

INSPECTION REPORT

WORFIELD ENDOWED C of E PRIMARY SCHOOL

Bridgnorth,

LEA area: Shropshire

Unique reference number: 123550

Headteacher: Mrs Christine Ellor

Lead inspector: Mr Peter Mathias

Dates of inspection: 8th – 10th December 2003

Inspection number: 262067

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Main Street Worfield Bridgnorth Shropshire
Postcode:	WV15 5LF
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr E Butlin
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

Worfield Endowed CE Primary School is of average size for a primary school. It is situated in a rural community between Bridgnorth and Wolverhampton. There are 207 pupils on roll of whom 13 attend the nursery on a part-time basis and a further 18 are full-time members of the reception class. The school holds a School Achievement Award. It caters for boys and girls between the ages of three to eleven. About a third of the pupils come from outside the local area. During the last school year, 12 pupils joined and six pupils left at times other than normal, which is a high proportion.

Children's attainment on entry is considered to be broadly the same as most children of this age. At the beginning of Year 1, all are ready to begin the National Curriculum. There are 26 pupils who are considered to have some degree of special educational needs of whom two have help from outside agencies for specific difficulties. These are below average figures.

About five per cent of pupils are eligible for free school meals, which is below average. Pupils come from homes where there is a spread of social and economic circumstances. All pupils have English as their mother tongue, which is below most schools. Nearly all pupils come from white, British backgrounds. One teacher left and the equivalent of 2.3 teachers have joined the staff in the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21945	Mr Peter Mathias	Lead inspector	Science Citizenship Physical education Foundation Stage
14141	Mr Ernest Marshall	Lay inspector	
20404	Mr John Evans	Team inspector	Mathematics Information and communication technology Geography History Special educational needs
18703	Mrs Christine Canniff	Team inspector	English Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Worfield Endowed CE Primary School gives satisfactory value for money and its effectiveness is satisfactory. Standards in pupils' work in the subjects seen are generally average and currently pupils achieve in line with their abilities. The school has a very positive ethos and the quality of teaching is good. The school's main strengths and weaknesses are:

- The quality of education provided for children under six is good.
- The spiritual, moral and social development of pupils is very good. The school successfully promotes the good behaviour of its pupils and encourages them to accept responsibilities.
- All pupils are included well in the life of the school and there are positive relationships between adults and pupils.
- There is very positive ethos in the school, linked to the high aspirations of the headteacher and deputy headteacher.
- There is consistently good teaching across the school and particularly in Years 4, 5 and 6 where some of the teaching is of a very high standard.
- Insufficient use is made of the information the school has available to it from national and other sources to identify the strengths and weaknesses in how individual pupils achieve in the national tests. The school does not have sufficiently well developed strategies in place to deal with under-achievement.
- The roles of co-ordinators in some subjects are under-developed.
- The school has made sound progress since its last inspection and the key issue of the previous inspection, which relates to provision for children under six has been very thoroughly addressed.

STANDARDS ACHIEVED

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

The results in 2003 were much lower than the school normally achieves. For example, in 2001 the school received a national School Achievement Award.

Children under six achieve well. Pupils of all abilities in Year 1 to Year 6, including those with special educational needs, achieve standards in their lessons at least in line with what could reasonably be expected of them. In science pupils achieve well and have a good understanding of how to carry out scientific investigations.

Children enter the reception class with levels of basic skills and maturity which are commonly found among children of this age. They make good progress towards the goals children are expected to reach at the end of the reception class. All are ready to begin the National Curriculum by the age of six. In Year 1 and Year 2 pupils make the expected progress and reach average standards. In science standards are higher than expected as a result of the well-planned and well-taught curriculum in this subject.

In the national tests for eleven year olds in 2003, results were below average in English and well below most schools in mathematics and science. When compared to similar schools, these results were well below average in English and very low in mathematics and science. This dip in 2003 is in part related to staff changes which occurred during that year and to the overall abilities of pupils in that year. Current standards in Year 6 are average.

Pupils' personal qualities are very successfully developed and encouraged. **The provision for pupil's spiritual, moral and social development is very good overall.** Pupils' cultural development is satisfactory. Pupils' attitudes and behaviour are very good. Pupils take on responsibilities willingly and show concern for each other. Attendance levels are higher than most schools and pupils arrive at school punctually.

QUALITY OF EDUCATION

The quality of education provided by the school is good and is a strong feature for children under six. In Year 4, 5 and 6 the quality of teaching is good. In the lessons seen, particular strengths and weaknesses in the teaching were:

- Teachers' have good questioning skills linked to brisk and purposeful starts to lessons.
- There are very positive relationships between the teachers and their pupils.
- Teachers thoroughly prepare and plan lessons so that the lessons are made even more interesting because of the good quality resources which are available for pupils to use.
- Occasionally in a small number of lessons the pace of learning was slow because teachers did not provide enough challenge to pupils to complete their work on time.

