

INSPECTION REPORT

Aqueduct Primary School

Telford, Shropshire

LEA area: Telford and Wrekin

Unique reference number: 123444

Headteacher: Miss Beryl Mound

Lead inspector: Mr. G. Martin

Dates of inspection: 2nd – 5th February 2004

Inspection number: 255358

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided.
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll; 242

School address: Castlefields Way
Aqueduct
Telford
Postcode: TF4 3RP

Telephone number: 01952 594387
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Appropriate authority: Governing body

Name of chair of governors: Mrs. Lynn Copcutt

Date of previous inspection: 2nd – 5th March 1998

CHARACTERISTICS OF THE SCHOOL

Aqueduct Primary School is situated in the community of Aqueduct in the town of Telford, Shropshire. The community is very mixed, with a fairly even spread of local authority, privately rented and owner-occupied housing. Some areas served by the school experience significant deprivation, through unemployment and other socially challenging circumstances. Because of its location, the school is part of an initiative to raise achievement with a group of schools in an Education Action Zone (EAZ). The school is of average size, with 257 pupils on roll, the majority coming from a White English background. A very small minority of pupils speak English as an additional language and about two per cent of pupils have a first language other than English. The proportion of pupils eligible for free school meals is broadly in line with the national average at about ten per cent. About fifteen per cent of pupils, less than the national average, have some form of special educational need, with just over one per cent having statements of special educational need, which is similar to the average found nationally. Attainment on entry varies from year to year. At the time of the inspection, attainment on entry is well below the average found nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21563	Mr. G. Martin	Lead inspector	English, art and design, design and technology, music, religious education, English as an additional language.
13450	Mrs. J. Madden	Lay inspector	
30205	Miss T. Kenna	Team inspector	Information and communication technology, geography, history, the Foundation Stage of learning.
30142	Mr. J. Morris	Team inspector	Mathematics, science, physical education, personal, social and health education and citizenship.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a good quality of education. It has a good ethos and, because their children are cared for very well, parents like the school. Pupils also like the school because very strong links with the community help them to become good citizens. Teaching, learning, and leadership are good. Good provision for pupils with special educational needs ensures that they achieve as well as all other pupils. Taking into account that standards could be higher, overall the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

Strengths

- The provision for pupils' personal and social development and citizenship skills.
- Very good links with parents and the community.
- The chair of governors leads the governing body well, promoting effective governance.
- The school cares for its pupils very well and provides them with very good support and guidance.
- Pupils are consulted very well and become closely involved in the development of their school.

Weaknesses

- Standards are not as high as they could be and some pupils have low aspirations of what they could achieve.
- Assessment is not used consistently well to challenge pupils and promote higher expectations of what they could do.
- The management of some aspects of the school's work, such as the continued development of better teaching and learning, needs further improvement so that it reflects other good practice in the school.

Very good provision for pupils' personal and social development prepares pupils very well for the next stage of education. Very effective links with parents and the community help the school to progress toward its aspirational targets for better standards. Very productive links with support networks, such as the Education Action Zone (EAZ), make a good contribution to school development and improvement. Teaching assistants are fully included in the drive to improve learning. Very good provision for the children in the Foundation Stage gives them a good start to their education. Pupils with special educational needs are fully included in all learning.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	E	E
Mathematics	E	E	E	E*
Science	E	D	E	E

Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is satisfactory overall. Good achievement from a level well below average on entry to the Reception year ensures that most, but not all, of the children in the Foundation Stage meet the goals expected for their learning by the time they enter Year 1. In Years 1 and 2, pupils continue to achieve well so that they meet the nationally expected standards in reading, writing, mathematics and science. Satisfactory achievement in Years 3 to 6 results in standards by the end of Year 6 that are in line with those expected nationally in English, science and all other subjects, except mathematics, where standards are below those expected nationally. However, not all pupils, especially the more

able, attain standards as high as they could. By the end of their time in the school most pupils are academically prepared and all pupils are socially well prepared for the next stage of education.

Pupils have **good** attitudes and they behave **well**. The school makes very good provision for pupils' personal and social development and good provision for their spiritual, moral and cultural development. There are good relationships in the school. As a result, the personal and social development of the pupils is very good and their spiritual, moral and cultural development is good. Pupils are conscientious and most work hard. The majority become good learners because they enjoy lessons, although a few more able pupils could aspire to higher standards.

Attendance is **satisfactory**. The school takes good action to improve attendance. Most pupils are keen to come to school and nearly all arrive punctually.

QUALITY OF EDUCATION

The quality of education is **good**. **Good teaching** helps pupils to become effective learners. The school works hard to establish positive partnerships with parents and the community. As a result, there are very good links with parents and the community that are mutually beneficial. The curriculum is enriched by enjoyable activities. Together, these promote good attitudes among the pupils and help them to value their school and learning.

LEADERSHIP AND MANAGEMENT

The headteacher's **good leadership** makes a key contribution to the school's improvement. This is a well-led school, with targets for improvement that are clearly defined. Effective leadership means that the school has good capacity to achieve its aspirations. Good financial and day-to-day management enable all members of staff to enhance the quality of education, although there is a need for clearer and better-focused management of teaching by the leadership team to further improve teaching and learning. The well-led governing body fulfils its role effectively. The support and challenge the governors provide help those responsible for the school and its improvement to be effective leaders.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like the school. They know that the school cares for their children very well and helps them to be interested in learning.

Pupils also like the school. They value the varied and enjoyable activities that the school provides. They know that their teachers will care for them well and help them to do their best, so the majority try hard with their work, although some, including the more able, could do better.

IMPROVEMENTS NEEDED

The school has set itself clear targets for improvement. The inspection team agrees with the school's own evaluation of its improvement needs. In order to improve further the school should:

- Strengthen and improve the management of teaching and learning to raise standards, especially in mathematics.
- Develop a consistent, whole-school approach to using pupil self-assessment and target setting to raise the level of challenge and expectation in lessons.
- Implement and monitor consistent systems for improving attitudes to learning among pupils who have low aspirations.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is satisfactory overall. By the age of seven at the end of Year 2 standards are satisfactory in all subjects. By the end of Year 6 at the age of 11 standards are satisfactory in all subjects except mathematics, where standards are below those expected nationally.

Main strengths and weaknesses

- Standards in Years 1 and 2 are improving and are in line with national expectations by the end of the key stage.
- Pupils achieve well in science and attain standards at that are in line with national expectations at the end of Year 6 in Key Stage 2.
- Achievement in information and communication technology is better than at the time of the last inspection and standards are satisfactory.
- Standards in all other subjects, except mathematics, are satisfactory.

Commentary

1. Because of their good achievement, resulting from the very good teaching, most children in the Foundation Stage meet, and a few exceed, the learning goals in all six of the areas of learning for their age. Children who begin the Foundation Stage with low levels of attainment achieve well and most achieve the learning goals for their age by the end of the Reception class. Good achievement in communication and mathematical understanding leads to good preparation for learning in the basic skills of literacy and numeracy by the start of Year 1.
2. Evidence from inspecting the work of pupils at the start of Year 1 shows that, by the end of their time in the reception class, most, but not all, children are prepared for the early stages of the National Curriculum in Years 1 and 2.
3. The children's personal and social skills are developed well in the Foundation Stage so that they establish good routines and are keen to learn. This is a direct result of the good encouragement they receive from adults in the school and from the very good partnership that the reception classes establish with parents. The effect this partnership has on the children's achievement is good.
4. Pupils in Years 1 and 2 achieve well and by the end of Year 2 standards in reading, writing and mathematics are similar to the average expected nationally. The table below shows that pupils attain standards close to the national average in the Year 2 national assessments.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.5 (14.7)	15.7 (15.8)
writing	14.9 (13.8)	14.6 (14.4)
mathematics	17.4 (15.8)	15.5 (15.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

5. In Years 3 to 6, achievement is satisfactory overall, although it is better in years 5 and 6. As a result, by the end of Year 6, standards are in line with those expected nationally in all subjects except mathematics, where standards are below national expectations. Better standards in information and communication technology represent good improvement since the last inspection.

