

INSPECTION REPORT

SPRING VALE PRIMARY SCHOOL

Parkfields, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104330

Headteacher: Mrs Pauline Hill

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 23rd – 26th September 2002

Inspection number: 246371

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Kenilworth Crescent Parkfields Wolverhampton West Midlands
Postcode:	WV4 6SD
Telephone number:	01902 556589
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Lockett
Date of previous inspection:	14 June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Foundation Stage Equal opportunities English as an additional language Science	The school's results and achievements How well are pupils taught? How well is the school led and managed?
13450	Jenny Madden	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17456	Angela Smithers	Team inspector	Special educational needs English Art and design History Music Religious education	
22059	Neil Wales	Team inspector	Mathematics Information and communication technology Design and technology Geography Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Spring Vale Primary School is an average sized school with 219 pupils on roll, including 20 full-time equivalent children who attend the nursery. The school is situated south of Wolverhampton and serves a large area of private housing and council housing, as well as private rented accommodation. Forty-three per cent of pupils come from different ethnic backgrounds, eight per cent being black Caribbean, 22 per cent Indian and 13 per cent of mixed race (white/black Caribbean). Sixteen per cent of ethnic minority pupils are on the English as an additional language register but only five per cent are at the early stages of learning acquisition and receive support from staff funded by the Ethnic Minority Travellers and Achievement Grant (EMAG) because they are at the early stages of language acquisition. Twenty-two per cent of pupils are eligible for free school meals; this is broadly average, 14.6 per cent of pupils are on the register of special educational needs and this is below average. There are no pupils with statements of special educational need. The percentage of pupils with English as an additional language, 26.1 per cent, is very high. Attainment on entry to the school is very variable and ranges from being well below average to broadly in line; this year it is below average. In June 2000, the school was taken out of special measures by Her Majesty's Inspectors. It is on the basis of this report that improvement will be commented upon.

HOW GOOD THE SCHOOL IS

This is a good school which gives all its pupils a good start to their education. Pupils are well cared for by a hard working and dedicated teaching staff who know them well and ensure that good learning opportunities are provided. The quality of teaching is good, with examples of very good teaching. Standards are in line with national averages at the end of Year 2 and Year 6 with the exception of information and communication technology in both key stages and mathematics in Key Stage 2, where standards are below national expectations. Pupils' achievements are generally good throughout the school in English, mathematics and science; they are satisfactory in information and communication technology, religious education and all foundation subjects. The school is very well led and managed by the headteacher and key staff; it provides good value for money.

What the school does well

- The Foundation Stage of learning provides a vibrant and exciting start to children's education.
- All groups of pupils achieve well in relation to their prior attainment because of the good quality of teaching and effective use of assessment to inform their next steps of learning.
- Provision for pupils with special educational needs and English as an additional language is good and these pupils make good progress.
- Pupils have very positive attitudes to learning, behaviour and personal development are very good, partly because of the very good provision made for pupils' spiritual, moral, social and cultural development.
- Learning opportunities are well structured and are supported by a good range of visits, visitors, extra-curricular activities and a very good programme of personal, social and health education.

What could be improved

- Standards in information and communication technology (ICT) across the school, mathematics and science by the end of Key Stage 2.
- Curriculum planning and assessments in science and foundation subjects and opportunities for pupils to develop their skills of literacy, numeracy, and ICT in all subjects.
- The challenge for higher attaining pupils in foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since being taken out of special measures in 2000. It has responded positively and effectively to all of the key issues.

Standards have improved, as has the quality of teaching in both key stages. Provision in the Foundation Stage of learning is now much better and is good overall. Provision for pupils with special educational needs has also improved and is now judged as good. Governors and co-ordinators have improved their practice and make a significant contribution to the very good leadership and management of the school. Provision for pupils' spiritual, moral, social and cultural development is now judged as very good, whereas previously it was good. The good improvement has been brought about by good links with the local education authority, rigorous implementation of performance management, and detailed school self-evaluation by the headteacher, governing body and key staff. The school's capacity for improvement is very good.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	C	B
mathematics	E	D	C	C
science	D	E	D	C

Key

well above average A

above average B

Average C

below average D

well below average E

Attainment on entry to the Foundation Stage is below average. Children make good gains in learning and achieve the Early Learning Goals in all areas of learning on entry to Year 1. The 2001 national tests results indicate that, by the end of Year 2, standards were in line with national averages in reading and mathematics and were above national averages in writing. In comparison with similar schools, standards were well above average in reading and writing and were above average in mathematics. Teacher assessments in science indicate that standards were below the national average.

By the end of Year 6, national tests results show that standards were average in English and mathematics, but were below average in science. In comparison with similar schools,

standards were above average in English and in line in mathematics and science. Whilst the national data of test results is not fully validated, the 2002 results show an improving picture in Year 2 where standards are continuing to rise with pupils making good progress in reading, writing and mathematics. The 2002 results in Year 6 are likely to show standards below the national average in English, mathematics and science, because there were many pupils with special educational needs and English as an additional language, who, whilst achieving well in relation to their prior attainment nevertheless did not attain national averages. The present Year 6 has many lower attaining pupils who experience problems in literacy and numeracy. The school has consistently met its challenging targets for literacy and numeracy.

Inspection findings show that the present Year 2's attainment on entry was well below the national average. By the end of Year 2 standards in speaking and listening, reading and writing and science are in line with national average and pupils make good progress. By the end of Year 6 standards in English and science are broadly in line with national averages, but standards in one aspect of science (physical processes) are below those expected nationally. In mathematics, standards are below the national average due to weaknesses in using and applying mathematics, and data handling. Overall, pupils' achievements are good in core subjects and satisfactory in foundation subjects. In ICT, standards are below national expectations at the end of Year 2 and Year 6, but are poised to rise because the ICT suite has only been fully operational for several months. In religious education, by the end of Year 2 and Year 6, pupils attain the expectations of the locally agreed syllabus and make good gains in learning. In all foundation subjects, art and design, design and technology, geography, history, music and physical education, pupils attain standards that are in line with national expectations and their achievements are satisfactory.

Standards in the core subjects, English, mathematics and science, represent good progress in relation to pupils' prior attainment and, whilst pupils attain average standards in the foundation subjects, there is room for improvement in their rates of progress, which needs to be addressed through further development in curriculum planning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and work hard in lessons.
Behaviour, in and out of classrooms	Very good. Pupils are extremely well behaved and care and value each other.
Personal development and relationships	Very good. Pupils respond very well to the opportunities given. Relationships are very good and pupils value their teachers.
Attendance	Satisfactory. The school has worked very hard at raising attendance and this is having a positive effect on learning.

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.

Since the time of the school was taken out of special measures, the quality of teaching has improved. Three excellent lessons were seen in Years 5 and 6, in which pupils made very good short-term gains in learning. Good teaching, with aspects of very good teaching, was seen across the school. In the minority of lessons where teaching was unsatisfactory weak curriculum planning and lack of assessment contributed to a mismatch between what the teacher had planned and what pupils could actually do. The strength in the teaching lies in the very secure learning routines that teachers establish in giving pupils plenty of opportunities to practise what they have learnt. Teachers know their pupils' barriers to learning and plan to overcome them. Teachers have high expectations, they teach literacy and numeracy well, using precise targets so that pupils know and understand what is expected of them. The positive ethos of learning is firmly established and rewards and sanctions are consistently applied. As a result, all children, including those with special educational needs and English as an additional language, make good gains in learning basic skills. The teaching of children in the Foundation Stage of learning is good and all children are given a good start to their education. The teaching of pupils with special educational needs and English as an additional language is consistently good throughout the school. Support staff make a valuable contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Learning opportunities are enhanced by a good range of visits and visitors and extra-curricular activities are good.
Provision for pupils with special educational needs	Good. Teachers identify these pupils at an early stage and swiftly provide effective support. Support staff work well with these pupils.
Provision for pupils with English as an additional language	Good. These pupils are included in all aspects of school life and in the infants are given extra support. In spite of limited specialist support in the juniors, these pupils are effectively targeted by class teachers and make good gains in learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The strengths lie in the very good provision for pupils' spiritual, moral and social development. Cultural development is good, but more opportunities need to be provided in music.
How well the school cares for its pupils	Good. Assessment procedures are good in English and mathematics, but need to be developed further in science and all foundation subjects. All staff have a good understanding of the school's pastoral and welfare procedures and implement them

	consistently and conscientiously.
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Partnership with parents is good. Parents support the school and are very appreciative of the very good quality of information they receive about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff provide a very clear educational direction for the work of the school. Subject co-ordinators are more fully involved in the management of their subjects than in the previous inspection and are becoming more effective.
How well the governors fulfil their responsibilities	Good. The governors are all hard working, support the school and fulfil their statutory duties well.
The school's evaluation of its performance	Very good. The headteacher, deputy headteacher and governing body are increasingly astute in their analysis of a wide range of test and assessment information that successfully informs their plans for future improvement.
The strategic use of resources	Good. The school makes prudent use of its budget and has made a good start to implementing the principles of best value.

The school employs a good number of appropriately qualified and experienced teachers and teaching assistants. Levels of educational resources are generally good, but there is a lack of multicultural instruments in music and pupils would benefit from more computers in classrooms. The school's accommodation is attractive, meticulously clean and well maintained. The outdoor area is well equipped for all pupils, including those in the Foundation Stage. The well equipped school grounds help pupils develop their love of nature and skills of conservation.

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 children enjoy school. • Teachers make learning fun. • Headteacher and staff are very approachable. • Parents are made to feel welcome in school. 	<ul style="list-style-type: none"> • A small minority of parents felt that homework was inconsistently given out.

Inspectors agree with parents' positive comments, but disagree with a few parents' views on homework. Homework is given out regularly and supports pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the Foundation Stage is very variable and ranges from being well below to being in line with that expected nationally for four-year-olds. No data is available for the present Year 6's attainment on entry; but the school has identified both the present Year 6 and last year's cohort of pupils as being low attaining, as evidenced by their Year 2 national test results. The present Year 2's attainment on entry was below average. There are very few average attaining pupils in the class. Approximately one-third of them are above average attainers whilst the remaining two-thirds are below average attainers. This year's attainment on entry to the Foundation Stage is below average, with many children experiencing language and communication problems. Many have not attended pre-school settings and are not fully aware of the routines of nursery. Because of good teaching, good use of assessment and well planned learning opportunities, these children make good gains in learning and attain the Early Learning Goals in all areas of learning by the time they enter Year 1. Their achievements are good in relation to their prior attainment. Throughout the Foundation Stage and Key Stage 1 children who have English as an additional language are well supported by both the bilingual support assistant and the part-time teacher, and all groups of children, including those with special educational needs and higher attainers, are effectively challenged. Children learn well because the curriculum is well planned providing an appropriate balance of learning through structured play and acquiring basic skills. Good quality resources are available, staff work well as a team and every effort is made to help children overcome any barriers to learning. For example, 50 per cent of children enter the nursery without knowing how to handle toys. They are tired due to lack of sleep, lack basic vocabulary, have short attention spans and quite a few have poor cutting and pencil control skills. Staff work hard to overcome these barriers, they send home educational toys so that parents can help their children acquire basic skills of language and personal, social and emotional development. The good partnership with parents is having a positive effect on raising standards in all areas of learning. A particularly strong feature of this partnership is the very good information that parents receive on their children's progress. This enables them to help their children at home and, as a result, children are given the opportunity to consolidate their learning.
2. The 2001 national test results and teacher assessments show that at the end of Year 2 in comparison with all schools, pupils attained standards that were in line with national averages in reading and mathematics. In writing, standards were above the national average. In comparison with similar schools, standards in reading and writing were well above national averages and in mathematics standards were above the national average.
3. In writing, many pupils attained the higher levels and their performance in reading and mathematics was close to the national average. The school's performance in science was below the national average. Over three years, the performance of pupils in reading, writing and mathematics fell below the national level. There was no significant difference in attainment by gender or ethnicity.
4. By the end of Year 6, in comparison with all schools, pupils attained national averages in English and mathematics, but in science their attainment was below average. In comparison with similar schools, pupils' attainment in English and mathematics was

above average, in science it was in line with the averages. Over time the performance of pupils in all core subjects fell below the national average. There was no significant difference in attainment by gender or ethnicity. The trend in the school's National Curriculum points for all core subjects was above the national trend. However, too few pupils scored the higher levels in English, mathematics and science. Whilst national data is not yet fully validated for 2002, test results show an improving picture in Year 2 with many pupils attaining the higher levels in reading, writing and mathematics. This is because the senior management team, under the direction of the headteacher, has put extra systems in place to improve standards. For example the reading scheme has been changed, and pupils have access to a more structured approach to learning phonics and the teaching of mental mathematics has improved considerably due to effective monitoring of teaching and learning.

