult to learn and do not reach the expected standards. Pupils with more severe learning difficulties are helped to learn by working with learning support assistants and generally make good progress. Pupils with less severe learning difficulties and less able pupils do not achieve as well as they could. They are relying too much on adult help to complete work accurately and this is preventing them developing independent learning skills.

79. Standards reached by pupils at the end of Year 2 are close to the national average in reading and writing, and above average when compared to similar schools. These pupils came into school with skills that were well below average and they are achieving very well. This is a good improvement from the last inspection. Standards in speaking and listening skills are below average in Year 2 and well below at Year 6.

Although pupils are given good opportunities to discuss and explain their thoughts and ideas there is no systematic assessment of speaking and listening skills so that clear, small steps for improvement can be identified. However, the school has recognised this and has put plans in place to address the issue.

80. Improvements have been brought about because the English co-ordinator has successfully implemented a wide range of strategies. The teachers have all been observed and helped to improve their teaching. The teaching is now consistently good, which is an improvement from the last inspection, and is a major factor in the improvement in standards. Pupils enjoy their work and so try hard. The co-ordinator has improved the resources available; especially the quality and range of the books, and many now appeal to boys and encourage them to read. She makes good use of assessment results to find out where there are weaknesses and to do something about them. For example, standards of writing were identified as a problem and it became a whole school focus to improve these. All staff have been trained in the teaching of writing. Pupils' writing is assessed each term and used to set targets to be achieved in the next term. Writing opportunities are now planned in other subjects such as history and religious education and written work is displayed well throughout school. Pupils are proud when their work is chosen. These strategies have proved very successful in raising standards, especially for the younger pupils. The extra coaching provided in additional literacy lessons is helping to boost confidence as well as improving standards. The grouping of pupils by ability in the juniors is helping teachers to target their work more accurately and this is also helping to raise standards, especially for the more able pupils. Information technology is effectively used to support literacy. For example, pupils use computers to reorganise text and make stories better by adding adjectives or substituting pronouns for other words. This enables them to quickly apply their learning. They also use the computers for word processing. The Year 5 'Hanbury Herald' newspaper is a good example of the use of computers in English for 'real life' purposes. Research skills are improving because all pupils are given good opportunities to use the Internet to find information to support their work in literacy and in other subjects.
81. Although standards of speaking and listening are below average in the infant classes all pupils are making good progress. Teachers value the pupils' responses and this gives them confidence to express their opinions. Speaking and listening skills are well supported in other subject areas where an appropriate vocabulary is being developed and this is helping pupils to use and understand a wider variety of words. Any new vocabulary is stressed and explained well. Pupils usually listen carefully both to the teacher and to each other and are keen to answer questions. For example, pupils in Year 2 studied a non-fiction book about penguins. At the end of the lesson they tried to tell the rest of the class how they found out the answers to certain questions. The more able pupils were able to do this confidently but the other pupils needed the teacher to question them in order to explain their work and talked using single words or simple phrases. Most pupils are able to speak clearly and audibly but need reminding to do so. Good opportunities are given for pupils to talk together. For example, in Year 1 pupils discussed in pairs what they would need to put into recording the life cycle of a butterfly. This they did well, taking turns to talk and listen. A learning support assistant helped and encouraged two pupils with special educational needs so they could succeed. They were able to say 'we need a title first' and suggest 'A Butterfly'.
82. In Year 6, pupils' speaking and listening skills are well below the level expected for their age. Although they understand the main points in discussions, they find it difficult to express themselves fluently. Their confidence is limited, sentences are short and vocabulary is restricted. For example, a pupil in Year 6 explains an artist's work as 'he

is trying to make things look like other stuff'. Teachers are now using a wide range of strategies to improve these skills but are having to start teaching from a low base because of the pupils' previously restricted experiences. Throughout the junior classes, pupils have opportunities for drama on a regular basis. For example, in a Year 3/4 class, pupils worked together in small groups to act out a scene from a story they were reading. They really enjoyed this and worked hard, especially enjoying performing to the class at the end. They did this confidently although they had to be reminded to speak up and face the audience when speaking. Specialised vocabulary is stressed and explained well in other subjects. More able pupils in Year 6 are able to discuss writing that informs and persuades. Their answers show that they listen carefully to the teachers, and to each other, and take their views into consideration. The very good use of questioning makes pupils think carefully about their opinions, extends their vocabulary and helps them understand concepts such as 'ambiguity' and 'misconstrued'.