6. There has been satisfactory improvement in standards since the last inspection. The trend in standards overall is in line with the upward national trend, although the improvement in standards of mathematics is not yet sufficient. The school has a strong commitment to improving standards.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.5 (24.9)	26.8 (27.0)
mathematics	24.0 (25.5)	26.8 (26.7)
science	27.2 (27.7)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

7. Pupils with special educational needs achieve well because of the good support provided for them. The achievement of higher attaining pupils is not always as good as it could be. However, overall, they achieve as well as could be expected. The progress of gifted and talented pupils is monitored carefully and these pupils achieve satisfactorily.

Pupils’ attitudes, values and other personal qualities

Pupils have **good** attitudes to the school and their behaviour is **good**. Pupils are interested in school, helping to run it through the school council and participating in a good range of activities. These positive outcomes result from the strong emphasis the school places on pupils’ spiritual, moral, social and cultural development, which is also good. Attendance levels are close to the national average, which is satisfactory. The school has very good arrangements for monitoring attendance and encouraging better attendance. Punctuality is good.

Main strengths and weaknesses

- Throughout the school there are very good relationships between adults and pupils. These trusting relationships stimulate pupils’ desire to learn and result in good attitudes.
- Pupils are attentive, eagerly answer questions posed by teachers and are keen to participate in lesson activities.
- Pupils know how to behave in and around the school and respond positively to the staff’s high expectations of their behaviour.
- The school actively cultivates pupils’ personal development. The school takes every opportunity to reinforce the pupils’ outlook on the wider world.
- Attendance levels are satisfactory. Pupils enjoy school and the majority arrive punctually.

Commentary

8. There is good improvement since the last inspection in pupils’ attitudes and personal qualities as a result of the school’s commitment to establishing a positive climate for learning. Teachers know their pupils very well. The open, trusting relationships between adults and pupils throughout the school actively encourage pupils to participate eagerly in lessons. Pupils are confident to express their feelings and to share their learning concerns with peers and teachers. Pupils are confident in the knowledge that teachers will value their ideas and suggestions. They know that there is always someone they can turn to in time of need. The very good working atmosphere found in most lessons allows pupils to relax and adopt good attitudes to learning. Pupils concentrate well and show a keen interest.
9. With the successful introduction of a positive behaviour policy, pupils know how they are expected to behave in and around the school. Good behaviour during lessons allows teachers to follow their lesson plans without interruption. There is full commitment from pupils and in most lessons learning objectives are met. Pupils’ positive attitudes are reflected in the improvements to levels of attendance seen since the last inspection. The high personal standards modelled by all staff helps

to develop similar high standards among pupils, which contributes significantly to the pupils' academic progress.

10. The school gives careful thought towards pupils' spiritual, moral, social and cultural development, such as through the way in which collective worship makes a worthwhile contribution to personal development. By exploring issues of responsibility, truth, kindness and loyalty pupils develop well-founded understanding of essential human concepts. Pupils agree with the need for rules and prepare their own in code of behaviour to follow in classrooms. Older pupils express strong views but understand why others may hold a different point of view
11. Personal development is promoted effectively from an early stage. A child in the reception class was heard to say: "It is naughty to laugh at people because you can hurt their feelings." Teachers constantly reinforce the importance of sensitivity towards other people's feelings as the children progress through the school. Awareness of the outside world is also a strong feature and the school pays good attention to the development of pupils' understanding of the rich diversity of cultures found in their local area.

ATTENDANCE

Attendance is **satisfactory**. Very good procedures for monitoring and promoting attendance have been effective in improving attendance over the last two years. Pupils enjoy school. The majority of pupils arrive punctually, which is good. However, a small minority of pupils arrive late and the school takes firm action to encourage good time keeping.

Attendance in the latest complete reporting year (2002/2003) (%)				
Authorised absence			Unauthorised absence	
School data	5.2%		School data	0.1%
National data	5.4%		National data	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2003)

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Asian or Asian British - Indian
Black or Black British – Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
187	5	0
1	0	0
8	0	0
2	0	0
6	0	0
1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**.

Teaching and learning

The quality of teaching and learning is **good** overall. The quality of assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers and support assistants work well as a team in promoting learning.
- Assessment of how well pupils are learning is satisfactory overall. However, inconsistencies prevent it being as effective as it could be in promoting knowledge and understanding of how to improve further.
- There is inconsistent challenge for lower and higher attaining pupils.
- Teaching and learning across the curriculum at the early years of Key Stage 2 is below the levels observed in other areas of the school.
- Teachers and support staff expect pupils to behave well and this has a good effect on how well pupils learn.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	10	11	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons on a scale from 1 (excellent) to 7 (very poor).

12. In the Foundation Stage, the teachers show great skill in developing children's skills of speaking and listening well by listening carefully to what children have to say, then talking with them as they work, and at times joining in with their activities. This well focused talk has a positive impact on progress. The work done in literacy during the Foundation Stage provides the secure basis upon which other teachers build in later years, and is a crucial starting point for a process that ends in Year 6 with pupils having achieved well.
13. The quality of teamwork between teachers and teaching assistants is very good. They work well together to ensure that all pupils get the help they require. A number of support assistants have undertaken specific training to gain additional skills that enable them to contribute positively to pupils' progress. This is evident in mathematics, where teaching assistants are developing and adapting materials in the Springboard folder, and in behaviour support.
14. The school has a range of assessment materials and strategies in place, and the use of assessment within lessons to aid planning for future learning is satisfactory. However, they are not consistently used throughout the school to enable children to meet their targets. The guidance given to pupils to enable them to understand how to improve varies considerably. In one pupil's assessment file the teacher of English commented, "to improve future writing there should be some use of paragraphing", which supports learning. However in a pupil's file in lower Key Stage 2 the teacher wrote "begin to use a wider range of punctuation", which is not specific enough to promote future learning. The effective use of assessment is on occasions unsatisfactory. In an English lesson in lower Key Stage 2, a number of books of lower achievers are not marked. This results in a lack of inspiration and relevance in the teaching to stimulate the interest and basic skills of this group of learners. One teacher in a mathematics class in lower Key Stage 2 wrote "your work is fine, however your presentation is awful". Comments of this nature do not help to develop the self esteem of pupils. Developments in promoting pupils' self evaluation of their progress is limited in some cases because the targets are too broad in nature. Good practice is

evident in Year 5 and Year 6 where pupils write short-term targets at the front of their exercise books and are challenged to achieve them in all lessons.