5. However, test results at the end of Year 6 are not as high as they were in 2001 in English and mathematics. It is highly probable that standards will be below national average in English, mathematics and science in the 2002 results. Too few pupils attained the higher levels. In relation to pupils' prior attainment these pupils made good progress because of the good teaching that they had received as evidenced in the scrutiny of pupils' work.
6. Inspection findings show that, based upon this year's Year 2 and Year 6 which have a high percentage of pupils who are below average attainers, standards are in line with the national average in speaking and listening, reading, writing and mathematics at the end of Year 2, and at the end of Year 6, standards are in line in speaking and listening, reading, writing and science with the exception of AT4 (physical processes), where they are below national average. In mathematics at the end of Year 6, standards are just below national average. Pupils' attainment in problem solving, carrying out investigations and data handling is below that expected of 11-year-olds nationally. This is largely due to the fact that pupils find it difficult to apply what they have learnt to other situations and, as yet the use of numeracy in other subject areas is not sufficiently well developed and too few opportunities are provided for pupils to use ICT in mathematics. In science, the Programme of Study for physical processes is not covered in sufficient depth; resulting in pupils lacking knowledge on magnetism, light and sound, with specific reference to how light enters the eye, and insufficient opportunities are provided for pupils to employ a range of information sources and data to support learning. The school has identified these weaknesses and is ensuring that the scheme of work will be upgraded to reflect the progressive development of both scientific skills and knowledge. The reason this had not been done sooner was because the focus had been on enabling pupils to develop basic skills of reading, writing and number to access the curriculum. In both key stages pupils are making good gains in setting up experiments and they are developing their skills of scientific research, explaining cause and effect and carrying out systematic observations by recording their findings in a variety of ways. Overall, pupils' achievements in relation to their prior attainment in both key stages are good.
7. In ICT at the end of Year 2 and Year 6 standards are below national expectations, but pupils' achievements are good because they are quickly acquiring new knowledge. The school has only recently had an ICT suite installed and already pupils are making big strides in their learning of ICT skills. The school ensures that pupils who do not have access to a computer at home are not disadvantaged and already plans are in place for pupils to receive extra support, but as yet there are too few computers in classrooms to enable pupils to practise skills that they have learnt in the computer suite.

8. In religious education, the end of Year 2 and Year 6 pupils attain the expectations of the locally agreed syllabus and make good gains in learning because staff ensure that pupils have plenty of opportunities to record their work and in the case of higher attaining pupils produce a good deal of extended writing.
9. No secure judgement can be made in physical education at the end of Year 2 because an insufficient range of lessons was seen. In all foundation subjects art and design, design and technology, geography, history, music and physical education (Key Stage 2) pupils attain standards that are broadly in line with national expectations for seven and 11-year-olds and the achievements overall are satisfactory. At present, the school has not fully developed its schemes of work for all foundation subjects with clearly defined expectations of what pupils should be achieving at the end of each academic year. Subject specific skills identification and progression, and clear assessment procedures are not yet fully established. Once this has been done, it is very likely that standards will rise because of the good quality of teaching. Teachers have secure subject knowledge in all foundation subjects, but they do not always suitably match tasks to pupils' needs as assessments of what pupils know, understand and can do are lacking. The very effective use of assessments found in literacy and numeracy can now be adapted to other foundation subjects so that standards can continue to rise.
10. Pupils' achievements are good in both key stages in English, mathematics, science, ICT and religious education and are satisfactory overall in all foundation subjects. All groups of pupils in both key stages including those with special educational needs and English as an additional language make consistently good progress in the core subjects of English, mathematics and science. There are times when higher attaining pupils could be more effectively challenged in foundation subjects in both key stages. Since the June 2000 inspection led by HMI, standards have risen in literacy and numeracy at the end of Key Stage 2, in reading standards have improved at the end of Key Stage 1 and overall pupils' rates of progress are now judged as good. Pupils with special educational needs attain standards which are appropriate to their capabilities and their achievement in relation to their prior attainment are good. Staff have worked very hard in conjunction with the local education authority at raising standards even further. The school has consistently met its targets in English and mathematics over the past two years, because of good teaching, very good leadership of the headteacher, good school self-evaluation and effective partnership with the local education authority. Staff have been successful at giving their pupils a good start to their secondary education.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to the school are now very good, an improvement on the previous inspections when they were said to be good. Parents say their children like being in school, whilst pupils themselves give every indication of being happy in the classroom and during breaks. Children in the Foundation Stage of learning have very positive attitudes to learning and they are making good gains in developing their skills of independence. In Year 6, for example, pupils really enjoyed a physical education session, particularly the warm up, which was challenging as well as making them laugh. They settle quickly to the school day, moving around the classroom with confidence and purpose. Few pupils are late and registration is efficient and orderly, setting the ethos for that particular session. In the nursery, children self-register, using a stick with their name and a picture on it to help them remember their names. During lessons, pupils are interested and involved in learning most of the time, keen to

produce their best work, and to show a pride in what they have achieved. They are willing to ask and answer questions and, for example, in a Year 6 mathematics lesson, pupils found ways of overcoming difficulties when solving problems. All pupils take part in the lessons and there are no reluctant learners, including those pupils who have been identified as having special needs and those for whom English is their second language. This is as a result of the interaction of teachers and learning assistants with pupils, the clear expectations for learning and the values promoted.

12. Behaviour in and around the school has also improved and has moved from good at the last inspection to very good at present. This behaviour pattern begins in the nursery when children, present for only a few weeks, showed every sign of knowing what was expected of them. In classrooms, pupils are encouraged by smiles and a clear expectation of good behaviour. Pupils at the beginning of the school year have put together a set of classroom rules they feel appropriate for their class and which emphasises positive attitudes to learning and to each other. In the playground, pupils show no sign of inappropriate behaviour and play together, with the wide range of equipment provided and playground markings giving a focus for play. There were no signs of bullying, rough play or even boisterous behaviour during the inspection; pupils have room to move around in playgrounds, which are not dominated by football. Pupils are aware of the strategies available to them to deal with bullying and which have been discussed as part of personal, social and health education (PSHE). There have been no exclusions in the last reporting period. Parents are very pleased with the standards of behaviour in the school.
13. Relationships in the school are now very good. Adults set very good role models for pupils as they work together, very clearly illustrated in a Year 3 circle time when pupils were asked to act out particular emotions. Each group of three pupils listened to one other, made suggestions and quickly decided on a suitable mime; this was all achieved within five minutes with no arguments or major disagreements. Class teachers and learning assistants interact well with pupils, providing support, mentoring and humour to improve learning. Pupils with special educational needs and those with English as a second language are fully integrated into the learning and social life of the school encouraged and supported by the learning assistants and the EMAG teacher. All pupils play well together in the playground and Year 6 monitors enjoy helping pupils in the playground provided for the younger pupils.
14. Personal development is also very good. Pupils are given the opportunity in Year 6 to act as monitors for whole school issues, whilst each class has monitors assigned to specific tasks. Pupils are encouraged to work and think independently in the classroom from the nursery through the school. In a Year 5 literacy lesson pupils were able to effectively evaluate one another's work and, in the after school dance club for Years 5 and 6, pupils had the confidence to express themselves as individuals. In all classrooms, pupils take responsibility for equipment and for ensuring the classroom is kept tidy. As yet there is no school council but staff take note of issues which arise during circle time discussions, and these are opened up for general debate within the school.
15. Attendance at the school is now satisfactory and has improved due to the very effective systems for monitoring attendance. Punctuality has improved with very few pupils arriving late for lessons except those in families with major problems. This improvement in attendance and punctuality is running alongside the improvement in pupils' learning in literacy and numeracy, both subjects being taught in the early morning periods.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good throughout the school with some examples of very good and excellent teaching seen. Three excellent lessons were seen in upper Key Stage 2, ten very good lessons were seen in both key stages. Thirty good lessons were seen; 17 were satisfactory and only two unsatisfactory. Good improvement has been made since the previous inspection led by Her Majesty's inspectors because the headteacher, with the help of the local education authority, has regularly monitored teaching, staff have been given points for improvement, and well implemented performance management systems have enabled staff to receive the appropriate training required to develop their practice. All staff, including the support staff, work very hard at ensuring that lessons are interesting and, through the use of good questioning skills, they check that pupils have understood explanations given. In spite of limitations of underdeveloped schemes of work in foundation subjects, teachers have good subject knowledge, as reflected in the clear learning objectives that they define in their planning. What occasionally lets them down, as evidenced in the very few unsatisfactory lessons, is that, in upper Key Stage 2 art and design and music, some of them occasionally do not know their pupils' prior attainment and there is a mismatch with work being slightly too easy or too difficult, inhibiting learning. The school has already identified this as an area to be addressed. Teachers know their pupils and recognise the barriers to learning that some of these pupils experience. For example, because pupils have short attention spans and quickly forget things, teachers ensure that plenty of opportunities are provided for pupils to learn basic skills in a variety of ways. For example, in history (Year 6), pupils were encouraged to act out the story of Theseus and the Minotaur to gain a deeper understanding of the sequence of events leading up to the death of Theseus' father. This helped them develop their speaking and listening and collaborative skills.
17. Teachers plan well, learning objectives are concise and teachers generally match tasks well to pupils' needs in core subjects of English, mathematics and science. However, in foundation subjects, due to lack of assessments, teachers rely on higher attaining pupils to write more or produce more work, rather than specifically identifying tasks that are matched to pupils' prior attainment. As a result, pupils' progress is satisfactory but it could be better. In oral work, teachers provoke deeper understanding and determined contributions from higher attaining pupils. Pupils are asked to provide reasons for choices, such as ways in which they choose to work out mathematical problems. This enables higher attaining pupils to analyse the strengths and weaknesses in their own work.
18. The management of behaviour is generally good. Teachers promote an atmosphere of curiosity and ambition. For example, in the oldest classes, pupils are encouraged to exercise self control and behave responsibly; this has a positive effect on their self esteem and maturity. Pupils are encouraged to think about the needs of others, so that different learning styles are taken into account. For example, pupils know that some of their friends prefer to work with a partner, whilst others value the challenge of sharing their ideas with a larger group. The very good use of talking partners ensures that pupils develop their collaborative skills.
19. The teaching of pupils with special educational needs and English as an additional language is good. Teachers intervene well in these pupils' learning and ensure that they are clear regarding what is expected of them; they plan lessons which enable these pupils to have full access to the curriculum. Resources are well prepared, pupils are given key words that they use in writing, and correct sentence formation is modeled by support staff so that pupils understand what is expected in their writing.

20. The teaching of children in the Foundation Stage is good. Planning covers all of the areas of learning and lessons are well prepared. All staff in the Foundation Stage of learning pay good attention to promoting children's personal and social development. This enables children to develop good levels of independence and very good relationships. Teaching is good in all areas of learning, because staff provide an appropriate balance of activities, enabling children to learn using their senses. The outdoor environment provides rich and stimulating experiences. For example, children are encouraged to admire nature, use their bodies to develop co-ordination and every opportunity is taken to ensure that pupils develop their communication skills effectively.
21. All teachers teach basic skills well. Children are given plenty of opportunities to read and write and use number. The teaching of phonics is good and the support staff play a vital part in developing early reading and writing skills. The additional strategies of Additional Literacy Support, Early Literacy Support alongside booster classes are having a positive effect on raising standards because all staff administering them have been appropriately trained. Resources are well prepared, teachers work hard at ensuring that any worksheets used support pupils' learning appropriately. For example, a group of Year 2 below average attaining pupils, working with a support assistant on developing settings in stories, made good gains in learning because they had a good range of picture cues to help them develop their understanding.
22. In a very good literacy lesson in Year 5, aimed at helping pupils develop their writing, the teacher consistently made reference to rules of thinking, articulating, writing, reading back and altering; this not only helped pupils develop their writing skills, but had a positive effect on their personal development because they understood that drafting and redrafting was a very valuable part of the writing process. In a very good numeracy lesson in Year 2, pupils quickly understood the concept of doubling and halving because the teacher used a dartboard to illustrate the point. Their learning was reinforced by the good use of well prepared individual dartboards and counters, which they enjoyed using and, as a result, stayed on task, making very good gains in learning.
23. A focus in all lessons is the development of subject appropriate vocabulary; key words are shared with pupils, explained to them and frequently reinforced through the lesson, but more emphasis needs to be placed on focusing teaching on subject specific skills.
24. Teaching is good in literacy, numeracy, science, ICT, geography and physical education. Teachers have secure knowledge and explore pupils' thinking by helping them understand where they might make possible errors. They teach AT1 investigative and experimental science well, and all pupils make good gains in understanding the concept of fair testing. Teachers have good questioning skills; they check pupils' understanding in lessons and present ideas to pupils in a variety of ways. This helps to interest pupils, accommodate different learning styles and move pupils' learning on at a good pace. Teachers work hard at making learning relevant and making appropriate links between subjects. They would be helped by clearer identification, in schemes of work, of further opportunities for pupils to develop their skills of literacy, numeracy ICT even further.
25. Excellent teaching was seen in Year 6 in physical education and literacy, and in Year 5 in English where the focus was on speaking and listening. In these lessons, teachers made learning fun; they had very high expectations and ensured that pupils

learnt from one another. Time was used very effectively and the teachers' passion for teaching was evident. Pupils were challenged into developing new insights, relationships were excellent and pupils were inspired to succeed. A strength in all of the teaching throughout the school is the high emphasis placed on developing pupils' self esteem, which permeates all lessons. This contributes to the good gains that pupils make in their learning. Teaching and learning are fun, they are vibrant and exciting and, as a result, pupils love coming to school.

26. Teachers often make good assessments of pupils' learning on a day to day basis, through good questioning and careful marking of pupils' work. Target setting is effective, for both academic and personal development and, as a result, pupils develop very positive attitudes to learning. Homework is used appropriately to support learning and teachers mark pupils' work regularly, making sure that progress in relation to class targets and individual targets is reflected. Teaching has improved because staff are open to suggestions as to how pupils' interest levels can best be harnessed. The very good team work among staff is evident because all staff are keen to learn from one another in order to give their pupils the very best.