83. In the infant classes most pupils reach the reading levels expected of their age and the more able pupils reach the higher levels. Some achieve very well. Pupils with special educational needs read more slowly and with some errors but they receive extra help, work is adapted at the right level for them and they make good progress. Most pupils enjoy reading and read simple texts accurately and with some expression. Teachers teach reading skills very well. They teach pupils to 'sound out' unfamiliar words, to use pictures and context to establish the meaning of new words and give pupils a real enthusiasm for books and reading. They work regularly with small groups and individuals to develop reading skills and keep detailed records of progress made. Pupils take reading books home regularly and family members complete home school reading diaries. They have been given guidance on how to help at home and are getting involved.
84. Throughout the junior classes reading skills are developed further and standards are steadily rising. Pupils of average and above average achievement become fluent and accurate readers who read for pleasure. New books have been purchased which pupils enjoy reading. The more able pupils in Year 6 enjoyed their group book so much that they took it home and finished it. All classes visit the local library and are taught library skills. They are able to use these skills to research for information. The interest in reading has been raised by a visit from an author and visits to the theatre and the cinema. Years 5 and 6 pupils went to see 'Harry Potter' and this stimulated the interest of all the pupils. More able and average pupils read the book themselves, pupils with special educational needs and less able pupils had it read to them. They are able to talk enthusiastically about the book and its characters. Pupils in the lower achieving class in Year 5/6 work well in small groups supported by adults. They enjoy reading a variety of books together, discussing and answering questions about them. The adults help them to become aware of punctuation and explain more difficult vocabulary. However, pupils rely too much on adult help to succeed and this is preventing them developing as independent learners.
85. In the infant classes most pupils reach the writing levels expected of their age and the more able pupils reach the higher levels. Pupils are making good progress. They complete a wide range of writing tasks. For example, they write poems, make notes about dinosaurs, write instructions for making a jam sandwich, retell stories and write their own. They write with some imagination. For example, a Year 2 pupil wrote 'I'm not scared of the spider that crawls on my arm, when it runs out, to scurry about, I pat his spiky leg'. However, all but the most able experience problems with grammar and spelling and there is a limited use of interesting vocabulary. Lower achieving pupils write simple words and phrases and they receive extra help and practice to form letters accurately. All pupils show pride in their work and present it carefully.

Particularly good progress was seen in the Year 2 class when the teacher gave pupils individual white boards to jot down their spellings, which were different for pupils of different abilities. This successful strategy helps pupils to become more fluent with handwriting, to more accurately relate sounds to letters and ensures that all pupils are actively involved in the lesson.

86. Throughout the junior classes, teachers continue to provide work that enables pupils to develop their writing skills effectively. They use strategies to help pupils improve, such as sheets that provide a framework to help pupils plan their writing. Pupils are also taught how to analyse, improve and rewrite work. The oldest and most able pupils' writing is carefully planned and often lively and thoughtful. They write at length and can use words imaginatively. For example, a Year 6 pupil wrote 'outside on the soggy grass lay a grey, egg-shaped tin. Then out of the blue the large tin lid was unscrewing itself'. They are able to present both sides of a story when, for example, they write about being an evacuee during the war, 'although some children were treated with respect, others were treated appallingly'. However, most pupils still have difficulties with grammar, spelling and punctuation. In the current Year 6 nearly half the pupils are in the lower ability class and their writing skills are poor. They are reluctant to write and lacking in confidence. They often work in small groups each supported by an adult. Some need constant reminders about the need for capital letters and full stops. Many are over reliant on adults for spelling simple words, although they are reminded to use a dictionary or to consult a word list they do not do this automatically. Although these pupils often make good progress in the lessons with this support, they find it hard to work independently, particularly when the work is not broken down into small enough, easily achievable steps. However, they are praised and encouraged appropriately and their confidence is gradually improving.
87. Additional small group lessons are provided for pupils with reading or writing problems and programmes are taught to help pupils with specific learning difficulties to improve their reading and writing skills. Pupils often make good progress in these sessions and this success helps to improve their confidence and self-esteem. However, some programmes are taught by staff who have had little training in how these are best implemented. This slows progress for some. However, overall support assistants provide good help, especially for pupils with more severe special educational needs, who benefit greatly.
88. Teaching is good, overall. It is consistently good and often very good in Years 5 and 6. Teachers plan thoroughly for their lessons and, because they assess pupils regularly, they are able to provide tasks that build on what pupils already know and challenge most pupils to progress. However, because the individual programmes for pupils with special educational needs are not detailed enough to be used easily in the classroom, work is not always planned in small enough steps to allow these pupils to make progress without a lot of adult help. Teachers mark pupils work carefully, praising correct work but also letting pupils know how they can improve. Pupils are very well managed and behave well. Lessons take place in an atmosphere that encourages pupils to speak out confidently, to be prepared to try new things and to want to work hard. Activities are chosen that motivate pupils and their interest is kept by the brisk pace.

MATHEMATICS

89. Standards in mathematics in the infant classes have significantly improved since the last inspection and are now broadly in line with those found in other schools. However, standards remain well below the national average in Year 6. There are some significant reasons for this. The current Year 6 pupils have had too much

ground to make up as a result of the legacy of poor teaching identified when the school was last inspected. There is also a long tail of lower attaining pupils, particularly in the junior classes. Some of these pupils do not make the progress they could. However, there is now evidence to show that the most able pupils in both key stages are achieving well and reach standards that are above those expected nationally for pupils of their age. More pupils in Years 3, 4 and 5 are on course to reach average standards.