15. Although teachers encourage their pupils to work hard, on occasions teaching does not provide sufficient stimulation for lower achievers or challenge for higher attaining pupils. In a literacy lesson in lower Key Stage 2, the teacher doesn't positively involve all of the pupils by starting with what they know and understand, which leads to confusion and off task behaviour. The work card produced is the same for all abilities of learner, resulting in pupils not responding positively to the task or achieving as well as they could. In a higher achievers mathematics group, the pupils worked hard and produced good work. However, there is insufficient challenge to move them to a higher level of thinking and applying their numeracy skills to practical situations.
16. Teaching and learning are good overall. In the Foundation Stage they are very good, good in Key Stage 1 and good overall in Key Stage 2. However, teaching and learning across the curriculum at the lower end of Key Stage 2 are below the levels observed elsewhere in the school. There is often insufficient challenge for higher achievers who find the tasks relatively easy. In addition planning and lack of appropriate stimulation for lower ability pupils results in off task behaviour. In contrast when teaching is very good, as in a Year 1 numeracy lesson, good planning ensures that all ability levels are appropriately challenged. This results in all groups of pupils achieving well.
17. Class sizes in Years 3 to 6 of Key Stage 2 are quite large, which places particular demands on the class management and organisation skills of teachers and teaching assistants. All teachers have high expectations of their pupils' behaviour and manage behaviour effectively by a range of rewards and time out strategies. The teaching assistants play a very good part in maintaining some pupils' concentration and interest in lessons. On occasions when there is no teaching assistant present the teachers find difficulty in positively involving and engaging all of the children all of the time. Progress made by pupils with additional emotional and behavioural needs is good as a result of developing trust in the staff team. One boy who had joined the school in Year 4 commented on how much his behaviour and work had improved, saying, "The school has helped me with my work and definitely my behaviour has changed. I'm now much better because I've learnt to control my own behaviour. I now think before I do things. My mum is very pleased because she was worried about my behaviour."

The curriculum

The curriculum is broad and balanced and is of **satisfactory** quality. It enables pupils to achieve satisfactorily in Years 1 to 6. In the Foundation Stage children achieve well. A **good** range of extra-curricular activities, visits and visitors all enrich the curriculum. The accommodation is satisfactory and resources are good overall.

Main strengths and weaknesses

- The curriculum for the children in the Foundation Stage is very good.
- Provision for personal, social and health education is very good.
- Inappropriate withdrawal of some pupils limits pupils' access to a broad and balanced curriculum.
- There is a good range of activities outside lessons.
- The school grounds enhance the pupils' experience of school well.

Commentary

18. The curriculum meets all statutory requirements. The curriculum for the children in the Foundation Stage is very good. The planning is designed to help the children to make good progress in the goals they are expected to reach by the end of the reception year. There is a very good balance between adult-led activities and those that encourage children to become independent learners.
19. Provision for personal, social and health education is very good. It has a regular place on the timetable for all classes and is often developed through group activities and *Circle Time*, when

pupils discuss issues and consider the effect of their actions on others. Pupils effectively learn to live together in a community showing consideration towards each other. Sex education is dealt with very sensitively. Awareness of the dangers of drug and alcohol abuse are also well presented by a fully trained staff.

20. Pupils in Years 3 to 6 are sometimes withdrawn from lessons for additional support and some for music lessons. This takes place at the same time each week, meaning that pupils are regularly absent from the same lesson. This was particularly observed in an information and communication technology lesson. Consideration needs to be given to these arrangements as they deny some pupils access to a broad and balanced curriculum.
21. The co-ordinator responsible for special educational needs (SENCO) has a clear view of her role and has established effective systems to enable pupils to make satisfactory progress. Support for pupils in terms of procedures and overall evaluation of progress has many good features. The teaching assistants have copies of individual education plans and they monitor individual progress against targets. However, there is inconsistency in the quality of target setting. On occasions the targets are too broadly based. For example, for a pupil in lower Key Stage 2, the stated target is "to read all of Year 1 and Year 2 words". The criteria for success is, "He will be able to read Year 1 and 2 year words". There are no measurable short-term success targets for the pupil and support staff to indicate improving skills and short steps in progress. Teaching assistants are not always aware of the short-term targets linked to the lesson planning of the pupils they are supporting.
22. The governor with responsibility for special educational needs is knowledgeable and very supportive, providing the governors with a route into checking the school's provision for special educational needs. A parent of a pupil receiving additional reading support was very pleased with her child's progress. In particular, she praised the work of the teaching assistants who take the groups and keep in regular contact with parents to work together to consolidate learning.
23. A good range of extra-curricular activities enhances the curriculum and makes a significant contribution to the development of pupils' physical, social and intellectual skills. Activities such as sport, art and the environment are popular. Many of these activities are provided by agencies other than the school. There are breakfast, holiday and after-school clubs. All are supported well.
24. Resources are good overall. A very strong element of this is the quality of the school grounds as a play and learning environment. The grounds have been well developed in collaboration with both the school and the community. They are well equipped and include a fitness trail, quiet areas and others for music making. There are well laid out plots and borders where pupils grow flowers and vegetables. The grounds are used very well to support physical development, environmental awareness and many other areas of the curriculum for all pupils. A disadvantage in the school's accommodation is the relatively small size of the hall, which inhibits opportunities for indoor physical education, especially for older and more physically mature pupils.

Care, guidance and support

Pupils are **very well** cared for and supported by the school. There is **very good** provision made for the pupils' care, welfare, health and safety as there is for support, advice and guidance based on the monitoring of pupils. The school provides **very good** opportunities for pupils to express their views, which are valued and acted upon.

Main strengths and weaknesses

- As result of the assessment of pupils' personal needs they are provided with very good pastoral support to help them mature and progress in the school.

- The health and safety of pupils, including child protection, is given a high priority in the school by governors and staff.
- Pupils who move into the school after the initial reception intake are well supported and, as a result, are happy and settle well.
- Pupils are consulted and involved by the school on important issues affecting their life in school and aspects of their learning.

Commentary

25. The personal and educational well being of pupils is a teaching priority. As a result of very good relationships, teachers know their pupils well. The process of identifying pupils' educational needs is a strong feature of the school. Pupils with special educational needs have good support within the class and when withdrawn from the classroom. Teaching assistants are effective in providing this necessary support. The special educational needs co-ordinator keeps detailed records for relevant pupils.
26. The school has a range of 'care' initiatives to maximize the benefit to pupils from the educational opportunities offered by the school. Beginning the day with the Breakfast Club enables pupils who were reluctant to come straight from home into a classroom situation to adjust to the school environment before they have to go into the classroom. These pupils now come to school happily, with identified benefits in their learning. The club has also had a positive effect on punctuality and provides the opportunity for pupils of all ages to socialize with obvious benefits to their social development. The school manages the club with a committee of parents. A dedicated teaching assistant runs the club on a day-to-day basis, catering for up to 45 pupils each day.
27. The school environment is carefully checked on a regular basis and every care is taken to ensure pupils are safe at all times. The school promotes Healthy Living on a daily basis, including eating for a healthy lifestyle. Arrangements for Child Protection are fully in place and all staff are trained and kept up to date. Pupils themselves are well aware of the safety aspects of their environment, having taken part in a safety audit of the playground.
28. The school has a clear understanding of pupils needs, both academic and personal, and is particularly successful in implementing pastoral support for pupils. This level of support is provided in the school by specialist staff and some of it in the wider context of the Education Action Zone.
29. The induction of older pupils who come from other schools is very supportive. Their peers in the classroom and the staff do their very best to ensure they are supported and befriended when they arrive. The process of seeking pupils' views on a wide range of issues has been very successful. In turn this extends into their continued involvement in such initiatives as the Eco-award environmental action group and the School Travel Plan.
30. There is a growing culture within the school to seek out and act upon pupils' views. This happens either during lessons or in the more formal setting of regular school council meetings chaired by the deputy headteacher. Pupils from the two key stages are represented on the school council. All pupils gain confidence by sharing their views and ideas about improvements that would affect the quality of school life. Pupils make sensible proposals. They are very aware of the need to meet a range of demands on them and realistically face up to the fact that certain wishes may take longer to achieve than others and that some may not be met at all.