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

27. The previous inspection report by Her Majesty's Chief Inspector of Schools judged curriculum planning to be sound, and much of good quality. Evidence from this inspection largely supports that judgement, and planning has improved in core subjects of English, mathematics, religious education ICT, although further modifications need to be made to science and foundation subjects. However, as the school progresses, there is now a need to give more emphasis to the progressive teaching, year by year, of subject specific skills in science and foundation subjects. Consideration should be given to the development of a whole-school policy for the inclusion of literacy, numeracy and information technology across all curriculum areas. The curriculum for ICT has been greatly improved due to the recent establishment of a computer suite.
28. Throughout the school the curriculum is broad and balanced and includes all subjects of the National Curriculum. A strength is the teaching PSHE, including citizenship. This is done both in separate lessons and linked to other subjects such as science and this is having a positive result on pupil's attitudes and behaviour and on their ability to exercise self-control and act, frequently, in a mature manner. Time allocations for all subjects are appropriate and most policies have been reviewed in the light of Curriculum 2000 documentation. The Qualifications and Curriculum Authority national guidelines are being followed and, to a large extent, this ensures continuity and progression. The school feels the need to review its scheme of work for art and design so that it more closely matches its needs. This is a commendable development and one that might be extended to other Foundation subjects. Pupils are beginning to use the Internet and a range of programs in subjects such as history, art, geography and science. There is a need to place more emphasis on the development of data handling and problem solving and investigation skills in mathematics and to consider the use of numeracy, literacy and information technology in all curriculum areas. Further opportunities need to be identified in all schemes of work to ensure that pupils' learning is supported by their use. At present there is insufficient emphasis placed on subject specific skills in planning in foundation subjects, coupled with a lack of rigorous assessments. This is a contributory factor to a very small percentage of unsatisfactory teaching, as teachers lacked guidance for planning their lessons.

29. The school has implemented the literacy and numeracy strategies well and all aspects are fully covered. There is evidence from observations that the emphasis placed on these subjects in recent years is having a beneficial effect on the standards. Pupils with special educational needs and those with English as an additional language are presented with good learning opportunities especially in literacy and numeracy. Assessments are used well and differentiated work meets the needs of the pupils.
30. The school places great emphasis on the enrichment of the curriculum through visits locally and further afield and, the curriculum is vibrant and exciting and learning opportunities are good. For example, pupils learn about conservation issues making use of the school's environmental area for pond dipping. These events bring subjects to life and make them more relevant to the pupils. Other examples are the residential visits to Tenby and Barmouth and the visits to Llandudno, Blithfield Reservoir and Telford Town Park. Visitors to the school such as environmental study teachers, the Gazebo Theatre Group and the Time Zone Company also make a positive contribution to pupils' learning. There is a good range of extra-curricular activities such as soccer, netball, cross-country, rounders, art and craft and a choir and instrumental group. These are very well supported both by staff and pupils and also by friends of the school who come in to help.
31. The provision for pupils' PSHE, sex education and drugs awareness is very good. Part is covered through a specific PSHE and citizenship programme whilst some is covered in lessons such as science, history and geography. The result is that a large majority of the pupils show a commendable degree of maturity and self-control. Pupils also benefit from the breakfast club run each morning. This has had a positive effect on the attendance figures of the school. The school has good links with parents and local residents who come into help and the Methodist church, pensioners' club and nursing home. There are good links with local primary schools but there is scope to develop more meaningful links with the local secondary schools to which pupils transfer. Pupils take part in local festivals, competitions and sports events with other primary schools in their cluster. All pupils have access to the curriculum and the school is inclusive in its practices.
32. The curriculum for the Foundation Stage of learning is good. It is well planned and covers all areas of learning. The outdoor area is bright, spacious and provides good learning opportunities. An appropriate balance of time is devoted to learning through discovery using all of the senses and formal recording of work. A particular strength is the provision made for children's PSHE, and as a result, children settle into school routines quickly and effectively.
33. The curriculum for pupils with special educational needs and English as an additional language is good. These pupils' needs are fully considered by all staff and the bilingual support assistants make a good contribution to these pupils' learning opportunities. Pupils have full access to the curriculum and good quality documentation is kept on these pupils relating to the strengths and areas for improvement in their learning.
34. There is a shared commitment to equal opportunities evident in all aspects of school life and the school is truly inclusive in all of its practices. During the holidays pupils are given opportunities to participate in events related to the creative arts and this has a positive effective on developing their social and creative skills.

35. Children are assessed on entry to the school, and their progress is tracked throughout the school. Pupils identified as having special educational needs have detailed individual action plans (IAPs), which are drawn up and implemented by the class teachers. The staff are well supported by the special needs co-ordinator and they are confident about meeting the needs of these pupils. Their involvement in drawing up individual action plans results in clearly focused tasks, for English and mathematics lessons. Individual targets are set for these pupils, in line with all others in the school, and these are regularly discussed with parents, who are encouraged to help through the homework provided. IAPs are reviewed regularly with parents, and outside help is called in when it is appropriate. Currently there are no pupils with statements of special educational need. Pupils with special educational needs are well cared for and included in all aspects of school life. The well designed accommodation means that pupils with physical disabilities can be effectively catered for.
36. The provision for pupils' spiritual, moral, social and cultural development is now very good overall, an improvement on the last inspection when it was found to be good. However, cultural development needs to be strengthened to bring it up to the quality of the other three areas of pupils' development. This can be achieved through purchasing more multicultural resources, especially in music. The school makes provision for their development in every area of school life and through the subjects taught.
37. Spiritual development in school is very good. Assemblies take the opportunity to develop pupils thinking with challenging and thought provoking themes. Examples seen during the inspection included an assembly, which built on previous work on the communities we inhabit culminating in this assembly, which encompassed the whole world. Pupils were asked to say what issues worried them; responses were, for example, starvation, war, and children without education. The headteacher then developed the theme into what pupils can do about it through the theme "Ask not what God can do for me but what can I do for God". This theme continued through circle times when pupils were discussing how to make others feel special. The ethos within the school clearly demonstrates to pupils that they are cared for and that each of them is very important to their teachers and learning assistants. Pupils with English as a second language begin school in the nursery with the support of an assistant who speaks their language and who is on hand to smooth their path to play and learning.
38. The moral development of pupils is again very good and matters are discussed at length at the beginning of each school year when pupils devise their own classroom rules. The school's equal opportunities policy was written by pupils and is prominently displayed in the school's entrance hall and in the prospectus. The school is keen to develop pupils' self-control in their approach to right and wrong, with those pupils, whose behaviour is causing concern, receiving counselling on their behaviour choices. The moral code apparent in the school is seen in the way the staff approach pupils in and around the school and in their very good supportive relationships. The reward system underlines the moral values expected by staff both in pupils' relationships with each other and in their work.
39. Social development is very good, resulting in happy, well-adjusted pupils, keen to learn and well demonstrated by the skills of pupils in Year 6 who are responsible and articulate. The sense of community within the school starts in the breakfast club, where pupils, parents and staff mingle in a family atmosphere. Assemblies are relaxed and thoughtful, with pupils confidently expressing their opinions. This

confidence building in pupils extends to activities outside the school and includes residential visits for Year 2 and 6 pupils, and the participation of Year 6 pupils in the Birmingham Children's Parliament. The interdependence of the world at a local national and international level is brought home to pupils through their environmental work. Indeed, pupils took part in writing, through the Children's Parliament, a strongly worded document presented at the recent Earth Summit in South Africa. From their time in the nursery, pupils are expected to be responsible for the good care of resources and the tidiness of their classrooms. The system of reading partners gives pupils in Year 5 and 6 the opportunity to be responsible for the progress of their protégé in the nursery and reception class.

40. The cultural provision and development of pupils are good. Pupils in the reception class visited a local art gallery and had an extremely enjoyable and stimulating time, especially studying some of the more unusual events. They also visited the local Church of England church, an amazing experience for the majority of the class as only two pupils had ever been inside a church previously. Year 4 pupils visited a science think tank, which extended their scientific horizons and thinking skills and fed through into their class work.
41. The school is aware of its lack of expertise in the teaching of music, which it supports by the employment of a pianist to extend provision who, in addition, runs a very successful lunchtime choir workshop for Key Stage 2 pupils. Again, to extend pupils' musical experience, 50 attended an Easter workshop to produce a musical play where they worked on acting, music, costume and sound recording. The performance itself was watched by more than 100 parents and friends, crammed into the small space available, and filmed by Central Television.
42. The school celebrates a wide range of festivals including Divali, Eid, Holi, Guru Nanak and Christmas and provides pupils with a range of books in the library on world religions to support studies in religious education, but the range of multicultural instruments in music is limited.
43. As a result of the school's provision for pupils in this area of school life, their personal development is very good. Pupils know they are valued and in return show great respect for their teachers. Each pupil is involved in setting targets for learning and personal development and the compiling of record of achievement books for which they choose their best pieces of work. The areas of moral, social and cultural education, developed in circle time, are transferred into their life outside the school, as recognised by parents in their discussions about the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Overall, the school takes good care of its pupils. All staff have a very good knowledge of pupils' needs, in particular in their classrooms, and more generally across the school. All staff are concerned for the welfare of pupils and regular discussions take place if any issues causing concern. Pupils are aware of the loving atmosphere in the school and respond by increasing in confidence and self-esteem. Pupils with individual needs are well provided for within the resources of the school. Special needs provision now complies with the recently introduced Code of Practice. Pupils for whom English is a second language lose support in Key Stage 2 and this is seen to have a detrimental effect on their learning. Learning assistants are well briefed and fully involved in the planning of support for pupils with special educational needs, and these pupils are fully included in the work of the classroom, working alongside their peers. Support is monitored to ensure pupils reach their targets.

45. The school provides good care for pupils with regard to their health and safety. The site manager, who is a fully involved member of the school staff team, provides day to day monitoring of the site and its buildings, and this is reinforced by termly inspections by the responsible school governors. Overall responsibility is vested in the headteacher and the local education authority has provided a risk assessment for the school. Pupils are well supervised at playtimes and lunchtimes and there are few accidents in the spacious and well organised play areas. Lunchtime supervisors are well trained and demonstrate the same loving care provided by other members of the staff. Because of this, pupils enjoy this time and arrive back in the classrooms ready to learn. Child protection is the overall responsibility of the headteacher and is good; procedures are in place and staff appropriately trained and kept up to date with developments in child protection. Pupils in Key Stage 1 are not allowed to leave the school at the end of the day unless collected by a parent or named carer. The school has registered with the Healthy School initiative to expand care of the whole child further, including the lack of exercise taken by a significant number of pupils. As part of the PSHE for pupils in Year 6 they have spent time with the Crucial Crew, exploring such issues as safety on the roads and railways, on water, and in the case of fire. They also worked on the use and abuse of drugs, alcohol and tobacco.
46. Procedures for assessing pupils in English and mathematics are good. They are satisfactory in science and all foundation subjects, but are not rigorous enough in assessing specific skills progression. As a result higher attaining pupils are inconsistently challenged in foundation subjects. The school has recognised this as an area to be addressed on the school improvement plan. The school analyses its data for national test results very well and, as a result, effective targets are set to raise pupils' standards in literacy and numeracy. Overall, pupils' academic progress is well supported by the school.
47. There are very good procedures in place to promote and monitor behaviour. In lessons, pupils are very well managed and clear as to what is to happen and, especially in Year 6, about the timings involved. With these clear expectations and interesting work, pupils respond by working hard, with neither the time nor the inclination to misbehave. The policy is brief and clear and applied consistently across the school. Rewards are given for academic and personal achievements with the emphasis always on the positive aspects of pupils' behaviour. Class teachers make awards for the most improved work, the best listener, best piece of work and tidiest table of the week, and these are announced by the headteacher at the weekly award assembly. All merit points are accumulated through the term, a gold certificate being awarded for pupils reaching 150 points. Additionally the headteacher gives out much coveted awards for pieces of work; indeed one pupil had as his personal target the winning of one of these awards. At lunchtime and playtimes, behaviour is also very good, again as a result of clear expectations allied to very good and skilful pupil management supported by the wide range of activities available to pupils. Sanctions for inappropriate behaviour are consistent across the school, including a daily report sheet to parents. The headteacher monitors behaviour around the school and any serious incidents are recorded, but these are few and far between. Bullying is dealt with immediately and effectively, this was emphasised by parents interviewed during the inspection. The ethos of care and inclusion is modelled in pupils' consideration for others and is a result of work during circle times and assemblies. This was clearly shown in a Year 1 circle time when pupils were asked to say what they could do to make another person feel special. Pupils thought deeply and without repeating what others said there were suggestions, for example, of flowers, throwing a party or playing with them.

48. The monitoring and support of personal development are good. The school has introduced a Record of Achievement for each pupil, which includes pieces of work chosen by pupils to demonstrate their best work. Targets are set during discussions with the teacher and parents; these are regularly monitored. Pupils with individual education plans have targets which measure their progress and are used as a working document. The extra-curricular activities develop pupils' sporting abilities as well as offering performance sessions, including dance and music, to build self-confidence and confidence.
49. The school's procedures for monitoring and promoting attendance are very good. Registers are marked in line with local guidelines and are monitored daily by the attendance assistant. This innovative appointment has been very successful in improving attendance. Any pupil arriving at school after 8.45 am is interviewed about their lateness; should they be late five times in two weeks, a letter is sent home to parents. As a result of this, lateness has dropped dramatically in the last year. The breakfast club has helped pupils and parents to make a good start to the day, with some parents bringing the family for a relaxed breakfast. Well-trained assistants play games and organise activities, and the result is a friendly family atmosphere and happy children. Unauthorised absences are chased on the first day, and are followed up by letter if nothing is heard. The education social worker visits homes where absence is a problem, and works with the families. If parents take their children on extended holidays, they know that after three weeks they will be removed from the register and there may not be a place on their return. All these initiatives are helping pupils take full advantage of the school day and increase their chances of success.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents have a good opinion of the school. This comes through clearly in conversations, at the parents' meeting, and in responses to the questionnaire. More than 90 per cent of parents, in their responses to the questionnaire, say the school is helping their children become mature and responsible in a school they like, where the teaching is good and parents feel comfortable approaching staff. They feel well informed, that the behaviour of pupils is good, the school works closely with them as parents and is well led and managed. More than 80 per cent of parents say that the right amount of homework is provided and that the school provides an interesting range of activities outside lessons.
51. Parents at the parents' meeting said the school had improved dramatically in recent years in such areas as leadership, caring teachers, small class sizes, and the level and quality of information provided by the school.
52. The school has good links with parents. As yet, however, because of staff shortages, they have been unable to undertake home visits before children enter nursery. They do, nevertheless, hold induction meetings for parents to prepare them for their child's entry into the nursery with one to one interviews with staff. Parents are able to talk informally to teachers before and after school, and the headteacher spends time in the playground talking to parents. They have a general invitation to class assemblies and receive individual invitations to reward assemblies at which their children are to be recognised. However, not all parents are actively involved in helping out with their children's homework. The school still needs to work alongside parents to help them, understand the value of homework in raising their children's competencies in learning.