90. Most pupils are making good progress throughout the infant classes from a below average starting point, particularly in their number work. The most able pupils are exceeding the levels expected of children of a similar age. In their numeracy lessons, pupils show they have a firm grasp of 2x, 3x, 5x and 10x tables. This is because good attention is paid to practising these on a daily basis. Pupils can rapidly double numbers up to 20 and understand how to divide numbers into halves and quarters, as a result of good teaching of mental strategies. There is also evidence that pupils are applying their skills in a wider context across the curriculum. For example, a display on holidays found pupils recording the times and duration of flights, as well as recording currency conversions and swimming pool opening times. In science, they also collect data and record this in graph form, as for example, adults' preferences for unhealthy snacks.
91. Most pupils in the junior classes are making satisfactory progress. The arrangement in which pupils are placed into mixed age groups, dependent on ability is proving successful. This has reduced the wide range of ability within each class, enabling teachers to direct work to pupils' needs more effectively. Higher attaining pupils now make good progress because of the more challenging work that is provided for them. For example, in the Y5/6 higher ability group, pupils have a firm grasp of how to calculate percentages of three digit numbers. In addition they handle division and fraction work with confidence and were also able to explain and accurately interpret graphs that were drawn from spreadsheets, in their science work.
92. Better teaching and a stronger curriculum are having a positive impact on most pupil's progress in all classes. Pupils respond well to the teaching methods used, with boys in particular, responding positively to daily use of competitive games such as 'Beat the Clock', which is geared to develop children's numeracy skills. There does however, remain a group of lower ability pupils who underachieve. These pupils are well supported by structured teaching and support from other adults. This high level of support has helped them with their concentration and attitude towards work. The learning of basic numeracy skills for these children has increased their confidence and self-esteem. However, opportunities for independent learning and the application of their mathematical knowledge beyond the classroom are missed. Children are not always asked to explain the processes they are using to achieve an answer and lack confidence in working alone. On some occasions, although they are given easier work, it is not broken down into small enough, easily achievable steps, which would help them tackle it more independently.
93. Pupils with special educational needs make satisfactory progress, overall. This is due largely to the support they receive in small groups in lessons. Support staff work hard to reinforce the teacher's input and ensure that pupils understand their tasks. They have good relationships with the pupils and as a result, pupils work hard and want to please them. However, most could make faster progress in relation to their abilities if the targets outlined in their individual work programmes were more specific. This would give staff a clearer idea of what individual pupils need do to improve and help pupils learn at a faster rate.

94. The teaching observed in mathematics lessons was always good or better, which is an improvement since the last inspection. Staff have better subject knowledge and plan and organise lessons well. The best lessons are delivered at a good pace and good quality questioning is used so that pupils remain involved and are challenged to think. This retains their interest and enthusiasm. There was good use of technical vocabulary in all lessons observed. In one lesson on shape in a Year 5/6 lower achievers' group, words such as parallel, symmetrical and infinite were used to describe the reflection of different shapes in a mirror. The use and application of mathematics in other subjects has improved since the last inspection. Computer software is used well to support learning, particularly for the collection of data and the construction of graphs. In design and technology the accurate measurement of ingredients and the recording of pupils' favourite topping is recorded using graphs. In science, children recorded the growth of the vegetables in the quadrangle area. Temperatures were measured in geography work, and in history graphs were used which showed population age and work distribution in the local area from 1841 to 1891. Resources are well matched to pupils' needs. They are always well prepared and organised prior to the lesson. The nationally recommended numeracy hour is now well established in the school and is effective in developing pupils' skills and understanding. Marking is always positive within an agreed whole school approach, with children being guided towards the next steps in learning.
95. The quality of assessment in mathematics is good. It has improved considerably since the last inspection with the school administering optional national curriculum test papers to all pupils in December and May. Records are analysed by the headteacher and targets reviewed in the light of pupils' results. The teachers then plan their work to match the pupils' needs. This closer assessment of pupils' work allows accurate grouping by ability in Key Stage 2 and a closer matching of task to pupils' abilities. However, this is less successful for those of lower ability and for some pupils with special educational needs.
96. The use of homework to support pupils has increased since the last inspection. Pupils now take home a numeracy target sheet to inform parents of their progress and how their learning can be supported at home. This approach has had some success but needs to continue to be developed if parents are to make a fully effective contribution to their children's progress.
97. The leadership and management of the subject are good. A new co-ordinator has been in post since January. The headteacher is currently supporting her in taking over this responsibility, for example, through monitoring teaching and analysing pupils' work, to ensure the good management by the previous co-ordinator is continued. There is an action plan in place, which is guiding developments effectively and also outlines training requirements and budgetary needs.

SCIENCE

98. Inspection findings indicate that standards in science for the current class of Year 2 pupils are close to average. This is a similar picture to the last inspection. Assessment data suggests there has been some improvement in the percentage of pupils achieving both the average and the higher levels this year (Levels 2 and 3). Work seen during the inspection suggests that pupils in the current Year 1 class are also on course to achieve higher standards. Pupils are making good progress from a low starting point.
99. Standards for Year 6 pupils are below average. However, this picture masks some real improvements since the last inspection. Far more pupils are now reaching

average levels than they were then and the number of pupils achieving the higher level (Level 5) looks set to improve this year. There was a dip last year because no pupils achieved the higher level, although some were close to it. However, the trend has been for results to rise at the same rate as nationally, whilst remaining below average.