Partnership with parents, other schools and the community

The school has good partnerships with parents and other schools and very good partnerships with the community. Main strengths and weaknesses

- The school encourages and involves parents in their children's learning from the time they enter the Foundation Stage.
- There is a high level of good quality information provided for parents about the school and the progress of their children.
- The school consults parents and their views are taken into account in decisions about policy matters.
- The very effective links with the local and business community and through the network of the Education Action Zone support initiatives and extend the curriculum.

Commentary

31. The consistent encouragement and provision for parents helps them become involved in their children's learning. The parents of Foundation Stage children are welcomed into the classroom, where they help them to settle and join in their early morning tasks. In the main parents are happy with the school's provision and a number help in the school.
32. The information provided keeps parents aware of their children's progress and up to date on the daily life of the school. Staff are easily accessible and parents feel able to approach them with any concerns they may have. Parents views are quite regularly sought when the school is reviewing policy areas or undertaking new initiatives.
33. Links with the local community have developed into very effective partnerships, such as that with the Parish Council, who provide funding on a regular basis. In addition, as part of the effective links made through the Education Action Zone and the Business in the Community co-ordinator, local people have been involved in a 'What's my Line' activity with pupils, helping them to find out about the world of work, one example of the very good opportunities pupils have as part of the citizenship curriculum. The business community also provides very good opportunities for pupils to develop their initiative through taking part in schemes to raise money for the school.
34. The school has very good links with the local community and these make a significant contribution to learning. For example, the school worked in collaboration with *Help the Aged* to bid for a lottery grant, then re-designed and developed their school grounds. A good range of visits and visitors also helps to link learning experiences to the real world. The very effective partnership programme with local industry involves all classes in links that address a wide range of curriculum subjects. At the time of the inspection the school was working towards a *Green Flag* award as an *Eco-friendly* school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance is **effective**. The school provides satisfactory value for money.

Main strengths and weaknesses

- The headteacher leads the school well, with a clear vision that focuses on what needs to be improved most.
- The improving leadership of the senior management team who, along with all staff, support the headteacher's drive for improvement.
- The teamwork in the school ensures that all staff are committed to achieving the school's aspirations.
- The leadership of the governing body by its chairperson, whose direct influence on the co-ordination of the governing body has improved governance.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£491620
Total expenditure	£507255
Expenditure per pupil	£2096

Balances (£)	
Balance from previous year	£16933
Balance carried forward to the next	-£1298

35. The good leadership of the headteacher results in a strong commitment to the improvement of the school from key staff. The senior leadership of the school has been instrumental in the school's good improvement because they have been led well and have developed effective teamwork. The headteacher's commitment to improving teaching and learning is a good example of how her good leadership contributes to the determination of others to do their best to improve the provision of subjects that they lead. The success of the headteacher and her management team in developing strong teamwork in the school results in a good whole-school approach to improvement.
36. By making key appointments to strengthen the leadership of the school, and by giving clear guidance on roles and responsibilities, the headteacher has delegated important improvement initiatives to staff. For example, careful and effective monitoring of teaching, learning and achievement in the core subjects, particularly mathematics, is providing the evidence needed to show that standards could be higher. This is how the school has identified the potential to raise standards. Developing the leadership roles of key staff is introducing procedures needed to improve teaching and learning. However, the management of this work needs further development before it has the desired impact on standards.
37. Good arrangements for the performance management of teachers are used well to further the school's aims. The targets set for teacher performance convey high aspirations but are achievable, and closely linked to the school's improvement priorities.
38. The headteacher is effective in achieving significant improvements to the school facilities and resources, especially the very good outdoor play and learning environment. Good improvements to the school development plan, following on from the previous inspection, show that the school has successfully addressed the principle of taking a longer-term view of strategic development. As a result, the school development plan shows clearly how key objectives will be addressed in the medium term and how they will be met in the longer term.
39. The effective governance of the school is largely the result of the commitment of a strong chairperson and good teamwork within the governing body. As a result, governance is effective. By being directly and actively involved in the life and work of the school, the chair of governors sets a very good model of governance for other governors to aspire to. Governors are keen to contribute to the school's development. They know the school well. The committee structure enables the governors to manage their workload effectively and to be decisive and constructive. There is a clear determination from the governing body that they will achieve best value from the investment of time and resources in the school.
40. The day-to-day financial and administrative management of the school is good. The school secretary and governors' finance committee make effective contributions to the efficient financial management of the school. Other support staff make a very positive contribution to the day-to-day running of the school. Effective systems for day-to-day management of the school mean that the leadership can be directly involved in promoting higher standards and monitoring the work to develop the school. Prudent management of financial resources means that the school is able to focus its spending on key aspects of improvement. The school has a good number of strengths but there is scope to raise standards further. Taking these factors into account, overall the school provides satisfactory value for money.

The effects of any particular aids or barriers to raising achievement

- The small school hall restricts opportunities for indoor physical education, especially for older and more physically mature pupils. However, the outdoor environment provides good opportunities for physical activity.
- Classes above 35 pupils in Key Stage 2 place special demands on the skills of teachers and teaching assistants.

IMPROVEMENTS NEEDED

The school has set itself clear targets for improvement. The inspection team agrees with the school's own evaluation of its improvement needs. In order to improve further the school should:

- Strengthen and improve the management of teaching and learning to raise standards, especially in mathematics.
- Develop a consistent, whole-school approach to using pupil self-assessment and target setting to raise the level of challenge and expectation in lessons.
- Implement and monitor consistent systems for improving attitudes to learning among pupils who have low aspirations.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in all six of the areas of learning for children in the reception year is **very good**. The older children whose fifth birthday falls in the first half of the school year begin their reception year at the start of the autumn term; the remainder begin their reception year at the beginning of the spring term. At the time of the inspection, so close to the beginning of the spring term, 22 children were starting their fourth week of full time education. As a result it has not been possible to make judgements about standards in each area of learning for these children. Judgements about the proportion likely to achieve the Early Learning Goals set for children of this age are based on the achievements of the older children in the year. In all areas of learning the majority of children are on track to achieve the goals they are expected to reach by the end of the reception year. At the time of the inspection, there were 30 children in the reception class, while the remaining 10 were in a mixed age class with Year 1 pupils. Since the previous inspection, teaching and learning in all areas of learning have remained the same. However, provision for the development of pupils' gross motor skills have improved.

Main strengths and weaknesses

- Teaching is consistently very good.
- On-going assessment of children is very thorough.
- Very good classroom organisation contributes very positively to teaching and learning in both classes.
- Children are enabled to become independent learners very effectively.
- The good, committed involvement of the support staff has a good effect on learning.