53. The information given to parents is very good. The prospectus is informative and well written and the half-termly newsletters keep parents up to date with all that is happening in the school. Parents are provided with booklets at Key Stages 1 and 2 to help them provide support for their children's homework; these are clear and very helpful. Parents' evenings are held once per term. Attendance varies from class to class. At these meetings, parents discuss pupils' progress and future targets, and crucially what they, as parents, can do to help their children at home. The school monitors attendance at these meetings and follows up with parents who do not attend by offering them a meeting at a time suitable to them. By this strategy the majority of parents discuss their child's needs. The written reports are very good indeed, in language which explains children's abilities and shortcomings very clearly. Clear targets are set to enable pupils to make progress in core subjects, ICT and design and technology. Also sent out to parents are their child's personal targets for each term and their thoughts about their work, highlights of the term and what they need to do next. Parents have the opportunity to respond in writing to the report. One parent, for example said, "Report is incredibly concise. Teachers really know their pupils very well." Individual education plans for pupils with special educational needs are written with the input of parents at the review. Some parents are reluctant to attend, but after persuasion will take part. However, as is usually the case, those parents the school is most concerned to be involved fail to respond.
54. Parent involvement in the work of the school is good. A number of parents spend regular time in the school helping in classrooms and some parents have gone on to become learning assistants. Parents help on visits and school trips to ensure that the ratio of adults to pupils is correct. The fund raising committee has raised many thousands of pounds to help provide much needed resources in the school in, for example, the computer suite.
55. Parents' involvement in the work of their children at home is at present satisfactory. The school has clear expectations of how parents can help and has ensured that parents are aware of its importance. Reading books, spelling and tables go home on a regular basis and older pupils take home project work. Many parents work hard to ensure homework is completed but others have yet to appreciate its importance in the progress of their child.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the headteacher, deputy headteacher and key staff are very good. The key issues identified in the previous report have been addressed, and governors are now fully involved in all aspects of school life and perform their statutory duties well. The headteacher has a clear vision of where the school needs to go, and she is able to prioritise the main issues relating to school improvements, which focus on enabling all pupils, regardless of race, colour or creed, to achieve high standards, providing exciting learning opportunities and emphasizing pupils' personal development. The headteacher is dedicated to all those in her care and believes in establishing a high performing team of teachers, who ensure that their pupils' varied needs are met. The school is a welcoming and well ordered community. The headteacher is very ably supported by the deputy headteacher and they work effectively together in close partnership. A particular strength of the leadership is in maintaining and strengthening the school's positive climate for learning. There is a very strong commitment to providing equal opportunities to ensure that all pupils are given the chance to develop their full potential. This is reflected in the school's ethos and all aspects of the school's work.

57. The subject co-ordinators, especially those who have responsibility for core subjects, make a very good contribution to school management and school effectiveness. They come to their role with varying levels of experience. They are helped by the deputy headteacher, who is a very effective practitioner and who provides a good role model for the less experienced teachers. Most co-ordinators monitor planning, teaching and learning and sample the pupils' work. They are aware of the strengths and areas for improvement. Foundation subjects are less monitored than English, mathematics and science. The school has recognised this as a priority if standards are to continue to rise. Rigorous monitoring of skills progression and coverage would help co-ordinators have an even clearer grasp of standards in their subjects and share best practice. The management of the Foundation Stage, special educational needs and English as an additional language is good. All staff work hard at analysing test results, monitoring pupils' progress and altering planned learning opportunities. Individual action plans are monitored carefully, parents are kept informed and all pupils receive the necessary support. All pupils are supported by the very positive and inclusive ethos of the school. There are very effective systems for the appraisal and performance management of teachers. Teaching is formally monitored as part of this process and clear guidelines are given for setting targets for pupils and improving teaching.
58. The school improvement plan contains relevant educational priorities and is well constructed. Governors are fully involved in monitoring its effectiveness and they carry out their statutory duties well. Governors are hard working, knowledgeable, meet regularly and are very supportive of the school. The headteacher and key staff keep them well informed about the school and about its progress, which ensures that they have a very good understanding of the school's strengths and areas for improvement. The school has a good number of teachers for its needs. Teachers are appropriately trained and experienced for their roles, and several have long service at the school. The teachers have worked exceptionally hard at improving their practice, which is now at least good and often very good. The school had a good number of classroom assistants who make a good contribution to pupils' learning and work well with teachers. The teaching and support staff are drawn from diverse cultural backgrounds and between them are representative of many of the children's own backgrounds. Procedures for new members of staff are good. The staff handbook is an informative document that sets out school practices very clearly.
59. Accommodation is good. The school is very well maintained and very clean. The outdoor area is a very good learning environment for all of the pupils and contributes positively to developing pupils' collaborative skills and their love and care of nature. Resources are generally good, but more multicultural instruments need to be purchased when funds allow, and the school would also benefit from a few more up to date computers in classrooms.
60. The secretarial staff support the work of the headteacher and class teachers effectively, and provide a good contact point and a warm welcome for pupils, parents and visitors. Staff are conscientious and ensure a good standard of day to day administration. Humour is used effectively when things do not go according to plan and a very pleasant atmosphere pervades the school. All teaching and non-teaching staff are totally committed to school improvement. Finances of the school are managed well and the budget is managed effectively. The principles of best value are conscientiously applied to all the school's undertakings. The headteacher and governing body regularly monitor and evaluate the school's outcomes in relation to schools nationally and similar school locally. Weaknesses highlighted through external audits are quickly and promptly resolved. The school makes good use of ICT

to keep a regular check on its spending and for administrative purposes. Funds allocated for specific purposes, for example special educational needs, English as an additional language, staff training and curriculum development, are effectively deployed. The teaching is good and pupils achieve well during their time at school. The school provides a very caring and supportive environment for all of its pupils and provision for pupils' personal development is very good. The school is well led and managed, very good improvement had been made since the last inspection and standards are rising. When consideration is given to all of these factors, the school provides good value for money.

61. Since the previous inspection the leadership and management of the school have improved even further and the school is well placed to train new teachers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school has a clear understanding of its strengths and areas for development and should follow its own school improvement plan alongside the areas identified as a result of inspection findings. The staff, headteacher and governing body in conjunction with the local education authority should now focus on:

- (i) Raising standards in ICT in both key stages by:

- ensuring that pupils continue to use ICT suite regularly and receive plenty of opportunity to practise the skills that they have learnt;
- ensuring that further opportunities are provided for developing pupils' knowledge of control technology spreadsheets and data handling;
- ensuring that computers in classrooms are updated, when funds allow, and more software is purchased to support all subjects of the National Curriculum.

Paragraphs **7, 28, 59, 128, 140, 142**

- (ii) Raising standards in mathematics in Key Stage 2 by:

- providing more opportunities for pupils to use appropriate number operations to solve problems by representing, extracting and interpreting and handling data in tables, graphs, charts and diagrams.

Paragraphs **6, 28, 96**

- (iii) Raising standards in science at the end of Key Stage 2 in physical processes by ensuring:

- full coverage of this subject.

Paragraphs **6, 9, 16, 23, 46**

- (iv) Improving curriculum planning in science and in all foundation subjects by:

Science

- ensuring that alongside scientific knowledge the full range of scientific skills are identified in medium and short-term planning;
- ensuring that assessments are built into planning, which clearly identify what pupils know, understand and can do, especially in relation to skills competence.

Paragraphs **90, 103, 108, 116, 117, 122, 128, 132, 149**

Foundation Subjects

- developing rigorous assessment procedures in all subjects and use this information to plan the next steps of learning for all groups of pupils, especially the higher attainers;
- identifying, in all subjects, opportunities for pupils to develop their skills of literacy, numeracy and ICT;
- ensuring that all schemes of work identify subject specific skills and clear expectations of what each year group should achieve.

Paragraphs **6, 9, 16, 23, 46**

Minor issues

As and when funds allow:

- provide more computers in the classrooms;
- improve the level of multicultural resources in music;
- encourage parents to help with homework and appreciate its importance in the progress of their child.

Paragraphs **7, 42, 52, 59, 148**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	30	17	2	0	0
Percentage	5	16	48	28	3	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	199
Number of full-time pupils known to be eligible for free school meals		48

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

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	15

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	1.0

National comparative data	5.6
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National comparative data	0.5
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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	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	11	15
	Girls	13	12	14
	Total	27	23	29
Percentage of pupils at NC level 2 or above	School	90 (65)	77 (85)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	12	11	12
	Total	23	23	26
Percentage of pupils at NC level 2 or above	School	77 (73)	77 (81)	87 (73)
	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	17	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	18
	Girls	14	13	14
	Total	29	26	32
Percentage of pupils at NC level 4 or above	School	83 (68)	74 (74)	91 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	16
	Girls	14	13	15
	Total	29	26	31
Percentage of pupils at NC level 4 or above	School	83 (68)	74 (77)	89 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	102	0	0
White – Irish		0	0
White – any other White background		0	0
Mixed – White and Black Caribbean	17	0	0
Mixed – White and Black African		0	0
Mixed – White and Asian		0	0
Mixed – any other mixed background		0	0
Asian or Asian British - Indian	48	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background		0	0
Black or Black British – Caribbean		0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese		0	0
Any other ethnic group	5	0	0
No ethnic group recorded		0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8.5
Number of pupils per qualified teacher	22.5
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97.1

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	39

Financial information

Financial year	2001-2002
	£
Total income	415,983
Total expenditure	405,398
Expenditure per pupil	1,886
Balance brought forward from previous year	7,088
Balance carried forward to next year	17,668

Number of pupils per FTE adult	6.7
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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	219
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	0	2	0
My child is making good progress in school.	50	46	4	0	0
Behaviour in the school is good.	44	50	4	0	2
My child gets the right amount of work to do at home.	26	59	15	0	0
The teaching is good.	50	48	2	0	0
I am kept well informed about how my child is getting on.	54	43	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	35	2	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	44	48	7	0	0
The school is well led and managed.	54	37	2	2	6
The school is helping my child become mature and responsible.	48	52	0	0	0
The school provides an interesting range of activities outside lessons.	28	54	7	2	9

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

63. Children in the Foundation Stage of learning are taught in the unit by one teacher, one nursery nurse and a bilingual support assistant. Children's attainment on entry to the nursery varies quite considerably, but it is below average overall. Children make good progress in the personal, social and emotional development and attain the Early Learning Goals in all areas of learning due to the good teaching and overall provision for their needs. The learning environment is vibrant and exciting, and the outside areas and activities are particularly well planned and resourced. Every opportunity is taken to ensure that children develop their early literacy and numeracy skills.
64. The curriculum is appropriately planned to cover all areas of learning and appropriate emphasis is placed on children learning through their senses. The support staff contribute positively to the teaching and learning of all children, especially those with special educational needs and English as an additional language. Staff work very hard at planning opportunities to suit the various learning styles of all of the children; they assess their attainments in all areas of learning and use this information well to plan the next steps of children's learning. The resources in the Foundation Stage are good. They are easily stored to enable children to develop their skills of independence.

Personal, social and emotional development

65. By the end of the Foundation Stage, nearly all of the children attain the Early Learning Goals in personal, social and emotional development and make good progress because of the well structured environment. Children, both in the nursery and in the reception class, have a clear understanding of right and wrong because of the secure routines that are established. They understand simple rules, like not running indoors, and are keen to abide by them. Children share toys and resources well and care passionately about Digger, their pet dog that they take home with them. They listen attentively to the way in which care and attention are lavished upon him by each pupil and they eagerly get their parents to write about what he had got up to during the stay in their house.
66. Children share toys and resources well. This is seen when they play with building bricks or wait for their turn in games during outdoor activities. Children are independent in their personal hygiene and need few reminders. They put on their own coats, find their name tags for self-registration and change themselves ready for physical education lessons. They work and play well together, frequently selecting their own activities from the good range offered. Children are keen to take responsibility, for example by helping to clear up blocks at the end of the sessions and by putting away art equipment and toys that they have played with.
67. The overall quality of teaching and learning in this area is good with examples of very good practice. Children achieve well because they are constantly encouraged to grow in confidence, take control of their own learning and to develop high levels of independence. All adults provide good role models and there are very good relationships between staff and children. Children are treated with courtesy and respect and, in turn, learn to do this with each other. Children are provided with a secure, caring environment where they can flourish. They are encouraged to think of others' feelings.