100. Assessment data shows that throughout the school, standards are rising, particularly in the infant and lower junior classes. In the upper junior classes, despite recent improvements, the rate of progress has been slower for a significant number of pupils because they have not had as solid a foundation on which to build. They have had a lot of ground to make up. Significant factors in bringing about improvement include very good subject leadership, a very well planned and organised curriculum, consistently strong teaching and careful assessment of pupils' progress. The strong start children are now getting in the Foundation Stage also bodes well for the future, giving a much more secure base for learning.
101. By the end of Year 2, children are able to recall key facts about the topics they have studied. For example, they can name foods which are healthy and those which are not so good for them. They know that lungs are used for breathing and that exercise keeps our muscles and hearts healthy. Most can talk about vitamins and explain that vitamin C is necessary for healthy skin, nails, hair and teeth. Some can name a good range of fruits and vegetables that contain vitamin C. In Year 1, pupils can plan a healthy meal for themselves and can recall the life cycle of a butterfly in some detail, remembering words like 'chrysalis' and 'pupa'. They know that we grow and change as we get older and can name some stages of human development.
102. Teaching in the infant classes is consistently good or better. Teachers plan lessons very well, ensuring that all levels of ability are catered for. In Year 1 for example, higher attaining pupils are expected to draw and label the parts of a flower themselves, while lower ability pupils are given the labels and asked to stick them in the right place. Teachers also give pupils plenty of opportunities for practical, hands on investigative work. For example, pupils in Year 1 classify materials by organising them into sets of those which are soft, hard, rough and smooth. Pupils have also used magnets to find out which materials they attract. These experiences underpin their learning well, sparking their interest and enthusiasm and helping them remember facts and draw conclusions from what they have observed. Good attention is paid in infant classes to learning the correct scientific vocabulary and to recording findings in a variety of ways. For example, Year 2 pupils draw tables of findings and construct graphs which they then use to make comparisons between different types of foods.
103. By the end of Key Stage 2, pupils have a good understanding of how to construct scientific tests that are fair and of how they might control different variables. For example, when making a study of the conditions wood lice prefer, pupils were carefully reconstructing damp and dry environments within the same tray. They kept a careful record of how long the creatures spent in each section and made a chart to record their findings. Pupils can explain how creatures adapt to their environments and the part camouflage has to play in this. They know the relationships of plants and animals within the food chain. Most pupils demonstrate a good understanding of reversible and irreversible changes in materials. They can also explain which substances can be combined and separated and how this can be done. Pupils in Year 4 are able to construct an electrical circuit and test a range of materials to see which ones act as good conductors. They use their findings well to make some generalisations about conductors and insulators.
104. The quality of teaching in Key Stage 2 was good overall, with very good teaching observed in the lesson taught by the co-ordinator. Good opportunities for carrying out

scientific investigations, as in Key Stage 1, are sharpening progress. Teachers are also challenging higher attainers more effectively, for example, by encouraging them to design their own experiments and investigations. Questioning is used very well to encourage children to think scientifically. For example, in a Year 4 lesson, pupils were challenged to predict which materials make better conductors of electricity than others, through the teacher probing and encouraging them to use their previous knowledge. Pupils are also given good opportunities to explain their thinking orally. This helps them sort out their ideas before they put pen to paper. A strength of science in the junior classes is the way in which teachers give pupils the opportunity to record their work in different ways. They use tables, charts and diagrams well to present their findings. A relative weakness is that lower ability pupils in the upper junior classes are not always able to work consistently without direct adult supervision, even when the work is set at the right level for them. As a result, their progress is slower than it might be.

105. Well matched tasks and good support from classroom assistants are helping pupils with special educational needs at both key stages to make good progress in their scientific understanding. Work from the main part of a lesson is often reinforced in small groups. Classroom assistants ensure that pupils understand their tasks and help them record their findings. This ensures that those with weaker literacy skills are still able to demonstrate what they have understood.
106. Computers are used effectively in science lessons. For example, the computer-linked microscope was used to magnify woodlice in order to study them more carefully. A short video clip was made of their movements. The digital camera is also used effectively by pupils to record stages in their investigations, for example, into micro-organisms. Scientific topics are often researched on the Internet and programs are also used for pupils to record and store data and present this in graph form.
107. The co-ordinator gives very good support to her colleagues in planning the curriculum. As a result, teachers plan very consistently and effectively. She monitors teaching and pupils' work and as a consequence, has been able to pinpoint some key areas for improvement, such as the need to challenge more able pupils more effectively. A comprehensive system for checking on pupils' progress ensures that they are given work at the right level and that the school has a firm grasp of which pupils will benefit from extra help or a stronger challenge. These factors are driving up standards. The science club is enriching pupils' experiences in exciting and practical ways. For example, children are growing vegetables and plants in the garden area. They are thrilled by their success and motivated to work hard. This is having a significant impact on the learning of those who attend.

ART AND DESIGN

108. Standards reached by Year 6 are typical of 11-year-old pupils and pupils of all abilities are achieving well. This is because of good subject leadership. The co-ordinator is enthusiastic about art and design and has the necessary knowledge and expertise to have written a detailed scheme of work. This covers the full range of the art and design curriculum and gives the pupils the experience of a wide variety of materials and techniques. It enables teachers to know what to teach and allows pupils to build up their skills as they move through school. It spells out the skills to be taught and this helps teachers who are not specialists to teach art and design well. Each term pupils study the work of a different artist. These are chosen so that they represent artists from different ages and cultures, and both sexes. Each term the work produced is assessed so teachers and the co-ordinator can check that pupils are making suitable progress. Art work is well displayed throughout the school and this is motivating for

pupils who enjoy art lessons and work hard. ICT is used well. For example, 'paint and draw' programmes are used to enable children to create their own imaginative designs and for work in the style of famous artists. However, there are few visits or visiting artists to further enrich the curriculum.