Commentary

41. The quality of teaching is consistently very good. Both teachers have a quiet and engaging manner, enabling them to form very good relationships with the children, which in turn ensures that they want to learn. The teachers provide a very rich variety of well planned activities, which stimulate learning across all six areas of learning. Both the teachers and classroom assistants interact very effectively with the children, which promotes their learning well and contributes very positively to the good progress they are making.
42. Shortly after the children begin their schooling they are assessed against the Foundation Stage Profile. These assessments help the teachers to plan very effectively for the children's learning so that the teachers and classroom assistants can provide work specifically aimed at the needs of individual children.
43. The teachers organise the classrooms very effectively to enable them to meet the needs of all the children. Careful planning and good flexibility ensure that children are provided with a good balance of short periods of direct teaching, intensive work with the teacher or classroom assistant in small groups and opportunities to make choices from a range of activities for themselves. This approach is well matched to the children's attention span and their need to learn through practical activity. This also successfully contributes to the good progress they make.
44. Children are enabled to become independent very effectively. There are clear routines for children. They learn to, plan, select and work in the different areas of the room or with particular pieces of equipment, and review their results with others. Children already understand and act on these routines very well. Even after such a short time in school, children are beginning to accept responsibility for organising their own learning. This approach of fully involving children in managing resources and equipment for themselves is very good and already they are able to clear things away quickly and tidily when required.

45. The support staff make a very strong positive contribution to all areas of children's learning. They offer particularly strong support to children with special educational needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Regular routines are quickly established.
- Strong emphasis is placed on the development of social interaction.
- All staff show a consistent approach when supporting children.

Commentary

46. Classroom routines have been quickly established and are helping the young children to work in various groups, to take turns and share. As a result children are growing in confidence and developing positive attitudes to their work. They already understand classroom rules and routines and their behaviour is very good. Lining up for lunch is accomplished in a sensible and careful way.

47. Children enter the reception class with personal and emotional developments that are below the levels expected, and many find difficulty socialising with their peers. The teacher and classroom assistant place great emphasis on developing children's social skills and these skills are designed into activities supporting all areas of learning. The classroom has been carefully organised to enable children to select what they do from a planned range of activities and work independently, alongside and co-operatively using the available equipment, apparatus, computer, tools and materials. Children already make choices sensibly and most work confidently in the various areas of the classroom. They concentrate for appropriate periods, at times sitting quietly or working as part of the whole class. Most children willingly share the resources available and take appropriate responsibility for putting away what they have used.

48. All staff give clear ideas of what is expected of the children including the difference between right and wrong. Patient supportive teaching, where children are encouraged to work together and collaborate in their tasks results in happy and confident children who make good gains in their lessons.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children's communication skills are being well developed, and great emphasis is placed on developing the children's listening skills.
- Writing is made relevant and interesting.

Commentary

49. Children enter the reception class with speaking and listening skills that are below the levels expected. The teachers model speaking and listening skills very well by listening carefully to what the children say, interacting with them as they work and joining in with their activities and play. This has a positive impact on the progress children make. Many children initiate conversation in their play. They enjoy listening to stories and sharing a book with an adult. Most children know some letter sounds and can draw them. Some children already enjoy conversation and are beginning to take turns in speaking and listening, particularly with adults. However, a number do not listen well either to other children or adults. Children answer questions posed by their teachers and are eager to articulate their ideas.

50. Children understand that writing is used to communicate and at times they enjoy working at the writing tables. They also have opportunities to write during their role-play. The staff work with small groups of children giving them very individually focused help. For example, the teacher gave support and help to a group sequencing the story of *Humpty Dumpty*, most were able to recognise initial sounds. This good organisational strategy has a beneficial effect upon the way the children learn. Many demonstrated the ability to use their knowledge of sounds to write words that were phonetically recognisable.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Every opportunity is taken to develop children's counting skills.
- Mathematical concepts are made relevant to children's experiences.

Commentary

51. Children are making good progress in developing their awareness and understanding of mathematics. They enjoy counting and most can count accurately to 10, many beyond. Number work is fun "*Is everything fine it's number time.*" The teacher makes good use of number rhymes to reinforce children's counting. Children count as they sort objects in their play. They learn to use a tally count as they take turns throwing a beanbag into a bucket.

52. Children are beginning to use appropriate mathematical terms, *Longer, taller and shorter*. They order the paper chains they have made, and can "*read*" the pattern they have made. For example "*yours is longer than mine, mine is shorter than yours.*" The children in the mixed age class are able to order themselves, recognising that shoes can make a difference to their height.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Good use is made of a wide range of materials to promote learning.
- Very good use is made of the outside area.
- There is good promotion of cultural awareness.
- Computers are used well to develop basic skills.

Commentary

53. Good use of a range of materials successfully promotes children's interest and learning. Great delight was expressed when they discovered that the models they had made of *Humpty Dumpty* did not break, but when a real egg was used, the result was different.

54. The outdoor environment is well used to develop children's learning experiences in this area of development. All children are involved in growing and caring for many different flowers and vegetables in their plot.

55. There are regular visitors to the school promoting different cultures, children from other schools showed their costumes and demonstrated their traditional dances to the reception classes. Children design Rangoli and Mendhi patterns

56. Children use the computers with confidence, using the mouse to identify and move items on the computer screen and pointing to illustrations. Various programs are used well to promote the children's understanding in this area of learning.

PHYSICAL DEVELOPMENT

Insufficient opportunities to make observations mean that judgements cannot be made about teaching and learning. However, analysis of documentation and photographic evidence show that accommodation and resources for physical development are **good**. As a result most children achieve at least the goals they are expected to reach by the end of reception.

Children move around the classroom with growing confidence. They show an increasing awareness of space for themselves and for others. They use small equipment with increasing control, as they draw or write. Most are able to manipulate construction materials. They handle equipment with care, and most are aware of the need to do things safely.

There is a good selection of large play equipment, which all children have access to. However, during the inspection, the children's access to the very well equipped fitness trail was sensibly withdrawn for safety reasons due to bad weather.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- A wide range of experiences and materials are used to stimulate children's imagination.
- Good links are made with other areas of learning.

Commentary

57. Children enjoy a good range of well-planned art and craft and role-play experiences to stimulate their imagination. They concentrate well on these, making pictures and models with a variety of materials and paint. They are beginning to relate well to each other and share in imaginative ideas to create stories and events, they enjoyed taking *Humpty Dumpty* on a journey. They build models from Lego, and discover how many different ways you can make sounds.

58. Children are able to join materials together using sticky tape or glue. At times they work with intense concentration on their tasks paying attention to small details. This was seen as the children made their *Humpty Dumpty* models, as part of an activity discovering why *Humpty Dumpty* broke following his fall. They make shadow models using different coloured cellophane, and paint circles in the style of Kandinsky.

SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 6)

ENGLISH

Provision for English across the school is **good**.

Main strengths and weaknesses

- Creative writing is developed well. Leadership and management are good.
- Good teaching ensures good learning. Teachers make good use of target setting and intervention strategies.
- Very good encouragement and engagement of all pupils provides motivation and results in good attitudes and behaviour.
- Good use of literacy in all subjects helps to secure standards.
- Pupils with special educational needs achieve well because they are well supported in their learning.

- Information and communication technology is used well to promote literacy through other subjects.
- In some lessons, teachers do not make the best use of their good assessments to help pupils to decide what they need to do to improve their work.