Communication, language and literacy

68. By the end of the reception year, almost all pupils meet the standards of the Early Learning Goals. Some children, who have English as an additional language, initially use a mixture of words and isolated phrases. With the thoughtful support provided in the nursery, they soon learn to express themselves more fully. By the end of the reception year, most children speak

confidently and have the expected listening skills. They enjoy stories and taking part in them; this was seen in a music session, led by the music advisory service, where pupils listened intently to the Three Billy Goats Gruff. All children have acquired good pre-reading skills, they know that print conveys meaning and reads from left to right. Higher attaining children make particularly good gains in their initial letter sounds. They have the expected knowledge of letter sounds, which they use to help them with their reading. Children progress to writing simple sentences, some of which are punctuated by capital letters and full stops. They enjoy being “authors” as they make their own books, especially in relation to developing their own adventure stories of Digger, the dog.

69. The quality of teaching and learning is good. Good use is made of elements of the literacy strategy to develop children’s knowledge of letter sounds and wording, but further emphasis needs to be placed on developing correct letter orientation, as many children have a tendency to reverse their letters. Staff provide purposeful opportunities for writing, such as when children record what they have done during the day. In the nursery, staff continually engage children in talk about what they are doing. This supports them in making good progress in their speaking skills. The needs of children with English as an additional language and special educational needs are met well in all activities and a particularly good feature of the staff’s teaching is the continuous checking of children’s understanding so that teachers are sure that children fully engage in all activities.

Mathematical development

70. Most, if not all children meet the Early Learning Goals in this area by the end of the reception year. They count to ten in a range of situations. Higher attaining children count to 20 and beyond. When working with two-dimensional shapes, children use mathematical language confidently. Reception children know, for example, that a triangle has three sides and three corners. Higher attaining children carry out simple addition and subtraction sums within practical situations. All children recognise and use mathematical terms, such as tall and short. Children sort bears and bricks according to criteria, such as colour and shape. They are able to make and recognise patterns.
71. The overall quality of teaching and learning is good. All staff use praise effectively to encourage children in their learning. Children are well managed and, as a result, behaviour is good. In the reception class good use is made of the National Numeracy Strategy as a basis for lessons. In group work children’s individual needs are well targeted. Good teaching in the nursery, where children are given plenty of practice encourages children’s mathematical development and they make good progress in their basic skills. However, further emphasis needs to be placed upon developing correct number formation skills, as too many children reverse their numbers. A wide variety of activities gains their interest and develops their thinking in this area. All staff integrate mathematical discussion into their conversations with children, so plenty of opportunities to reinforce ideas are developed. Children make good gains in learning by making a range of different sized peas from Playdoh to fit into a pod. They describe size, shape and position. In the nursery, mathematics is given a high profile at story and song time with children gaining an early idea of subtracting items, such as frogs from a pool, when singing related songs. Good opportunities are provided for outdoor learning related to mathematics, especially in developing pupils’ mathematical language.

Knowledge and understanding of the world

72. Children achieve the Early Learning Goals by the end of the reception year and they are well prepared for the learning opportunities provided in Year 1. The children have a good awareness of themselves and their surroundings. This is demonstrated when they draw pictures of themselves and their families. They talk about fruits they like and enjoy at snack time. They know what plants need to help them grow. They name parts of plants, such as the bud. When investigating ‘growth’ in the nursery they discover what happens to plants kept in a dark place. Many are competent in their use of the computer, handling the mouse and keyboard effectively. A few higher attaining children are competent in moving between programs, and all try using the

mouse to create drawings. They confidently use toy construction kits to make items using spanners and nuts to join pieces together in the reception class. Children select and use tools and resources safely to construct and build in all classes. In the nursery, through the celebration of festivals, such as the Chinese New Year and Diwali, children are made aware of different cultures. Children have opportunities to try a range of different foods and this enables them to have good insights into the importance of food in festivals.

73. The overall quality of teaching and learning is good. Adults in the nursery support children well in investigating their surroundings and encouraging them to solve problems. They provide activities that generate a sense of amazement about the world in which we live. This was seen, for example, when children talked about flowers that had been planted and found various creatures in the flowerbeds. Adults observe children and ask questions to challenge their thinking and move them on in their discovery of the world. They encourage the children to use computers and take them on a range of trips, including churches and art galleries. In church, children are given opportunities to find out how people worship and how baptism is celebrated. These visits provide children with good learning experiences.

Physical development

74. By the end of the reception year, most children achieve the expectations outlined in the Early Learning Goals. Staff in the nursery and the reception classes make good use of the outdoor play area to develop children's physical skills. Opportunities are provided for children to ride tricycles and learn to kick and throw balls with increasing accuracy and a good awareness of others and the space around them. Children also run, climb, skip, balance and ride tricycles with the expected control and confidence. During a physical education lesson in the reception class, children could jump and land well, bending their knees to soften their landing. They used space effectively and showed good skills of co-operation when playing with the parachute, but had little opportunity to move imaginatively other than in the warm up section of the lesson. Children have the expected dexterity and hand-eye co-ordination in cutting, sticking and gluing activities. They adore using shiny and sparkly resources, such as glitter and silver paper.
75. The overall quality of teaching and learning in this area is good. Staff in the reception class give children regular access to well organised outdoor activities to develop further the skills gained in the nursery. Teachers both in the nursery and the reception class provide a range of appropriate activities to help children improve their finer movements. They encourage children to cut around templates, to colour in carefully and to make a range of short, fat, long, thin sausages using Playdoh.

Creative development

76. Most children meet the Early Learning Goals in this area by the end of the reception year. In the specific area of music, all children make good gains in learning. They benefit from small group activities with musical instruments in the nursery and in reception. Children have developed understanding of high and low pitch, and loud and soft, music through a variety of musical activities. They make particularly good gains in learning when working with the music service from the local education authority, and they can match sounds to the sizes of the Three Billy Goats Gruff. For example, they know that the piccolo represents the smallest Billy Goat Gruff. Children use clay and Playdoh well to create simple items. In the role-play areas stories about family life are enacted, this is also continued outdoors where both nursery and reception children have access to a play shop. Children have the expected skills in painting. In the nursery, children were seen to observe fruit carefully and paint fairly accurate representations of it. They experiment with a variety of techniques, such as printing shapes with sponges and making collage pictures. When recreating fruit, they used appropriate colours and made good representations of shapes. Children enjoy role-play activities, particularly re-enacting being teachers.
77. The overall quality of teaching and learning is good, with generally very good teaching of musical activities. Children are given opportunities in the nursery and reception class to experiment with

materials and to make their own creative responses. Role-play activities allow children to explore make-believe situations together as they pretend, for example, to have scrambled eggs at the café. The teacher was fully involved and skilfully led the discussion. She used a good range of vocabulary to introduce words and ideas to a group of children, including those who are just learning English. Musical activities are presented with enthusiasm and capture children's interest. As a result, they make good gains in, for example, their understanding of rhythm and they sing in tune when rendering their nursery rhymes.

ENGLISH

78. In the 2001 tests for seven-year-olds, results were in line with the national average in reading and above the national average in writing. Compared to similar schools, they were well above average in both reading and writing. In the 2001 tests for 11-year-olds, results were average when compared to all schools and above average when compared to similar schools. In the 2002 tests, the attainment of seven-year-olds has improved and all pupils achieved Level 2, the average level for their age. Standards were not maintained for 11-year-olds where there was a larger than usual number of pupils within the cohort who found learning more difficult. However, this year group has made good progress when compared to the national test results when they were in Year 2. Analysis of school data shows that a very small minority of pupils with English as an additional language, whilst generally fluent in English, performed less well this year possibly as a direct result of less specialist help within the classroom. Previously, the local education authority provided this help. These pupils made satisfactory progress, but struggled with their comprehension test. The school is presently seeking ways to offer more support for these pupils, although in lessons staff do intervene appropriately in their children's learning. Higher attaining pupils performed well and more pupils than usual successfully achieved Level 5, the higher level. There were no gender or ethnicity differences in attainment.
79. Standards for seven and 11-year-olds have risen over time. The school has put in place a significant number of very good strategies to improve pupils' attainment, which will have a greater impact over time. Inspection findings show that all pupils are achieving well for their ability and make good steady progress throughout the school, including those with special educational needs and English as an additional language. The school has consistently met its challenging targets over the past two years.
80. Standards in speaking and listening are average for both seven and 11-year-olds. Pupils enter school with below average speaking and listening skills; they find it difficult to articulate their thoughts and ideas. They make good progress throughout the school and achievement is good. This is due to the carefully structured planning for its development. There is comprehensive planning for the skills that pupils should experience and achieve for each term within each year group. Through this very detailed structure of lesson planning, and sessions designated regularly to its specific teaching, pupils are gradually able to become competent speakers and listeners and attain average standards. Year 2 pupils listen attentively and with understanding to the story of Anacy and Mr Drybone. They can discuss what they have heard with their partner, but they find it difficult to discuss what they have heard within a wider group of four to five friends unless an adult is guiding the order and range of speaking. Older pupils receive very clear guidance on the specific skills they should achieve while questioning one another. This results in a very good football commentary followed by an interview with the player of the match and with a nice twist at the end when the player interviews the commentator. The follow up supports pupils' understanding of their own learning by asking other pupils to evaluate what they have heard against the specific criteria. These strategies also contribute positively to pupils' personal development and self-esteem.
81. There are appropriate opportunities for pupils to participate in a range of drama activities through role play, assemblies, celebrations and productions. The curriculum for history was enhanced when Year 6 pupils showed their understanding of the ancient Greek myth about Theseus and the Minotaur. They use slow motion as a technique while showing their understanding of the death of Theseus' father and his confrontation with the Minotaur. Year 5 pupils described their

contribution to the World Earth Summit in Johannesburg, telling the rest of the pupils how local resolutions were passed, and put forward their ideas to the leaders of the nations of the world.

82. Standards in reading are in line with national averages at the end of Year 2 and Year 6. Younger pupils have appropriate knowledge of phonemes and read text, using their phonic knowledge to tackle unknown words. Less able pupils also use picture cues and the more able can use the meaning of the text to decipher unfamiliar words. Year 6 pupils are reading for enjoyment and the good range of interesting and relevant books available to them in school is contributing well to their progress. Reading standards are improving over time as a result of the more targeted reading programmes in place. Guided reading, for the whole class and within groups, is a regular part of the literacy hour. Teachers intervene effectively and use questioning to assess pupils' understanding of the text and guide them to make inferences and deductions from it. They use it to show pupils how to add features to their own writing, for example, how to show suspense with short sentences and other techniques while reading an extract from 'The Moon of Gomrath' by Alan Garner. Some pupils in Year 2 are given additional help within a small group to ensure they do not fall below the level they are expected to achieve. They look at the characters and the setting, to see how the main theme is resolved to make the ending and so have greater understanding of the words they decipher.
83. Recently, the library was completely refurbished with new books. They are organised well and provide a range, which is stimulating and exciting for the pupils to use. The quantity and quality of books available for pupils to read, either at home or in class, are good and pupils take great care of them. Mostly, reading is supported well at home and a number of pupils do read to members of their family and, where this happens, it makes a significant difference to pupils' ability to read. Families give more attention to hearing younger pupils read and sometimes this gives a disadvantage to older pupils who would still benefit from regular practice within this setting. Throughout the school pupils make good gains in acquiring basic skills because phonics are taught well.
84. Standards in writing are in line with national averages for seven and 11-year-olds overall. Last year, in Year 2, standards in the national tests were high. These pupils' attainment on entry was average and higher than usual for the school. This year, in Year 2, attainment on entry was well below average, pupils make good progress but attainment is average. Attainment in Year 6 ranges from above to below average with a significant number of pupils achieving at both the higher and lower levels; however, progress for all pupils is good. The good achievement throughout the school is due to the good teaching of basic skills. There is a strong emphasis on assessment, which leads to good target setting for individuals. Pupils are given good preparation so that they can apply the skills needed in the national tests and, very importantly, there is a high emphasis on building up pupils' self-esteem.
85. In Year 2 average attainers write simple sentences to make a story, which has a beginning, a middle, and an end, using themes from the book 'My Next Door Neighbour'. Higher attainers are able to use the direct teaching of conjunctives such as first, next, then, after a while, and finally, and use them in complex sentences. They write for different purposes, for example instructions on how to play Honey Bear. Year 1 pupils can suggest rhyming words for alternative poems about Humpty Dumpty. Higher attainers are able to suggest good adjectives, for example fierce fox and shiny tin. Year 1 pupils make good progress in developing their handwriting skills, so that it is legible and most pupils form their letters correctly.
86. Year 6 pupils write notes from an extract of Fair's Fair, showing how the characters act consistently, and prepare examples suitable for their own character sketches. They improve sentences by changing verbs, such as run, into more powerful language, such as hurtle. Year 5 pupils create moods with their prose and write about their impressions of new planets after listening to Holst's Planet Suite. For example they create planets which are desolate and bleak. Year 5 pupils use adverbial phrases to make a sentence more effective and Year 4 pupils insert adverbs into sentences to make them more effective. Also they know that in a narrative the introduction gradually builds up into a climax or conflict before coming to a

resolution or conclusion. Year 3 pupils write poems using expressive language, for example a quiet poem that includes the line 'I could hear a raindrop pattering'.