109. In the infant classes, pupils explore different ideas, using a variety of materials and look at the work of other artists. They learn how to mix colours, to apply different types of paint in a variety of ways and work carefully and in some detail, being encouraged to observe carefully. For example, pupils in Year 2 study the landscape paintings of John Constable and then paint their own. They mix their own colours and produce careful paintings showing details of clouds, fields and trees. Good use is made of African masks as a stimulus to inspire pupils to make their own detailed and imaginative masks. They use a range of materials such as fabric and card, and roll and twist paper to produce a three-dimensional effect.
110. In the junior classes, pupils improve their observational drawings by using more detail and shading and show increasing sophistication in their use of line, tone and colour. They look at and discuss work by various artists that they use as a stimulus for their own work. For example, a Year 5/6 class watched a video and looked at photographs of the work of Andy Goldsworthy. They enjoyed these and understood that he uses natural objects so that they blend in with the environment. They worked together well in groups and collected their own natural objects to portray a particular idea. They worked carefully and with concentration, producing well thought out and imaginative sculptures. One represented a river, showing movement, another a spider's web showing texture. Pupils used a digital camera to record their sculptures. Pupils are able to say what they like about their own and others work and to suggest how to improve it. They show pride in their finished work.
111. Teaching and learning are good. Teachers provide suitable visual stimuli to motivate the pupils and prepare lessons that achieve a good balance between teaching skills and allowing pupils to experiment with techniques. Clear explanations and demonstrations help pupils to learn different techniques and apply these to illustrate their own ideas. For example, Year 3/4 pupils made a photomontage depicting their lives based on the work of David Mack. They learnt how to use a camera that they then took home to record their family life. They used these photographs, cut outs from magazines and pictures they printed from an art program on the computer to produce their own piece of work. Teachers question pupils well throughout the lessons, asking them to explain why they like certain pictures and why they have chosen what they have. Activities are chosen that interest pupils, who enjoy art and design, work with enthusiasm and behave well. Pupils with special educational needs are fully integrated into and are an accepted part of the class group and make good progress, as a result.

DESIGN AND TECHNOLOGY

112. Pupil's attainment at the end of Years 2 and 6 is above that normally found in most schools. Pupils develop high levels of skills in food technology, construction and textile work. For example, the designing of a fruit salad in Key Stage 1 required planning and recording prior to food being chosen and prepared.
113. In Key Stage 2 there was evidence of skilful jointing and strengthening in the creation of a moving monster. Pupils also incorporated the use of pneumatics, syringes, levers and pivots to good effect. The work was well considered, designed and recorded before construction began. Evaluation and improvement also took place,

with modifications being made to the finished models. Pupils at both key stages use a wide range and variety of tools and materials in their work. Throughout the school there are displays of weaving of textiles, softwood construction and paper technology all of which reflect a good standard of work.

114. During their time at the school, pupils of all abilities make good progress. They talk enthusiastically about the subject, recalling what they have made and how they went about it. Their progress is assessed at the end of every half term by the class teacher and individual levels of attainment recorded. These are used to plan future work.
115. Good links are made with other subjects. In the making of favourite pizzas for example, accurate recording occurred through the use of ICT in the form of block and pie graphs. In addition, in Year 5/6 the children made fairground rides using control technology in the 'Introduction to Robots' competition. These linked well to work on history they had undertaken about the Victorians. Pupils use their literacy skills effectively, as they design and evaluate their work, using text features such as bullet points.
116. The subject has been well managed by the co-ordinator who has recently left the school. The role of the current co-ordinator is only temporary prior to the arrival of new teaching staff who will be expected to maintain the subject. There is good coverage of the curriculum and planning of activities is based on a national scheme of work. This is providing good guidance for teachers and is helping ensure pupils build on their skills from year-to-year. Teachers' planning is regularly checked on and changed, as necessary, to ensure it guides teaching and learning effectively. Considerable funding has been directed towards the purchasing of new resources, which are plentiful and of good quality.

GEOGRAPHY

117. Standards in geography are broadly similar to those found in most schools, as they were judged to be at the last inspection. Only one geography lesson was seen during the inspection and this was good. However, an analysis of pupils' work shows that the impact of teaching over time is also good. Pupils in the infant classes are making good progress and this is continued in the lower junior classes. However, in the Year 5/6 classes, despite good teaching, progress is steady rather than sharp. This is because pupils in these classes have not had as firm a foundation on which to build. Lower ability pupils, in particular, have weaker literacy skills and find it harder to record their work independently, without adult support, even when the work is matched to their abilities.
118. By the end of Year 2, pupils understand the difference between human and physical features, related to their topic about the fictional Island of Struay. They can identify features on maps and plot a simple journey using a map as reference. They can compare life on a small island with life on the mainland, identifying things they might miss if they lived there, such as 'McDonald's'. Pupils have a good knowledge of their own local area. They can describe attractive and unattractive features from the fieldwork they have undertaken, such as the park and the underpass. They can draw simple maps of their journey from home to school and can identify different types of houses. In Year 1, pupils are becoming increasingly aware of the wider world, through following the adventures of 'Barnaby Bear' as he visits places on holiday, usually accompanied by a member of staff.
119. At the end of Year 6, children have soundly developed mapping skills. For example, they can use Ordnance Survey maps to find features of the local area using co-

ordinates, and more able pupils can identify changes over time. Most can compare different climatic conditions and identify the wettest and driest areas on a world map. However, some of the lower ability pupils struggle with this work and find it difficult to identify places on a map of the world, without support. In Years 3 and 4, children develop a good understanding of life in an Indian village. They can compare the lives of children in the village with their own lives, making reference to climate, transport and education. Pupils can explain how settlements develop over time, relating this to their own town of Tamworth and its location by the river. Pupils retain facts well because of the practical work they undertake.