Commentary

59. Achievement in Years 1 and 2 is good so that, by Year 2 standards of reading and writing are in line with the standards expected nationally. Pupils with special educational needs are well supported and every effort is made to raise their attainment through good planning and effective use of teaching assistants.
60. In Year 6 at the end of Key Stage 2, standards in English are in line with national expectations. However, the proportion of pupils attaining the higher level 5 in national tests is well below the average found nationally, which supports the inspection finding that higher ability pupils are not achieving as well as they should. For the majority of pupils, however, achievement is satisfactory. Better teaching in Years 5 and 6 is beginning to improve the achievement of higher ability pupils, as seen in the quality of work that some are now producing.
61. Overall, the teaching and learning in English is good. In Years 1 and 2 the quality of teaching and learning ranges from good to very good. In Years 3 to 6 the quality of teaching and learning ranges from satisfactory to very good, with more good and very good teaching and learning in Years 5 and 6. Effective planning coupled with the use of a variety of teaching techniques, which include collaborative working and differentiated activities were used in the good and very good lessons to challenge all pupils. Consequently, in the good and very good lessons seen, good learning took place and the pupils achieved well. The good teaching and learning was aided by effective classroom support to promote and extend learning with all ability groups. Pupils enjoy good working relationships with the teachers and this encourages a good standard of behaviour throughout. However, some lessons, particularly in the early years of Key Stage 2, are not planned to take account of the wide range of ability in the class. The pupils in these lessons are not given enough information on how well they are doing and how they can make their writing even better.
62. The subject is well led and managed and this is a significant factor in the drive to raise standards. The subject leader has a clear understanding of the standards within the school. There is a clear action plan leading to a strategic vision of how the subject needs to be developed. The knowledgeable subject leader has overseen a number of strategies to focus on improving standards. These include:
- Checking work against national standards.
 - Closer liaison between year groups.
 - New materials to target different reading interests.
 - Improved teaching and learning.
 - Detailed assessment and target setting.
 - Good support for pupils with special educational needs.
63. During the inspection, standards of reading were found to be in line with those nationally. In Years 1 and 2, there is a wide range of ability but the majority of pupils attain standards in line with national expectations. They are able to read with fluency and expression using punctuation correctly. They are also able to articulate confidently opinions about the text and make predictions about what may happen. The lower ability pupils know how to build words phonetically.
64. In Years 3 to 6, the ability ranges from well below national standards to above, with the majority being able to read with fluency. All pupils articulate very clearly their enjoyment of reading, which was encouraged by the school. One year 6 pupil stated that he had, "two favourite genres" and that an influence was the wide range of interesting and enjoyable books available within the school. The further literacy support group (FLS) were motivated by interesting texts which they were able to discuss with enthusiasm and clarity.

65. Overall, the standards for speaking and listening are in line with national standards for all schools. Most pupils speak confidently and listen carefully to others. In all lessons, staff promote good speaking and listening skills and pupils are encouraged to offer opinions. For example, Year 6 pupils were encouraged to use imaginative and adventurous vocabulary to describe the attractions of their home town in a lesson to produce tourist information leaflets.
66. Since the last inspection there has been an improvement in the opportunities that are given to pupils to write for a wide range of purposes, ranging from writing a caption in the form of a sentence to accompany an artefact in Key Stage 1 to using drama to provide stimulation for creative writing in Key Stage 2. Scrutiny of work showed that by the end of Key Stage 1 the standard of writing is in line with national standards. Pupils write sentences that are correctly demarcated with full stops and capital letters. They begin to write with awareness for different audiences.
67. Scrutiny of pupils' work also showed that pupils in Year 6 suitably apply their skills of grammar, punctuation and comprehension to a variety of writing situations including reports, letters, poetry and stories of various genres. Pupils are given the opportunity to review the writing of others and these reviews show a developing appreciation of the use of description, figures of speech and style. Teachers mark work regularly. However, some teachers do not give pupils enough information on how well they are doing and how they can make their work even better.

Language and literacy across the curriculum

68. A feature of the better lessons was effective links to other curricular areas in a variety of ways. For example, part of a Key Stage 1 literacy lesson saw pupils working on a variety of written activities linked to their investigations in science of how to cushion Humpty Dumpty's fall. Effective written work in a Year 6 lesson was linked to geography through the study of local tourist attractions.
69. In RE, pupils develop their speaking and listening skills through discussion about a topic. In mathematics, speaking and listening skills are also encouraged in discussions about how to solve a problem. In a Key Stage 2 science lesson, talking partners were used effectively to discuss strategies to develop a fair test. Literacy skills are further developed in science when the pupils record the findings of their experiments.

MATHEMATICS

Provision in Mathematics is **satisfactory**.

Main strengths and weaknesses

- Achievement overall is satisfactory, although standards achieved by the end of Year 6 are below national expectations.
- Recognition by the school of the need to change how it is teaching mathematics and the role played by the co-ordinator is good.
- Challenge of work for higher achieving pupils does not always promote higher levels of knowledge and understanding.
- The use of assessment and marking is inconsistent to promote higher standards.
- Teaching is less effective at the lower end of Key Stage 2 and, therefore, learning is weaker than in other age groups.

Commentary

70. Attainment in Year 2 at the end of Key Stage 1 is in line with national standards. Pupils are gaining confidence in applying mathematical language and skills through problem solving and discussion.
71. In the 2003 Year 6 national tests only seven per cent of pupils achieved the higher level 5, which is well below the national average. However, 48 per cent of pupils achieved at the expected level 4. A key factor impacting on overall attainment at the age of 11 is the movement of pupils to and from the school. Ten pupils left the school between the end of Key Stage 1 and Key Stage 2 with an average points score of 17.9, and ten pupils were admitted with a much lower average points score of 12.7, which impacted detrimentally on the overall school results in national tests. Close analysis of current pupils' work in years 5 and 6 shows that achievement overall is currently satisfactory and that Year 6 pupils are on target to achieve better results in the 2004 national tests.
72. The school is aware that many pupils attaining level 2 at the age of seven are not reaching predicted levels of 4 or above by the age of 11. The co-ordinator has undertaken a full analysis of levels of achievement to identify areas for development. Particular issues identified for Year 6 pupils include the application of numeracy skills to word problem situations, multiple stage problem solving and the wide ability range within groups. The school has made active use of the DfES Springboard project in Years 3, 4, and 5 and booster classes to help Year 6 pupils to cross the threshold from Level 3 to Level 4. Small group teaching for more able pupils in Years 4 and 5 helps them to work towards the higher levels expected for their ability. There has been support from the local authority advisory team and the local EAZ team. Teaching assistants are developing and adapting materials in the Springboard folders and working closely with teachers to raise standards. The role of the co-ordinator in promoting the three part lesson and more practical, investigative styles of teaching and learning is good.
73. In a number of lessons seen the challenge for more able pupils was insufficient to extend their learning and understanding. In a 'booster' group in lower Key Stage 2, the work for higher achievers was well within their capabilities and did not stretch or extend their learning. The use of assessment and marking to promote learning is inconsistent. Work is marked but guidance is not consistently given to pupils on how to develop skills to improve. Comments such as 'good work' are not developed to enable pupils to understand the steps they need to take to improve further. A good example of developmental marking was seen in a Year 2 book where the teacher wrote, "Lots of your measurements are 1cm too big. Come and show me how you measure". Pupils are not always involved in discussing and writing their own short term targets or monitoring their own progress against the expected standards.
74. Overall teaching and learning across the school is good. However teaching and learning in the lower age groups in Key Stage 2 is only satisfactory. When teaching is very good, such as in a Year 5 mathematics lesson, the teacher uses visual stimulus with a laptop and overhead projector to motivate and support learning and understanding. The teaching is enthusiastic, and challenges all pupils well. Pupils identify, estimate and order acute, obtuse and reflex angles with confidence and are keen to apply their knowledge. Activities for groups of differing ability were well matched to learning needs, enabling pupils to gain confidence, achieve skills and develop greater understanding. In contrast, when teaching is satisfactory, there is only limited stimulation and challenge for higher achievers who find the tasks relatively easy. Pupils are not always taught to evaluate their own learning against the lesson objectives. On occasions there is insufficient planning to challenge lower achievers, which results in off task behaviour.