87. Pupils have very good attitudes, work hard and respond well to teachers' questions. They work productively at a generally good pace and sustain concentration well. Their behaviour was consistently very good in every lesson seen. They are frequently asked to discuss their ideas in small groups when they co-operate, take turns to contribute and value each other's views.
88. The quality of teaching is good with examples of very good practice. Several examples of excellent teaching were seen in Year 5 and Year 6. Grammar and punctuation are taught effectively throughout the school and the teaching of all aspects is good overall with examples of very good and excellent practice. Most lessons are well structured, have a brisk pace and continually check on pupils' understanding through questioning. These and other assessments are used to set pupils realistic targets and marking always comments on how well pupils are achieving their targets and so pupils know how to improve their work. Where teaching is very good or excellent the tasks are interesting and relevant and pupils are given a variety of opportunities to participate. For example discussing their response with a partner for two or three minutes, or writing notes on a whiteboard and displaying it to the teacher. The balance of time ensures that pupils have sufficient time to consolidate their learning through undertaking relevant tasks that are interesting and match their needs. Mostly pupils are provided with writing frames to help them with their work but sometimes this is not evident and pupils spell words incorrectly or do not use the correct spelling of specific names or vocabulary.
89. Pupils with special educational needs have appropriately detailed individual action plans, which are followed well, and the pupils make good progress. They are usually well supported by teaching assistants and given good opportunities to succeed. Staff support pupils with special educational needs sensitively, and show flexibility in changing their tasks when it is needed. The literacy skills of these pupils are often below average in spite of their hard work and good teaching. Pupils with English as an additional language are supported well in the infants by additional staff. Although the majority of teachers help the junior pupils effectively, they do not have specific help and sometimes the average and lower attaining pupils find it more difficult than their friends do to comprehend the underlying meaning within the text. The school is aware of this issue through the rigorous analysis undertaken of test results.
90. Co-ordination is very well managed. The co-ordinator has a good grasp of the strengths within the area and has drawn up an action plan identifying priorities for developments, which are relevant. With members of the senior management team she has analysed test results and monitored teaching and learning and this is having a direct impact on improving standards. The school has rightly allocated a significant amount of time to teaching the subject and this is effective. Currently there is insufficient emphasis on writing across all areas of the curriculum and whilst all staff use ICT to support learning the school needs to be more rigorous in identifying more opportunities for pupils to develop their learning even further, but as yet this cannot happen because there are too few computers in the classrooms. Staff are aware of this and it is included in their areas for development.
91. Since the last HMI inspection there has been a good improvement in:
- the standards in writing and reading at both key stages
 - the quality of marking so that it is consistently good throughout the school
 - the provision for pupils with special educational needs
 - the role of the co-ordinator so that it provides purposeful leadership within the school.

MATHEMATICS

92. At the end of both Key Stage 1 and Key Stage 2, standards in the 2001 National Curriculum tests were in line with all schools nationally and above average when compared with similar schools. These results show significant raising of standards in both key stages since 1998 and indicate the successful efforts the school has made to raise the attainment of the pupils.

93. The inspection findings are that standards are in line with national expectations in Year 2 and pupils are making good progress in their learning. Standards are below those expected nationally at the end of Year 6. This is due to the difficulties experienced by this particular cohort of pupils. However, they are making good progress in their learning due to the standard of teaching they are receiving. This teaching is never less than good and is often excellent. As a result, there is every possibility that the standards attained by the pupils will continue to rise during this school year. This is a similar judgement to the previous inspection report from Her Majesty's Chief Inspector of Schools and indicates that the school continues to make good progress in mathematics. Lower attaining pupils, those with special educational needs and those with English as an additional language make good progress. This is often due to the extra support they receive from classroom assistants. All pupils benefit from the good assessment procedures that are in place. As a result, the work they receive is often well matched to their needs and enables them to make good progress. At both key stages there is a weakness in the area of data handling, problem solving and investigations.
94. In both key stages pupils respond well to the teaching of numeracy and have good attitudes to learning, but they have limited opportunities to solve problems and carry out investigation work both in the mental/oral sessions and during the main activities. The school should consider extending these opportunities. On occasions links are made, not only with number but also with aspects of shape, space and measurement, time and money, but these could be extended further. Pupils have a good understanding of number. This is due to the care teachers take in ensuring that pupils do not learn by rote but develop a thorough understanding of mathematical strategies and concepts. Younger pupils have a good understanding of number up to 20 and are learning about place value, addition and subtraction. In both key stages the emphasis placed on the learning of tables through the 'Tables Clubs' has a significant and positive effect on the standards attained by pupils. By the end of Year 2 higher attaining pupils are confident in solving simple money calculations and have a sound knowledge of number over 100. It is also significant that across the school there is a consistency in teachers' expectations as to how pupils present their work; it is often neat and tidy and presented in a logical fashion. Older Year 6 pupils are developing a sound knowledge of fractions, decimals and percentages. They have a good working knowledge of number over 1000 and when solving problems continue to develop their ability to explain the strategies they use. Most pupils benefit from opportunities to revise and consolidate their learning.
95. Pupils make sound progress in space, shape and measurement. Younger pupils learn about the various aspects of time and how to measure using standard units, such as metres and centimetres. Older pupils know about angles, both acute and obtuse, the properties of shapes, such as quadrilaterals, and are able to understand co-ordinates. They calculate the area of a rectangle and begin to measure angles. There are occasions when higher attaining pupils could be challenged to a greater degree rather than consolidating work learned previously.
96. There is some evidence of data handling but this is an area of the curriculum that is underdeveloped. Since the setting up of the computer suite there is evidence of pupils entering information they have gathered and producing graphs, for example in science, but this aspect of mathematics is at an early stage of development. Both the mathematics and the information technology co-ordinators realise that this is an area in need of development soon. All pupils make good gains in their knowledge of mathematical language due to its proper and consistent use by teachers. Especially in Key Stage 1, the classroom assistants make a good contribution to pupils' learning and ensure that pupils with English as an additional language thoroughly understand mathematical language.
97. Overall, pupils in both key stages make good gains in mathematics. The best gains are in Years 1 and 6 because of the very good teaching. The school has not yet adequately considered the use of mathematics in other curriculum areas and would benefit from developing a whole-school policy in this area. Teachers have implemented the numeracy strategy very well and lessons demonstrate that all the components are included. Very good use is made of thorough assessment procedures and in all lessons the differentiation of work is obvious.

98. The behaviour and attitudes of the pupils are very good and on occasions, for example in Year 6, excellent. Pupils are willing to answer questions, are attentive, concentrate and usually show the ability to work hard. When asked to work in groups they are able to do so sensibly. The pupils' very good response is often due to the quality of teaching, which is good overall with examples of very good teaching in Years 1 and 6. Teachers' planning is good and there is often a relaxed atmosphere and, in the best lessons, a sense of humour. Teachers have good subject knowledge and make good use of the resources available to them. These resources are of a good quality. For example in Year 3, when the pupils used scales and parcels when developing their skills of weighing. Teachers ask questions that probe pupils' understanding and often use a range of 'quick fire' questions in mental mathematics. Assessment procedures are very good and good use is made of outcomes to differentiate work set for groups of different prior attainment. Group and class targets are set and these are shared with parents. Progress is tracked and predictions made about future levels of attainment. Teachers encourage good standards of presentation and pupils' work is set out in a neat, logical and mathematical fashion. Marking is thorough and any difficulties are often discussed with individual pupils. Because of the good teaching, pupils in both key stages learn well and achievement is good in relation to prior learning. The school is well placed to achieve higher results in the future.
99. The management of the subject is very good. The co-ordinator is a very able teacher who is aware of how the subject needs to be developed in the future, in particular with reference to data handling, problem solving and investigations and the use of mathematics across other curriculum areas. There is also a need to extend the use ICT in the subject. Resources are of a good quality. A good basis for the teaching of mathematics has been established that is centred on pupils understanding the strategies they use, the concepts they learn and the speed at which they acquire basic skills. Since the inspection of HMI in 2000 standards in the quality of teaching have risen and pupils' attitudes have improved significantly.

SCIENCE

100. 2001 teacher assessments for science show that pupils attained standards that were below the national average with too few pupils attaining the higher levels, resulting in the percentage of pupils attaining level 3 being well below the national average. The overall results in the national tests at the age of 11 were in line with the national average for similar schools, but were below the national average for all schools. Too few pupils attained the higher levels. Inspection findings show that this year standards are in line with the national average at the end of Year 2 and Year 6, with the exception of AT4 physical processes where standards are below the national average because staff have worked very hard at ensuring that experimental and investigative science is rigorously taught throughout the school and very good emphasis has been placed on teaching pupils subject specific vocabulary so that they can all access the good learning opportunities offered.
101. Standards are improving in science because the co-ordinator has undertaken a rigorous audit of pupils' work, teachers' planning and, helped by the deputy headteacher, has analysed national test results. Further emphasis has been placed upon developing pupils' skills of investigative and experimental science and helping pupils unpick the questions asked in test papers, as a result, standards are rising. Although national test data for 2002 is not fully validated, it would appear that standards at the end of Year 2 are broadly in line with the national average, but are below average at the end of Year 6; this is because the group of pupils taking the test contained many who had special educational needs and others who were below average attainers. There are no significant differences in attainment by pupils who have special educational needs, English as an additional language or boys and girls.
102. Overall pupils' achievements are good in relation to their prior attainment due to the good teaching that they receive. Teachers in both key stages have worked very hard at developing pupils' knowledge of experimental and investigative science. Experiments are undertaken regularly and pupils are making good gains in identifying fair tests. They conduct careful investigations and in Key Stage 2 describe the effect of change on materials, for example the

effects of heating and cooling. They understand the process of separating materials through filtration and evaporation. By the end of Year 6 pupils know that, when washing soda is mixed with water, the bubbling seen is a gas being released.

103. By the end of Year 2 and Year 6 pupils have good knowledge of the conditions needed for plants to survive. Year 1 and Year 2 learn about the main parts of the human body and successfully carry out investigations on the use of their senses, they know what happens to their body when they exercise. They can classify materials according to their texture and appearance and they learn to put together an electric circuit. They know which objects use electricity in the home and they understand natural, electric and battery operated sources of light. All groups of pupils make good gains in developing and using scientific vocabulary because this is emphasized in the teaching. Most teachers in both key stages provide a list of associated words and key vocabulary, particularly to support pupils for whom English is an additional language, but further work needs to be placed on developing subject specific skills of measuring, observing, hypothesising and reading information from charts.
104. In both key stages a particular strength of the curriculum is the opportunity offered to pupils to use the outdoor learning environment. The help given to teachers and pupils by the Wildlife Trust is having a very positive effect on learning. Pupils are developing a love of nature and conservation and this is having a positive impact on their very good attitudes to learning. For example in Year 6 when pupils were learning about food chains, they were handling insects and plants with great care and very quickly understood the terms producer, consumer, predator.
105. Scrutiny of pupils' work, teachers' plans and interviews with pupils reveal that there is nevertheless room for improvement in ensuring that pupils have sufficient opportunities to develop their skills of literacy, numeracy and ICT across the curriculum, especially identifying patterns in data, using the Internet as a research tool and, in the case of the older pupils, suggesting improvement to their experiments. It is noticeable that in physical processes, by the end of Year 6, standards are not high enough because insufficient coverage has been undertaken of magnetism and how light enters the eye.
106. The school has recognised, and it is supported by inspection findings, that further emphasis needs to be placed upon improving curriculum planning so that more focus is placed upon the progressive development of subject specific skills of cause and effect, hypothesis and prediction. Furthermore, assessments, whilst satisfactory overall, do not focus sufficiently on evaluating pupils' scientific skills, but on testing, solely, knowledge of work covered in class.
107. The quality of teaching ranged from satisfactory to very good, but it is good overall because teachers have secure subject knowledge and make their lessons lively and interesting. Most teachers explain and introduce new ideas well. They plan an appropriate sequence of activities, explain new concepts well and plan an appropriate sequence of activities with specific learning intentions. The organisation and use of time and resources are effective in most lessons. Teachers generally plan well, but do not always emphasise the importance of scientific skills and pupils make better gains in acquiring facts than applying skills, such as researching information, presenting their information in a variety of ways using charts and line graphs. Teachers have good questioning skills, they use probing and open-ended questions to elicit fuller responses and to prompt further enquiry. In these lessons, such as the one seen in Year 5 where pupils were exploring night and day, pupils wanted to learn more and kept asking the teacher if they could develop their learning further by using the CD-ROM.
108. Teachers prepare their lessons well and use good quality resources. In a Year 2 lesson on the life cycle of the butterfly, the teacher encouraged higher attaining pupils to use a good range of reading books to find out more information. However, teachers would benefit from developing more stringent assessments to highlight specifically the various levels of attainment so that tasks could be even more precisely refined to meet the academic requirements of the pupils, and move them into gaining deeper understanding.

109. Pupils have very good attitudes to learning; they work safely, co-operatively, share equipment and help one another. Pupils clearly enjoy science and are excited by it. This was noted in a Year 4 lesson on filtration. Pupils confidently describe what they have found out through their test investigations. The analysis of pupils' work and evidence from lessons shows that all pupils achieve well during their time at school. This is supported by an increased emphasis on practical work which has improved pupils' skills in scientific enquiry. However, more emphasis is needed in developing pupils' skills of seeking patterns and evaluating their results.
110. The coverage of all aspects of science, with the exception of magnetism and how light enters the eye in Key Stage 2 is assured through careful planning based on the school's own scheme of work. The co-ordinator has clear educational direction and knows what needs to be done next. Teachers mark pupils' work regularly and know the standards their pupils attain, but assessments are currently satisfactory and their rigorous use to plan the next steps of pupils' learning needs to be developed further. The leadership and management of the co-ordinator are good; she monitors standards and knows the subject's strengths and areas for development throughout the school.
111. No reference can be made to improvements in science standards as this was not the focus of the inspection of 2000. Resources are good, although the school would benefit from more computers in the classroom.