120. Throughout the school, the majority of children are given good opportunities to develop their skills of enquiry. For example in a Year 3/4 class, they have carried out research into their own local area and written interesting pamphlets as a result. Often, teachers pose questions for pupils to answer. However, there are some examples of children being encouraged to pose their own questions, as for example, when Year 2 pupils wrote to Katie Morag to ask her about life on Struay. Children are encouraged to use the Internet as a source of information, particularly in the junior classes.
121. Pupils are encouraged to record their work in geography in a wide variety of ways. They make effective use of the skills learned in mathematics, for example, to record data in charts, graphs and tables, sometimes using the computer. Some higher attaining pupils in Year 3/4 had used the computer to make maps of their own imaginary settlements. Good use of 'writing frames' in the Year 3/4 classes to help children structure their research and organise their findings is paying dividends. This is particularly beneficial in supporting those pupils with weaker literacy skills.
122. Residential visits for Key Stage 2 pupils to Shughborough Hall Outdoor Education Centre enrich pupils' experiences in geography, as they have opportunities for orienteering and environmental work. Field trips in the local area, including a river study and a traffic survey in the local high street also add to pupils' learning. However, the school is currently examining ways in which these could be extended further, to give pupils more practical experiences.
123. Subject leadership is sound. A nationally recommended scheme of work has been adapted to meet the needs of the school and is providing good guidance for staff. The headteacher is currently overseeing the subject. He has a secure knowledge of standards through analysing pupils' work and assessments. This also gives him the opportunity to check that pupils build on their skills from year to year.

HISTORY

124. Standards at Year 2 and Year 6 are similar to those found in most schools. This is a similar picture to that found at the last inspection. Pupils in Key Stage 1 make good progress from a low starting point. This is built on well in Years 3 and 4. In Years 5 and 6, despite the weaker literacy skills of a significant number of pupils, they make sound progress because teachers ensure that the work set matches their abilities. They make good use of 'writing frames' to help children break their work into smaller 'chunks' and adapt reading material to meet their needs. There are strengths at both key stages in the amount of work covered and the way in which chronology is taught. Good use is also made of skills learned in literacy and links with other subjects such as art and design and ICT are well developed. A weakness, however, is that sometimes more able pupils are not challenged as effectively as they might be in the junior classes.

125. By the end of Key Stage 1, pupils have developed a sound understanding of past and present. They have examined artefacts and can identify and compare 'old' and 'new' objects, for example, drawing and labelling old and new toys. They have closely observed and sketched objects from past times, relating them to life in the past, for example in Victorian times. This linked well with work in art and design. The Queen's Golden Jubilee has provided pupils with the opportunity to look at life in Britain over the last 50 years and how things have changed. From the earliest stages teachers give pupils the opportunity to record information in a wide variety of ways, for example through pictures and captions, comparison charts, graphs and labelled drawings. This continues throughout the school and gives pupils good opportunities to use skills learned in other subjects, such as mathematics.
126. By the end of Year 6, pupils have developed their research skills to an appropriate level. They can select information from books and from the Internet and can organise their work. For example, they have made booklets about Victorian life. They demonstrate good factual recall of the periods they have studied. Most can compare and contrast differences in the way people lived 'then' and 'now' and explain what life was like for people at various levels of society within a time period. For example, they can compare the lives of Victorian children in rich and poor families and also in the town and the country. Their understanding of how events relate to one another in time is developing well. They can record events from Queen Victoria's reign, putting them in order on a timeline. Pupils throughout Key Stage 2 have good opportunities to find answers to questions posed by teachers. However, they have fewer opportunities to answer questions they have posed themselves.
127. A strength in the junior classes are the links teachers make between history and literacy. For example, pupils have made notes about life in Egyptian times and then written them up in paragraph form. A visit to the museum in Birmingham sparked children's imaginations to write mystery stories about mummies. Pupils in Years 3 and 4 have used a good range of literacy skills to produce an interesting pamphlet about the local area, combining history and geography. 'Writing frames' are used well to give children support in organising their written work. These are very effective for those of average and lower ability. However, higher attaining pupils could be challenged more effectively on occasions if they were given the opportunity to record their work independently.
128. Teaching was good in the Year 3/4 lesson seen. Pupils were learning about the 1960's, using books and the Internet. They were also using first-hand research gleaned from questionnaires to parents and grandparents. The lesson was well planned and organised to ensure that pupils were supported in finding relevant information. Their enthusiasm and interest was captured from the start as the teacher produced a dress, boots and a hat from the 1960's. Pupils quickly found similar examples in books and some enjoyed trying on the clothes. Research work was carried out with Beatles songs playing quietly in the background, giving children a real 'feel' for the period.
129. There is currently no co-ordinator for the subject. The headteacher has sound oversight of the area until a new appointment is made. He is ensuring that topics are covered in sufficient depth and is keeping an eye on standards through checking on pupils' work. He encourages visits to places of historical interest, such as Tamworth Castle and the Birmingham Museum. However, the school has recognised the need to extend the range of visits and visitors to further enrich the subject. The headteacher ensures that school resources are supplemented through artefact loans from the local education authority service, to support teachers in their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards have significantly improved since the last inspection and are now better than those usually seen for children at both Year 2 and Year 6.
131. There have been a number of important changes within the subject since the last inspection that have contributed to the significant improvement in the standard of pupils' work. The quality of provision has improved considerably with the development of an ICT teaching suite. This is now timetabled and used throughout the day by all classes, both for direct teaching of ICT skills and to support work in other subjects. In addition, the individual classrooms have linked computers, allowing greater access to pupils within lessons. The purchasing of a scanner, web cam and programmable toys for control technology, as well as a digital camera and computer microscope have also allowed pupils and staff the opportunity to explore the subject more fully, for a wide range of purposes. Very good leadership and management by the co-ordinator has ensured a strong curriculum is now in place. Teachers have also received training and have greater expertise and confidence than previously.
132. The progress of pupils is good in both key stages. A significant number of pupils in the current Year 1 class have already reached the expected national curriculum level for children who are a year older. Similarly, a good proportion of pupils in Year 4 have already reached the expected level for pupils in Year 6. This is presenting a challenge, which the school is rising to as they plan work to build effectively on pupils' previous learning. Progress is closely checked by tracking, measuring and recording how well pupils are achieving and moving them on quickly to the next level. The school has introduced its new ICT scheme over the last two years through a rolling programme that has ensured work is very closely matched to the developing skill levels of the pupils. This has been a key factor in raising standards. Classroom computers are also used as an assessment tool to record pupils' progress. Results of assessments are recorded and retained to help plan work at the right level and set targets.
133. Pupils in the infant classes build quickly on the good foundation laid in the reception class. The majority are able to use computers effectively to enhance their work, for example through the use of graphics and word processing. They have good mouse control and knowledge of keyboard functions. Most are able to use word processing programmes independently, with confidence, changing fonts and size of print to match their needs. They use their skills well, for example in creating pictures of landscapes and monsters. These were generated using a range of 'paint' and 'draw' tools in an art program. Pupils confidently load programs and make choices from menus when using the computer to support their work in literacy and mathematics.
134. By the end of Year 2, pupils are exploring how to use control technology for example, with work on developing a traffic light system. They are creating power point presentations of a fairy story of their choice incorporating sound and graphics into their work. Well developed publishing skills were in evidence. For example, Year 5 pupils had produced a school newspaper 'The Hanbury Herald', using a range of desktop publishing functions, such as columns and captions and importing photographs into the text. Children demonstrated confidence as they accessed the Internet for example, to research fashions in the past. They use the schools email facilities to communicate with each other and with people outside the school. There is good evidence of pupils at the end of Key Stage 2 working with high levels of independence. The pupils questioned enjoy the subject and work with confidence with the resources available to them.