Mathematics across the curriculum

75. Numeracy skills are well developed in a range of lessons at all age levels. In a Year 5 science class, pupils learn to predict, estimate and reason in a lesson on measuring pulse rates linked to fitness levels. The school has developed the National Numeracy Strategy planning to promote mathematics across the curriculum.

SCIENCE

Provision in science is **good**, as is the achievement of pupils.

Main strengths and weaknesses

- Emphasis on teaching skills and knowledge of investigative science.
- Good improvement since the last inspection.
- Assessment across both key stages to promote teaching and learning is inconsistent.
- Challenge of work for higher achievers is not always appropriate to improve standards.
- The contribution to the development of cross-curricular skills.

Commentary

76. Achievement in science is good overall. A range of teaching styles stimulates learning and achievement. Pupils develop skills of investigative work and systematic enquiry. Investigative work forms a key part of the science curriculum for all age groups. This is a good improvement since the previous inspection when a key issue was to “raise standards in science by extending provision for investigative and experimental work”. Pupils are involved in investigations which bring science alive and make it interesting. Pupils in Year 2 linked their investigational work to a letter from Jolly Postman who has asked them to investigate and find the best material to make him a coat that will keep him dry and warm. All pupils are actively engaged and gain confidence in their knowledge and the skills of science in action. They develop skills of applying scientific research to everyday life. One pupil said, “It’s the best lesson because we like investigating things. We have been thinking about Jolly Postman’s coat and I’ve been telling my mum about it. We found it was the fur fabric that kept him warm after a fair test using three different materials”. By the age of 11 pupils plan tests with full independence, aware of a range of scientific enquiry methods, including collecting and classifying.
77. Assessment of pupils’ progress across both key stages is currently inconsistent. Work is not consistently marked and does not always indicate clearly to pupils what they need to do in order to improve their levels of performance and understanding. Pupils’ involvement in self-appraisal and monitoring of progress against short term targets is limited. Teachers in the upper end of Key Stage 2 have made a good start by introducing short term targets for each pupil which are in the front of pupils’ books.
78. The challenge of work for higher achievers in the upper part of the school is not always sufficient to raise standards. In one lesson, on the need to exercise in order to stay healthy, the subject knowledge of the teacher restricted the level of challenge and the progress of learning for the more able. In 2003, by the age of 11, 90 per cent of pupils achieved level 4 and above in the standard achievement tests. This is in line with national standards for level 4. However, only 17 per cent of pupils achieved level 5, which is below the national average. In the lessons seen during the inspection, teaching ranged between satisfactory and good. In good lessons, planning is focussed and the enthusiasm of the teacher challenges and stimulates learning. When teaching is less effective, the teacher tends to hesitate too long when behaviour slips, leading to a drop in pupils’ concentration, rather than pushing on with the teaching to maintain their interest. The teacher’s questioning does not challenge pupils to develop their understanding, and there is a tendency for the teacher to dominate discussions. Currently the science co-ordinator is not involved in monitoring of teaching to identify and share good practice to promote higher levels of learning
79. Pupils are gaining confidence to relate their work in science to work in other subjects, in particular the use of scientific language. The discussion of predictions and findings at all levels contributes well to speaking and listening skills. Pupils have good knowledge and understanding of fair tests, independent and dependent factors, use of planning boards and how to make rational predictions, which they apply in other areas. There are close links to work in numeracy, geography and good use of ICT to process data using spreadsheets and for recording results.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- Good development of hardware and software.
- Good subject management.
- Good business in the community links developing pupils communicating skills well.
- Inappropriate withdrawal of pupils limits some pupils' access to the ICT curriculum.
- The ICT suite design is small, crowded, uncomfortable and inappropriate for use by younger children.
- ICT is not used consistently across the curriculum.

Commentary

80. The standards reached by pupils at the end of Years 2 and 6 are in line with those found nationally. As pupils' attainment on entering the school is below average, the realisation of these standards represents satisfactory achievement overall. Since the last inspection, though standards have remained the same, the school has done much to improve its supply of both hardware and software. Both are now satisfactory for the needs of the curriculum. The subject co-ordinator has worked to ensure that the computer suite operates effectively, and that other computers are deployed around the school. The subject is well managed overall.
81. Teachers plan the work carefully, and lessons taken in the ICT suite deal thoroughly with basic computer skills. By the time they are in Year 2, pupils learn how to use the search tool in order to find answers to simple questions, using data they had previously entered and saved in the computer. They control the computer with keyboard and mouse, and confidently carry out basic operations such as logging on and off, opening and saving work. Working with partners, sharing ideas and taking turns all make useful contributions to pupils' social and moral development.
82. Pupils in Year 6 were observed developing their e-mailing skills through a *Business in the Community* link. All demonstrated the ability to construct, send and reply to e-mails, using computing skills and developing their literacy skills. In Year 4 the majority of pupils are able to use on screen tools to change the appearance of text, and insert illustrations in order to enhance their work. However, due to withdrawal, several pupils did not have full access to this lesson.
83. The ICT suite is housed in a mobile classroom. It lacks space and quickly becomes hot and uncomfortable. Its design and layout is inappropriate for use by young children. Due to the height of the barriers between the rows of computers they cannot see the interactive board clearly. There is insufficient space available for pupils to sit in a group.

Information and communication technology across the curriculum

84. While work in the ICT suite was generally satisfactory and sometimes better, the use of computers in other subjects was more inconsistent. Teachers often miss opportunities to use information and communication technology as a tool for learning in other subjects. In many lessons seen during the inspection the computers were left unused, when they could have made useful contributions to learning. Some good examples of computer use were seen in classrooms, such as in a Year 3 lesson where pupils used an acetate overlay on the monitor screen to track the course of a ship using compass points.

HUMANITIES

HISTORY AND GEOGRAPHY

History and geography were not part of the inspection focus so the inspection team did not gather evidence in these subjects to make judgements about provision. However, evaluation of the pupils' work and discussions with staff and pupils show that **standards are in line with national expectations at the end of Years 2 and 6**. Pupils' enjoyment of geography and history was evident from the work seen and from discussions with them.

In the humanities subjects, work was sampled in history, but no lessons were seen. It is therefore not possible to form an overall judgement of provision in this subject. Work seen indicates that standards are broadly average.

No geography teaching was seen during the inspection, but curriculum plans show that provision for the subject is **satisfactory**. Although no lessons were observed, observations of pupils' work indicate that classes are taught the requirements of the National Curriculum in this subject and that pupils' attainment is at least in line with levels expected nationally.

RELIGIOUS EDUCATION.

Provision in religious education is **satisfactory**.

- The work seen in books shows that standards in religious education are in line with those expected.
- The requirements of the locally agreed syllabus are followed and statutory requirements are met.
- The co-ordinator has a very good background in the subject and knows the requirements of the curriculum well. His leadership of the subject has a good impact on its development, such as by making resources readily available to encourage their use as part of better teaching and learning.