ART AND DESIGN

112. Standards meet the national expectations for seven and 11-year-olds. Pupils' achievements are satisfactory as they move through the school. Pupils with special educational needs and English as an additional language are well supported in lessons and, as a result, achieve similar standards to all other pupils.
113. By the end of Year 2 pupils work competently with a range of media, including paint, clay, collage, pastels and crayons. They show the expected awareness of colour for their age in their paintings. Year 1 pupils enjoy painting portraits of their families and look in detail at other members of the class to produce a pencil, charcoal and chalk sketch of their faces, looking carefully at specific shape and features.
114. By the end of Year 6 pupils produce detailed shaded drawings of sunsets reflected in the water, using the media of pastels, chalks and crayons, and achieve pleasing results. Pupils are aware of the work of well known artists such as Picasso and Van Gogh. More able pupils make good attempts to reproduce modernist paintings, such as 'The Tube Train' by Cyril Power. They draw portraits of historical characters, such as Anne of Cleves, in the style of Holbein and use sketchbooks appropriately.
115. The quality of teaching is satisfactory. Teachers have linked art well to history. Year 4 pupils study Egyptian art and are aware of how designs and pictures are of a specific style. They use frames effectively to identify significant patterns and features of this style of painting. Year 6 pupils help to make the scenery for school productions and experience working on a large scale. The use of computers to support artwork is in the early stages of development and is not yet a prominent feature of teachers' planning, although there is some good pattern work produced by Year 4 pupils. Teachers are hampered in their teaching by the lack of a clear framework which clearly outlines what skills, knowledge and understanding pupils should attain at the end of each year. Furthermore, the lack of clear identification in assessments of what pupils know, understand and can do prevents teachers from easily identifying tasks to match pupils' needs. This was the case of an unsatisfactory lesson in Key Stage 2, where teacher expectations were too high and pupils struggled with their work.
116. Sketchbooks are used in some year groups, but their use as a tool to support the development of skills is limited and is inconsistent overall. There is some three-dimensional work, such as masks made by Year 6 pupils, but this is also underdeveloped. Teachers' planning takes account of the national guidance insofar as an appropriate range of topics is covered. However,

it is evident that there is a lack of a whole-school approach to developing skills. For example, Year 5 pupils have difficulty mixing colours to shade and tone their still life paintings, a skill that much younger pupils should have acquired. Year 4 pupils have not received sufficient guidance in the past to achieve observational drawings, which take account of relative size or perspective.

117. At present, assessments are unsatisfactory, not enabling teachers to ensure the consistent development of skills, particularly for those pupils who are potentially high attainers. There is insufficient direct teaching of specific techniques so that pupils who find the work more difficult have strategies to support their creative efforts, for example how to draw a person and to create perspective with an illustration.
118. Staff work in teams to co-ordinate the arts subjects and this is supportive and satisfactory overall. The subject is in the early stages of development but is included in plans for the near future. There is a good range of quality resources. Generally throughout the school pupils' work is displayed well and this contributes to an effective and stimulating learning environment.

DESIGN AND TECHNOLOGY

119. Due to timetable arrangements it was possible to observe only one lesson, in Year 2, during the inspection. Evidence for judgements is taken from a scrutiny of pupils' previous work, teachers' planning and discussions with staff and pupils. Standards at the end of both Year 2 and Year 6 are in line with national expectations and pupils are making satisfactory progress in learning. The previous inspection by HMI made no reference to design and technology and so it is not possible to compare judgements.
120. By the age of seven, pupils make houses from straws, paper, card, wood and fabric. They are able to cut components with sound accuracy and join them together carefully using glue. They design and make stick puppets, using wood, sugar and tissue paper, and again show the ability to cut with accuracy and join using glue. Large construction toys are used to make sheep, dogs and cows. These are first planned and designed in simple diagrammatic form. In Year 2 pupils learn to use a plastic knife, fork and spoon effectively, safely and confidently when preparing fruit for a fruit salad. For example they know how to grate, peel, cut and scoop. They are made aware of safety rules when using such tools. Pupils also show the ability to work co-operatively with a partner or small group and to develop independent working skills. Vehicles, such as racing cars, are designed and planning and evaluation indicate links with extended writing. A good example of sequencing of instructions on how to make a fruit salad was seen in children's writing.
121. By the age of 11, pupils begin to investigate how mechanisms work and how to join and combine materials. They make moving pictures using levers and pop up cards. Pupils consider the purpose and audience for their moving books and develop and communicate ideas about their design. They make an outline plan including the mechanisms they intend to use. Bags are designed and made out of a range of fabrics, with thought given to purpose and size. Pupils learn how to stitch. Year 4 pupils visit Telford Town Park and make observational drawings of the adventure playground. On their return they design their own playground, giving thought to the different types of areas in the playground, the people who would use it, materials needed and safety issues. Older pupils design and make slippers using card, felt and a variety of decorative materials. They plan, design and list the resources needed. A mock up is made and the finished article then evaluated.
122. Whilst a limited number of lessons were seen during the inspection an examination of teachers' planning and the scrutiny of work shows that, overall, both teaching and learning are satisfactory. Teachers' planning is sound and pupils are provided with opportunities to carry out relevant activities and develop appropriate skills with suitable opportunities for planning and making. However, opportunities are sometimes missed for detailed evaluations to be produced and so there is a lack of support for the school's initiative in literacy. There is also a lack of opportunity, identified in the planning, for the use ICT. In the lessons seen the quality of teaching was satisfactory, though at times the pace of lessons was slow and pupils began to

lose concentration and not remain on task. However, this is soon put back on course when teachers notice that pupils are not giving their individual attention. Pupils clearly enjoy the subject, have very good attitudes to learning, and readily discuss the work they have produced. The range of activities provided, the teaching received and the enthusiasm displayed help pupils, including those with special educational needs and those with English as an additional language, to make satisfactory gains in a range of skills, such as measuring, joining, planning and designing and making. Resources are good; they are shared sensibly and tools are handled carefully.

123. There is a suitable scheme of work, based on National Curriculum guidelines, and there is evidence of continuity and progression in the teaching of skills throughout the school. Management of the subject is satisfactory, though there is no monitoring of teaching and learning. Resources are satisfactory. Assessment procedures are not yet developed and are unsatisfactory overall.

GEOGRAPHY

124. During the inspection it was possible to observe only two lessons in Key Stage 2. Judgements at the ages of seven and 11 are therefore made as a result of evidence gained from a scrutiny of pupils' work in books or on display around the school, teachers' planning, and discussions with pupils and teachers. Standards at the end of Year 2 and Year 6 are in line with national expectations and pupils' achievements are satisfactory in relation to their capabilities. No reference was made to geography in the previous inspection report from HMI and so it is not possible to compare judgements.
125. By the age of seven, pupils know about their immediate locality. They learn to write their address and know about the city they live in and that it is in England. As a result of work done on the 'seaside', they learn about the differences between where they live and the seaside. They write and address postcards, know something about appropriate methods of transport between places, such as trains, cars, boats and planes, and learn that to go abroad they need a passport. A visit to Llandudno enables pupils to learn about the sea and seashore and they write about a sandcastle competition on the beach. Work done on 'Where in the World is Barnaby Bear?' enables pupils to place holiday destinations on a map. In this work all groups of pupils, including those with special educational needs and English as an additional language, achieve satisfactorily.
126. By the age of 11, pupils extend their knowledge of the locality and draw simple maps of their route to school. They make observations through their classroom window and note features of their locality, such as homes, roads, the supermarket and factory. In a good Year 3 lesson that used the school's very good wild life area, pupils responded to questions about their environment and used their senses when closely observing the results of a pond dipping exercise. They begin to realise that the water is teeming with life and with the help of a 'bug dial' and a magnifying glass, they identify such creatures as the bloodworm, water louse and water flea. They are aware of different habitats, such as water, grass and trees, and discuss the animals and birds that might live in them. The purpose of fences and trees is discussed. Pupils are developing a good insight into their environment and how it has to be cared for. They take part in an exercise to make world leaders at the Johannesburg World Conference aware of their environmental concerns. Pupils in Year 4 make a study of India. They are aware of the surrounding countries and seas and make a more detailed study of the village of Chembakolli, including jobs, the role of women, religion, gods, clothes and crops. A route is planned from England to India and comparisons made with the weather in England. Graphs are constructed to illustrate these comparisons. Year 5 pupils visit Blithfield Reservoir and make a study of the uses of water in homes, farms, industry and transport. They conduct a simple audit of the use of water in their own homes, and are aware of the lack of water in deserts. They use the ICT suite to research information on the Internet about the River Severn, and answer questions about its source, tributaries, towns and cities it passes through, pollution, flooding and leisure activities. Year 6 pupils learn about the oceans and continents of the world, capital cities, rainforests and

major rivers. The course of a river from source to estuary is studied, the weathering of rocks, volcanoes and mountains.

127. In the lessons seen the quality of teaching was good and pupils made good progress in their learning. In a Year 3 lesson, a very good contribution was made by staff from the Wildlife Trust, who have excellent knowledge of environmental issues and who have helped teachers develop the wildlife area. In Year 5 good use is made of the new computer suite for pupils to research information. The lessons are well planned and, as a result, the pupils are interested and actively participating. Teachers have good subject knowledge and are becoming increasingly confident in using ICT to support their work. They give good explanations, use time effectively and model what is expected but need to place more emphasis on developing pupils' skills of map reading, using diagrams to represent and communicate geographical information.
128. The school might usefully consider developing a whole-school policy for ICT, literacy and numeracy across all curriculum areas, especially in helping pupils use this tool as a means for improving their skills of literacy and numeracy. Assessment procedures have not yet been developed and so there is little evidence of work being suitably broken down into manageable chunks for pupils of different abilities. The school has adopted the national guidelines but due to the emphasis placed on core curriculum subjects there has been little time available to develop teachers' confidence and expertise in the teaching of specific geographical skills. As a result, the progression and continuity in pupils acquiring these skills are not fully secure. For example, there is a weakness in the teaching of mapping skills in both key stages. The co-ordinator, who manages the subject soundly, realises this and is aware of the need for more resources and for the staff as a whole to consider thoroughly the teaching of specific geographical skills. Though planning is monitored, the co-ordinator has not had the opportunity to monitor the quality of teaching and learning in classes. A positive aspect of the teaching is the opportunity provided for pupils to have first hand experiences through visits to a range of venues, for example the reservoir, Llandudno, Barmouth and Tenby; a number of visitors to the school also contribute to lessons.

HISTORY

129. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6 and progress is satisfactory. Long-term planning is fragmented and during some terms pupils study geography and no history. Also, medium-term planning follows the national guidance relating to the factual content of the curriculum, but does not specify skills that should be taught to each year group. These two factors have a negative impact on the provision and pupils' achievement.
130. Younger pupils are helped to develop a good sense of chronology by considering how things differed in the past; for example how seaside holidays compare with those we take today. Seven-year-olds talk with animation while looking at photographs of Llandudno taken during their own visit and those taken when the headteacher was a little girl. They look at the different styles of clothes worn then and now. They use the information successfully to explain how and why differences occur between the past and the present. They contrast the lives of people past and present for example Bruce Lee, David Beckham and Florence Nightingale.
131. Older pupils gain an understanding of different civilisations and the impact they had on the world and the future. Year 6 pupils study the ancient Greeks and Year 4 pupils the ancient Egyptians. Eleven-year-olds know that the Greeks started the Olympic games and also about the differences between the city-states of Athens and Sparta. Through looking at the Greek legends they begin to see what is fact and what is fiction and realise that events have been interpreted in various ways but they are not yet able to suggest likely reasons for this. Pupils in Years 3, 4 and 5 gain insights into British history. They learn about how the Vikings invaded and settled here. And the impact that Henry VIII's need for a son had on Britain in the past and the hard life for children in Victorian times compared to children of the present.
132. No lessons were observed in Key Stage 1; however a scrutiny of the work indicates that there is a good emphasis on using secondary sources as a historical skill. For example, while finding

out about Florence Nightingale pupils look at photographs and identify similarities and differences between hospitals then and now. Sessions are made relevant through teachers using heroes of today, such as David Beckham, to contrast with characters from the past. Two lessons were observed within Key Stage 2 and the teaching seen was good or better. However, teaching throughout the school is satisfactory overall. Although all teachers encourage pupils to undertake research and use secondary sources, the school has not identified how it will ensure that there is continuity and progression of these skills as pupils move through the school. There is some evidence of pupils being asked to write in different styles; for example Year 4 pupils write a letter to 'Catholic people' as if they were Guy Fawkes. Year 3 pupils devise a Viking menu and make up riddles after finding out that the Vikings spent dark evenings telling them to friends. However, overall this is underdeveloped when considering the quantity of work in pupils' books. Pupils are introduced to the idea that people we remember from the past often had a significant impact on social or political events of the future, for example Dr Barnado and Lord Shaftesbury. Although this is a theme that runs through the curriculum, pupils are not yet making the connection for themselves as the skill of thinking about cause and effect is not emphasised sufficiently.

133. Pupils enjoy their work, particularly the opportunity to undertake research about the ancient Egyptians from the very good range and quality of books available to them. They are only prepared to suspend the activity when they realise that they are going to continue to find out more about the topic by using the Internet as an alternative resource. Older pupils co-operate well; working with a partner they discuss what they need to find out and use their independence in their search for the answers to their questions. Pupils talk animatedly about the visit from an actor dressed as a Viking and of the artefacts he showed them.
134. The work is effectively linked with other subjects. Pupils enjoy dramatising the Greek legend about Theseus and the Minotaur. They use the distinctive style of Egyptian painting within their art work. There is a good emphasis on local history and pupils visit the nearby Black Country museum. Information and communication technology is gradually being introduced but it has not yet impacted on the curriculum.
135. The curriculum is based on the national guidance for the coverage of topics, however these are spread at uneven intervals throughout the school and there are uneven gaps between the teaching of the units, making the curriculum too fragmented. The subject is managed satisfactorily. Recently, there has been an emphasis on improving the teaching and learning and this is gradually having an impact, as can be seen from the good use of research and emphasis on pupils using secondary sources. However, currently there is insufficient assessment that informs teachers' planning or that ensures that all pupils are given work to meet their needs.
136. The last report did not specifically mention the subject and, therefore, no judgement can be made on the improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards at the age of seven and 11 are below national expectations but pupils, including those with special educational needs and those with English as an additional language, are now beginning to make good progress in their learning due to the recent opening of a very good computer suite. The previous inspection report by HMI made no reference to ICT and so it is not possible to compare judgements.
138. By the end of Key Stage 1, pupils learn that a computer allows them to make choices and that different decisions produce different outcomes. Using the 'Goldilocks' program pupils make their choices and use the mouse to drag the pictures across the screen. Many are able to explain their decisions and show a good degree of accuracy with the mouse. Year 2 pupils are able to rearrange text to make it easier to read, for example from the horizontal to the vertical. They learn to use the return and enter key to insert line breaks. In this way they turn a horizontal into a vertical list.