135. Although little direct teaching was observed, the well-planned activities, thorough and useful assessment of progress and the support and input received by pupils as they work indicates that teaching is consistently good. In the Year 5/6 class taught by the subject leader, children have made very sharp progress because of her expertise and enthusiasm. She ensures they use computers in almost every aspect of their learning and this has greatly increased their skill and confidence. Pupils with special educational needs are also well supported. For example, in a Year 3/4 history lesson a classroom assistant worked skilfully with a small group of pupils to support and guide their research on the Internet. As a result, these pupils made the same good progress as others in the class and increased their confidence.
136. A strength of ICT is the way it is used well throughout the school to support and enhance work in most other subjects. For example, in science and mathematics, the recording of data in graphs and charts is very well established at both key stages. The digital camera is extensively used by the children themselves for example, to personalise their work, add to displays and record different stages in science experiments. They are able to download their images and incorporate them into their work. Older pupils, in particular, use the computer-linked microscope effectively. For example, in a Year 5/6 science lesson, they magnified woodlice to make close observations and made short video clips of their behaviour to use for further study. Computers are seen as an everyday learning tool. For example, in one English lesson the children used the Internet to research the country of origin of a number of words in common use.
137. Management of the subject is very good. The co-ordinator is well qualified and has given a strong steer to raising standards. The staff's knowledge and expertise has improved since the last inspection. Teachers have attended a number of training days and now all use the available resources with confidence. This is reflected in the amount of work produced by staff themselves on computers to support their planning, as well as the exciting range of activities they provide for pupils. Teachers plan well to ensure that all elements of the ICT curriculum are covered in sufficient depth to develop pupils' skills well. The co-ordinator guides and supports her colleagues very effectively. She has created a 'Starting Points' folder to support all staff in operating the available software and hardware. An exemplification file has been developed that is both annotated and levelled in relation to the National Curriculum. This shows staff what pupils should achieve at each stage. It also provides good evidence of the improvement in pupils' achievement since the last inspection. There is a comprehensive action plan in place that sets out clearly the way forward for the subject and the needs of the pupils.
138. A Computer Club has been established in which children are given further good opportunities to practise and refine their ICT skills. The school has recently organised its own website that is accessible to parents and families. Whilst in its infancy it does provide a further communications link between school and home and gives pupils another opportunity to see how computers are used in the world outside the school.