85. Standards have been maintained since the last full inspection and are at least in line with the expectations of the locally agreed syllabus at both key stages. Analysis of the available work in books, on display and talking to pupils indicates that achievement is satisfactory throughout the school.
86. Younger pupils gain a good insight into Christianity through themes such as 'special places' and 'celebrations'. They compare the way in which people of different religions celebrate by learning about Hindu and Moslem festivals, as well as celebrating Christian Christmas and Easter. In Years 3 – 6 pupils develop a good understanding of ways of worshipping and praying. They learn to recognise similarities and differences in the ways in which religions have developed; for example by studying different beliefs as to how the world was created.
87. Good links are made with other subjects. Thus, pupils see the relevance of their learning. For example, when studying 'special people' in history, pupils look at the lives of religious and political leaders such as Ghandi and Martin Luther King. Strong links are made with personal and social education through themes such as 'encountering religion' and 'learning from religion'. These lead easily into Circle Time discussions about how to live together and how to treat other people in your community. Other themes, such as 'rules for safety' and 'rules for living', very neatly dovetail into citizenship themes.
88. The subject is well led. The co-ordinator is committed to raising the level of spirituality in school through the RE syllabus. This work is very well supported by the daily, good quality acts of collective worship. These enhance the spiritual life of the school. The co-ordinator is tailoring the scheme of work to the school's needs and establishing useful guidance for colleagues. He has a clear vision for the future of the subject, which includes further development of the assessment system and building up the level of resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection inspectors only saw a small sample of lessons in each of the following subjects: **art and design, design and technology, music and physical education**. It is not possible, therefore, to make firm judgements about provision. In addition to observing lessons inspectors looked at the work pupils have completed recently. They also spoke to co-ordinators and to pupils.

ART AND DESIGN

Insufficient opportunities for lesson observation mean that judgements cannot be made about standards, teaching and learning. However, analysis of documentation and analysis of work on display show that the school delivers a satisfactory curriculum. Work displayed around the school shows good use of colour, different materials and design techniques.

DESIGN AND TECHNOLOGY

Design and technology was not a focus subject for the inspection so judgements about overall provision have not been made. However, evidence from discussions with staff and pupils and from looking at pupils' work shows the following:

- There has been good improvement in design and technology since the last inspection. Pupils' standards of attainment are in line with national expectations at the end of Year 2 and Year 6.
- Teachers have good guidance so they know what should be taught in each year group, and make sure that pupils build on what they have learnt before.
- There are good resources in the school which are well organised by a coordinator who leads the subject well.
- Samples of pupils' work show that they have good opportunities to investigate different materials, such as clay and wood, and pupils develop good practical skills.
- Teachers give pupils good opportunities to practise the skills they need for design and technology.
- Pupils explain clearly how they plan their work and make 'prototypes'. They also talk about what they find difficult and the improvements they could make, such as using stronger materials.
- Direct involvement in projects such as the development of their play areas provides pupils with good opportunities to see design and technology in action.

MUSIC

Music was not a focus subject for the inspection so judgements about overall provision have not been made. Insufficient opportunities for inspectors to observe lessons mean that judgements cannot be made about standards, teaching and learning. However, discussions with the co-ordinator and analysis of documentation show that the school delivers a satisfactory curriculum.

89. Pupils experience a well-balanced programme of musical activities. They have good opportunities to make music, sing and listen to music. The pupils say that they enjoy their lessons and particularly enjoy composing their own music. The quality of singing seen in a singing practice was very good and teachers make good use of music in assemblies to promote pupils appreciation of a range of musical styles.
90. Some pupils are given the opportunity to learn to play a musical instrument with a specialist tutor from the local music service. These pupils achieve well and learn to play their instruments to a good standard. However, these lessons generally occur at the same time each week and often pupils miss the same national curriculum subject as a result of their withdrawal from the class lesson. Consideration needs to be given to alternative arrangements that would minimise the impact on individual pupils' learning.

PHYSICAL EDUCATION

Physical education was not a focus subject for the inspection so judgements about overall quality have not been made. Although few PE lessons were seen during the inspection, curriculum plans indicate that provision for the subject is **satisfactory**. A good range of extra-curricular sporting activities enriches the curriculum.

91. During the inspection only one lesson was seen in physical education. Standards achieved in the school are satisfactory. A study of teachers' planning, a perusal of photographic evidence and discussion with the co-ordinator took place. The school meets all statutory requirements in the range of activities offered. Pupils by the age of 11 have experienced a range of games, dance, gymnastics, orienteering, outdoor and adventurous activities on a residential trip to Arthog in Wales, and swimming.
92. Assessment and accreditation in physical development and fitness are limited to the ASA swimming awards. There are currently no additional internal or external awards of achievement in skills or attainment available for pupils to measure their progress. For example, there is no certification linked to progress using the school based fitness trail.
93. Staff have been involved in a number of training courses to improve teaching of physical activities. There are school teams in football for boys and girls, athletics and basketball. Good links have been made with the local secondary school and with Telford and Wrekin Sports Development, which provides coaches to take sessions after school. There are also useful sporting links with Shrewsbury Town football club.
94. Outdoor facilities are good with a very good fitness trail. Indoor facilities are restricted to a multi use hall, which, because of its small size, restricts the range of activities with large classes. The co-ordinator is keen to develop additional activities

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **very good**. The school's provision for citizenship is **very good**, and particularly in the provision of a school council and through community links.

Main strengths and weaknesses

- All staff positively reinforce good attitudes. Parents welcome and value the school's approach to supporting their children's personal and social development.
- The pupils' social awareness is developed very well through their involvement in community activities, through fund-raising for local, national and international charities and through the work of the class and school councils.

Commentary

95. Pupils of all ages are given good opportunities to develop their roles as informed citizens through a wide range of activities. Citizenship is taught well as part of the personal, social and health education programme. Pupils are encouraged to actively participate in the life of the school and neighbourhood, which helps them to contribute towards the development of a community and neighbourhood spirit in the area.
96. During the period of the inspection pupils were actively involved with external agencies in promoting a community initiative on traffic awareness problems in the area. The development of the millennium garden in the school grounds involved parents, grandparents and pupils, helping to reinforce the very strong partnerships that the school has with the community.
97. All pupils are involved in a number of activities to help others. Following NSPCC training, Year 4 and 5 pupils act as peer mentors as part of the citizenship curriculum. Pupils have good opportunities for involvement in the work of their school through the school council. This work helps pupils to have a better appreciation of the ways in which the school can develop and what

needs to be done to overcome any barriers to improvement. The school council is developing well, and gives pupils insights into the workings of democracy, and how their views can influence decisions. The involvement of the pupils in actively participating in the process of electing candidates for class councils and the school council enables them to experience citizenship in action, and supports the work done in the upper part of the school within the PSHE lessons.

98. The co-ordinator for PSHE is keen to develop pupils' social skills and confidence to actively participate as informed citizens both through the taught curriculum and practical activities. She has been involved with three other schools in Shropshire and Telford writing curriculum plans and developing resources to promote global citizenship.
99. The school has clear strategies for working in partnership with parents to help pupils to develop good social and personal skills. The very good role models provided by adults in the school, the high quality of concern and care shown to the pupils and the effective encouragement for pupils to see their school as one big family create a positive ethos for the personal and social development of all pupils.
100. Pupils develop mature attitudes as they progress through the school. They learn to be active and responsible members of their school family, to watch out for the needs of others and to seek ways to help those who need it. Discussions with older pupils show that they have a good sense of their responsibilities as individuals within a larger group of people. It is clear that they are learning to have a wider sense of moral and social responsibility, as well as beginning to take responsibility for their own personal needs and development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