139. By the age of 11, pupils are beginning to use ICT in other areas of the curriculum. For example Year 3 pupils enter information they have gathered into the computer about the type of food eaten by animals, such as a cat, dog and hamster. They then produce a block graph and most of the pupils can read the graph to obtain information. Year 5 pupils use the Internet to research information about the River Severn and find out about its source, tributaries, the towns and cities it passes through, its mouth, pollution, leisure activities and wildlife. Older Year 6 pupils learn how to create a multi-media page incorporating text, moving pictures and sound. The aim of this is to make an interactive learning experience for younger children in the school. Pupils make a slide of a nursery rhyme and then incorporate a moving picture and sound. They then evaluate their work and decide whether any alterations are necessary. By the time they leave the school pupils are able to select and change fonts, use the spell check and add borders to their work using different colours. Art programs are used to produce posters and design the front page of a portfolio of work. Accounts are written about visits to, for example, the Telford Town Park. However, pupils in both key stages, at present, have not had sufficient opportunities to handle data use spreadsheets and control technology.
140. Since the recent opening of the ICT suite teachers have begun to teach skills consistently and progressively to enable pupils to gain confidence in the use of computers, but this is a very recent development because of the recent installation of the computer suite. Similarly pupils are beginning to use ICT to research information in subjects such as history and geography. There are gaps, however, in pupils' learning that will take some time to fill. For example, the areas of control technology and data handling have not been sufficiently well developed. During the inspection very little use was made of computers in classrooms. The school realises the need to update them and ensure that all the computers in school are networked. Though it is improving in both range and quality, there is a need, which the school realises, to increase the range of software available.
141. The overall quality of teaching and learning is now good. Teachers are in the process of completing their national training and they are keen and enthusiastic. Now that the computer suite is available they are able to provide a good range of resources as well as regular class lessons in which they teach specific skills. Through careful preparation of lessons they are providing pupils with appropriate learning experiences matched to their present knowledge and understanding. They provide clear and careful instructions and all pupils, including those with special educational needs and those with English as an additional language, are now making good gains in their computer skills in relation to their prior attainment. Pupils respond by showing good attitudes to the subject and behaving very well. They listen carefully and, even though a number still lack confidence, they settle well to all tasks with good levels of concentration and developing levels of skill. Pupils clearly enjoy the subject and they work well both alone or with a partner. Teachers and teaching assistants provide appropriate help, enabling pupils to progress. Some have undertaken training at their own expense to ensure that pupils are given good learning opportunities.
142. The school has introduced the national guidance as its scheme of work and this provides good support for the teachers. The new computer suite is well used and is of great benefit to the school. The co-ordinator is keen and enthusiastic and has worked hard to begin raising standards. Together with the senior management team she is aware of what needs to be done to improve standards in the future and this is included in the school development plan. As yet, however, she has little opportunity to work alongside staff to monitor the quality of teaching and learning but recognises that further opportunities need to be provided to include ICT in the curriculum planning for all subjects. At present, the co-ordination of the subject is satisfactory. The subject is beginning to contribute to other subjects such as science, history, geography and art and design. However, further opportunities need to be discussed by the staff and a whole-school policy produced that identifies these opportunities in schemes of work. When financial resources become available the co-ordinator also recognises the need to improve the quantity and quality of software available and to replace the classroom computers. Assessment procedures are currently limited and are unsatisfactory overall and little information is available to identify pupils' current understanding or to plan for their future needs.

143. Good progress has been made in recent months and the school is now well placed to raise pupils' attainment significantly in the future.

MUSIC

144. Standards are as would be expected nationally in Year 2 and Year 6 and all pupils make satisfactory progress, including those with special educational needs and English as an additional language.
145. Year 1 pupils learn about the difference between pulse and rhythm using nursery rhymes. Pupils in Year 2 listen to and repeat long and short sounds with actions, voices and musical instruments. They enjoy listening to music through extracts of classical music; for example Greensleeves. Older juniors listen to music from the Planets Suite by Holst and enjoy the war-like mood conjured up by the section entitled Mars.
146. They compose their own mood music when groups of four or five pupils select musical instruments to portray their own chosen planet. Pupils sing tunefully during assemblies; however, their enjoyment and enthusiasm appears to wane as the week progresses and they sing the same song each day.
147. The quality of teaching is satisfactory with some good features. The teaching is greatly enhanced through the services of a musician who is knowledgeable about the subject. He supports teaching staff very well as the majority of teachers lack confidence and knowledge. There is an urgent need to increase teachers' skills through training and the monitoring of teaching and learning. The teaching of older pupils has good links with literacy, and the work undertaken in English is used to support musical compositions. For example, Year 5 pupils create imaginary planets where the mood is eerie and spooky, or stormy and wild and, through the detailed thought that has gone into this exercise, they are able to transfer their learning to compose musical interpretations with good effect. Also, homework is used effectively for this group of pupils who use musical notation of quavers and crotchets to make up a short repetitive pattern. Where teaching is less effective, pupils receive insufficient input from the teacher, while the musician provides the musical accompaniment, and some sessions lack good organisation and pace.
148. A lunchtime choir is very well attended and here pupils sing harmoniously, with good diction and a great deal of enjoyment. They are able to sing in three parts very effectively. This makes a very good contribution to the curriculum offered. There are opportunities to listen to music, and a good range is selected, particularly for assemblies. However, there are missed opportunities as pupils are not fully aware of the composers or singers. Some world music is included, but, again, its origins are not identified to pupils. There is an adequate quantity of musical instruments but insufficient emphasis on pupils knowing their names. There are insufficient instruments from other cultures, although occasionally pupils do bring them from home to demonstrate their own cultural musical traditions.
149. Currently there are no assessments of pupils' levels of attainment and the management of the subject is underdeveloped. Whilst the headteacher and deputy headteacher are keeping an overview of this subject and overall co-ordination is satisfactory, monitoring of teaching and learning needs to take place. National guidance is used to plan a satisfactory programme of experiences, but insufficient guidance is given on how pupils' skills will gradually improve over time.

PHYSICAL EDUCATION

150. During the inspection, it was only possible to see one gymnastic lesson involving pupils in Key Stage 1 where standards are above those expected nationally. No judgement is possible in other aspects of the subject and no judgement is made overall for pupils at the age of seven.

Standards at the age of 11 are similar to those expected nationally. The previous inspection report from Her Majesty's Chief Inspector of Schools made no reference to physical education and so it is not possible to comment on whether standards have been maintained. By the end of Year 6 pupils' achievements are satisfactory in physical education.

151. By the age of seven, most pupils are able to travel at different levels and speeds and they explore movement when responding to a range of stimuli, for example music. Pupils are well co-ordinated; they stretch, curl and travel in different directions and follow instructions well. By the time pupils reach the age of 11, teachers have encouraged pupils to develop good routines in the subject. They come into lessons quietly and are ready to begin their activities. As a result, especially in the later years of Key Stage 2, they often make good progress. Most pupils in Year 3 successfully learn to throw and catch a ball and are beginning to develop some accuracy with their throwing. In Year 5 they progress to develop the skills of changing direction and speed when in control of the ball. Skills of dodging and marking are learned and these are then put into practice in games, for example netball. In Year 6, pupils create and improve gymnastic sequences in pairs. They produce good flowing movements, including balances, jumps and rolls. Older pupils benefit greatly from well attended extra-curricular activities organised either by the staff or friends of the school. For example a dance club in which Year 5 and 6 pupils practise a routine for a dance festival. They show that they have an understanding of the meaning of 'strength of movement' in dance, and higher attaining pupils, both boys and girls, move with good co-ordination, maturity and style. Soccer and netball clubs were also observed in which pupils are taught the skills of both games. Pupils also have the opportunity to take part in cross-country training and sports days. These sporting activities are often competitive against other local schools. This has a positive effect on pupils' social development. Year 5 and 6 pupils have the opportunity to attend residential events at either Tenby or Barmouth where they are able to take part in more adventurous activities. Pupils benefit positively from these experiences in both their physical and social development. Older pupils learn to swim at the local secondary school. There has, recently, been some difficulty in finding swimming instructors but this problem has now been resolved. By the time they leave the school over 75 per cent of the pupils can swim 25 metres. The school also benefits from visiting basketball and hockey coaches and representatives of Wolverhampton Wanderers Football Club.
152. Pupils' attitudes to the subject are very good. They are well behaved and always respond to the teachers' instructions. Effort and concentration are put into activities by a large majority of pupils and they are able to work co-operatively and sensibly in pairs or groups. These attitudes are the result of the good quality of teaching the pupils receive. Good routines have been set from the time pupils enter the school and both pupils and teachers are always appropriately dressed for the subject. All pupils, including those with special educational needs and those with English as an additional language, are fully included in lessons. Lessons are well planned and teachers provide clear instructions. In the best lessons, for example in Year 6, the teachers take an active part and are good role models for the pupils. Demonstration of good work is used to help pupils improve and time is taken to discuss how activities might be improved. Usually time is well used and activities continue at a good pace. Time limits for activities are often set and this encourages pupils to remain on task. As a result, pupils often make good progress. Lessons always begin with a warm-up activity and end with a cool down session.
153. During the last few years a lot of effort has been put into developing the core curriculum areas. As a result, little emphasis has been placed on subjects such as physical education. The school has identified, in its development plan, the need to develop foundation subjects in the future. Co-ordination of the subject is satisfactory, though the co-ordinator has not had the opportunity to monitor the quality of teaching and learning in classes. National guidance documentation is used as a basis for the school's scheme of work and this provides sound support for the teachers. The co-ordinator has ensured that the resources available are of good quality and quantity. Accommodation for the subject is very good and comprises a large school hall with suitable large gymnastics resources and a good playing field. The playground has a range of game markings and these promote pupils' social and physical development. Assessment procedures are underdeveloped and are unsatisfactory overall in Key Stage 1, an area the school should consider in the future.

154. With more emphasis on the subject the school is well placed to enable the pupils to make further progress in the development of their physical skills in the future.

RELIGIOUS EDUCATION

155. At the end of Year 2 and Year 6 pupils reach standards which are in line with those specified in the locally agreed syllabus. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress.
156. By the age of seven, pupils have a sound knowledge of some of the major beliefs, symbols and observances of the religions of Christianity, Islam, Sikhism, and Hinduism and can use the relevant terms and vocabulary. They have a growing understanding of customs. For example, Year 1 pupils understand the tradition of Christians thanking God for the harvest in October. They know that food needs the sun and rain to make it grow and that at this time God is thanked for sending the sun and rain. In a Year 2 lesson exploring the concept of symbols within religions, pupils showed their understanding and sensitivity to the symbols important to Sikhs and know the shape and colouring of the Khanda. They handle the artefact with care and enjoy discussing its importance with their Sikh friends. They have a good recall of their visit to a Sikh temple the year before.
157. Year 6 pupils are beginning to understand how people's beliefs can shape their lives. They are moved by Martin Luther King's speech describing his dream for black people. They learn that, although he was a fighter, he wanted people to use their brains to talk about things, not use their fists, but even so he was assassinated for his beliefs. They are aware of the important part he played in making the black people of America free and end segregation. They use this inspiration to look at their own values and beliefs and think about what is important to them. Year 3 pupils use the imminence of the Christian festival for harvest to look at how other religions celebrate this festival. They are interested in learning about the festivals of Baisakin, Diwali and Holi. They know that, as Christians visit the church to say thanks to their God, so the Sikhs pray at the Gurdwaras. Both religions enjoy food on these occasions and Sikh's have processions, and enjoy dancing to bhangra music.
158. The quality of teaching and learning is sound overall with evidence of good and very good teaching. Many teachers have good subject knowledge, and planning and preparation are thorough. Lessons are interesting, well structured and varied. In the very good sessions teachers give pupils inspiration through their sensitive handling of the topic. For example, the reading and discussion of the 'I have a dream' speech made by Martin Luther King had a very positive effect on developing pupils' personal values. Good teaching integrates the religions of all the pupils present, and allows them to describe symbols, which are familiar to them, and explain them to their friends. Often pupils are able to talk about what they have learned but are less confident in recording their knowledge, as they do not have the support for their writing that they need, for example the spelling of subject specific words and, occasionally, the use of writing frames.
159. The school provides an inclusive ethos in which all the pupils are able to value their own beliefs, while at the same time understand a little more of the values and beliefs of their friends. Visitors to the school widen pupils' understanding of how belief can affect your life. They are horrified by the conditions that prevail for a number of children in Romania, and are delighted to feel they are able to help financially. However, they realise that money alone is not sufficient and that there are people who give of their time to change the lives of these children.
160. The co-ordination of the subject is satisfactory overall, but underdeveloped, because teaching and learning have not been monitored, marking, assessment and its use needs to be developed further to improve rates of pupils' progress. Resources are very good and the curriculum has breadth and relevance.