MUSIC

139. Standards are below average. Pupils make good progress in music lessons because they are taught skills well by a specialist teacher who is also the co-ordinator. However, she only teaches in school for two afternoons a week. Consequently the lessons, although regular, are short and, over time, not enough ground is covered because pupils do not have enough opportunity to practise and improve their skills.
140. Pupils in the infant classes talk enthusiastically about music. They enjoy the lessons and learn songs for singing in the Christmas play. Pupils who learn to play the recorder perform for the school on special occasions. They listen to a variety of different music and compose some of their own using symbols to represent sounds.
141. In the junior classes pupils learn to sing a range of songs. Year 6 pupils are learning some songs from the musical 'Oliver' to sing at the 'leavers' concert. They enjoy these and sing enthusiastically but the words are not always clearly articulated. They are reasonably confident when they sing but when the notes get higher this confidence wavers. They make an attempt to sing in two parts but they do not get enough time to practise this to improve sufficiently during the lesson. They are able to work in groups to create a piece of music about a landscape, using tuned and untuned instruments to make interesting sounds. They record their sounds using symbols to represent the instruments.
142. Teaching is good. Planning is thorough and a variety of activities are well chosen to keep interest high. As pupils enter the class the teacher plays a piece of music. They listen to this well and are able to describe it simply, for example as marching music or music for a circus. Throughout the lesson pupils are helped to improve their performance. For example, they warm up their voices by singing scales. A Year 5/6 class worked in pairs to invent their own song scale about food and all enjoyed this, singing unselfconsciously their compositions, such as 'I could eat a big fat chicken'. They stand up to sing and are told to stand straight, to use their breath and to sing clearly. Pupils are encouraged to listen to and talk about music. For example, pupils in a Year 3/4 class played a game of 'Juke Box Jury' with songs from the 1960's, the 1980's and the 2000's. They were able to say simply why they liked or disliked the music, for example 'I liked the rhythm', and had to vote the music a hit or a miss.
143. Some pupils benefit from tuition outside lessons and as a result, make better progress. There are recorder lessons at lunch times for pupils from both the infants and the juniors who choose to attend. These are well taught by the specialist teacher and contribute to the achievement made. Brass tuition is available from a peripatetic service but is currently only taken up by three pupils.
144. Subject leadership is satisfactory. The co-ordinator has developed a comprehensive scheme of work to ensure learning can be built on from year to year. She has also devised a system for checking on pupils' progress and shows what they need to learn next. However, the lack of time allocated by the school management to the teaching of music inhibits learning.

PHYSICAL EDUCATION

145. Standards in athletics, games and swimming are typical of those found in most schools. No dance or gymnastics lessons were observed.
146. In the two Key Stage 2 lessons seen, teaching was satisfactory and in the infant lesson, teaching was good. This is an improvement since the last inspection. Good leadership and management of the subject has helped teachers improve their skills. The co-ordinator has very good specialist knowledge of the subject and has guided staff to raise their expectations of what pupils should achieve at each stage of their learning. Planning for the subject is now based on a nationally recommended scheme and covers all the elements of physical education (PE). The impact of this was evident in the lessons seen. For example, in a well taught Year 1/2 lesson, the pace ensured a brisk turnover of suitable games activities and good practice of skills and techniques. The pace and challenge ensured pupils' enjoyment because they were fully involved and working hard. Pupils in this lesson could describe the effects of exercise on their bodies and give reasons for why we exercise. One child stated 'We're trying to make our bodies healthy.' They worked sensibly and showed good concentration and control of equipment even though some found it difficult to kick a ball accurately. Teachers are well prepared for lessons and have a clear understanding of the need to plan warm up and cool down activities. The beginnings to lessons rightly focus on explanations so that pupils understand the effect of exercise on the heart and lungs. However, warm up activities in the junior classes are not always as effective as they might be because they are sometimes too short and the correct techniques are not always used.
147. Pupils' PE skills and their personal and social development are fostered effectively through the good opportunities for them to work together, both in PE lessons and out of school activities. This picture has been maintained since the last inspection. A good range of sporting activities is provided out of school time. These include athletics and football. There are also additional opportunities to take part in sports activities during 'Breakfast Club'. Pupils in the junior classes have the opportunity to attend a residential course at an outdoor pursuits centre. This enriches and widens their experience through challenging activities that include, orienteering, walking, caving and rock climbing. Pupils who show particular talents are encouraged and supported to develop these and pupils with special educational needs are fully included in all activities.

RELIGIOUS EDUCATION

148. Standards in Year 2 and Year 6 are in line with those expected in the locally agreed syllabus for religious education. This is a substantial improvement since the last inspection.
149. Subject leadership is good. Much development work has been undertaken and has resulted in a consistent whole school approach to planning and to a better understanding of what pupils know, understand and can do. Additionally, the subject leader has ensured staff have a better knowledge of how to develop pupils' understanding and appreciation of major religions beyond simple recall of facts. This is clearly seen in pupils' work and their discussions.
150. Pupils now have a better knowledge of Christianity and can compare key events and stories with those of other religions. They have a good understanding of the meanings and importance of worship to the different believers in each of the three major religions that they study. They can, for example, raise questions about important

elements in the stories and traditions of other religions and some pupils make perceptive comparisons. By reflecting on two different creation stories, Year 5 and 6 pupils could draw out similarities and differences by pursuing ideas and details in the stories. In one case, a boy compared the passage of time in the seven day Biblical creation story to that of Hindu creation beliefs. Such experiences develop an increasing tolerance and a greater understanding of beliefs and faiths.

151. The quality of teaching is consistently good across the school. Lessons are well planned and organised to include time for reflection and discussion. As a result, pupils' personal responses are thoughtful, as for example, they reflect with others to compose prayers. Children expect to learn. They enjoy the range and depth of other religions studied and this is mirrored in their thoughtful and reflective writing. A close eye is kept on pupils' progress including those with special educational needs who are often given good support from classroom assistants to help reinforce their understanding. The information that teachers gain helps them effectively plan future work. Teachers' questioning skilfully guides discussion and this increases pupils' awareness, for example of ways in which people pray and offer praise. Resources now support teaching and learning appropriately. Visits from speakers and visits to places of different worship are used to enrich pupils' experiences. The subject contributes well overall to pupils' social, moral, spiritual and cultural development. Pupils have a greater ability to reflect on and respect the diversity of faiths and people of the world.