Teachers generally use the information they have from regular assessments carefully to look at the success of their teaching. However, particularly in looking at the way pupils perform in the national tests in English, mathematics and science and other assessments, insufficient attention is given to analysing in detail where pupils go wrong and what they need to do to improve. As a result in some cases recently pupils do not reach the standards in the national tests which could be reasonably expected of them.

The curriculum is wide and interesting and meets pupils' needs well. There are good arrangements to ensure that all pupils have good access to what is taught and all are fully included in the life of the school.

The care, guidance and support provided for individual pupils, including those with special educational needs, are good and are a particularly strong feature for children under six. Partnership with parents, the school and community are good. Secure links with other schools and colleges are in place and there are very effective arrangements to enable pupils to move to the next phase of their education when they leave Year 6.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is satisfactory and has some strengths but also weaknesses. The school meets all its statutory requirements. The headteacher and deputy headteacher provide very good role models to other staff and pupils and successfully promote a very positive ethos. Both have a very clear vision for the future of the school and are ambitious for the school to succeed. However, the impact of some co-ordinators on their subjects is limited and insufficient attention is given at an early stage to identify weaknesses in individual pupils' progress in English, mathematics and science and to provide help sooner. The school is well governed. The governing body is fully involved in the life of the school and governors understand their role as a critical friend well. They appreciate the strengths and areas of need well and are very committed. They act constructively to support and challenge the headteacher and staff. However, the roles of some subject co-ordinators are under-developed so that they do not have sufficient opportunities to look at the progress of initiatives they are pursuing at first hand.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents rightly have on the whole very positive views of the school, although a minority of parents in the questionnaire expressed the view that the school did not give enough attention to the views and concerns of parents. Pupils in discussion with the inspection team said that they were happy at the school and liked their teachers.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- In English, mathematics and science, use the information the school is collecting from national and other assessments to identify strengths and weaknesses in pupils' performance and put in place whole-school strategies to address these weaknesses at an early stage and raise standards further.
- Extend the roles of co-ordinators so that all co-ordinators in the longer term have appropriately planned opportunities to visit classes to review the progress of initiatives they are pursuing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are average in English and mathematics and above average in science in Year 2 and Year 6. Pupils achieve in line with their abilities in English and mathematics. In science pupils achieve well.

Main strengths and weaknesses

- Standards in science, particularly in investigative work are above average in Year 2 and Year 6.
- Standards achieved in writing in Year 2 national tests are consistently high.
- Pupils in Year 3 to Year 6 make good use of their skills and knowledge in information and communication technology in other subjects.
- Standards in the national tests for eleven year olds have fallen in the last two years from above average to well below average. The fall is partially linked to staff changes.

Commentary

1. Standards attained in Year 6 in English in the 2003 national tests were below average while in the three previous years they were average or above. In mathematics and science standards were well below average for schools nationally in 2003, while in 2002 they were average. They were well above average in 2001. This pattern is repeated when these results are compared against schools considered to be broadly similar. This decline in standards is closely linked to temporary staff changes, which occurred in 2003. Although the school did detect in Year 2 that pupils were not making the expected progress the school was not as effective as it should have been in the action it took to address this. As a result pupils did not achieve as well as they ought, bearing in mind their performance when they were seven years of age. Currently standards in classes in English and mathematics are average across the school and standards in science are above average. From the evidence of the inspection it was apparent that individual pupils are now achieving in line with their abilities and making steady progress in English and mathematics and good progress in science. Standards in writing in Year 1 and Year 2 are above average because of the good opportunities provided for pupils to write in different styles and for different purposes. Teachers plan their work in this aspect of English very carefully. Pupils are now likely to meet the realistic targets set for them. During the inspection there was no evidence of a significant variation between the performance of boys and girls in English, mathematics or science. Pupils with special educational needs achieved appropriately for them and made satisfactory progress.
2. During the inspection it was clear from pupils' previous work and from talking to pupils that standards in science from Year 1 are above average and the curriculum is very well planned and taught so that pupils have very good opportunities from an early stage to learn systematically how to carry out experiments and how to ensure that tests are fair. Pupils also know how to record their findings carefully in an organised way. In Key Stage 2 particularly, they use their knowledge of information and communication technology to interpret information quickly and accurately and to express this information visually, for example in a series of graphs. Older pupils in Year 3 to Year 5 also use their skills in information and communication technology to record and interpret information in geography and history confidently.
3. In the nursery and in the reception class, children under six make good progress in all six areas of learning. Pupils in Year 2 and Year 6 make sound progress and attain average standards in geography, history and physical education. Because of a lack of evidence during the inspection it was not possible to form judgements about standards in art, design technology, music or citizenship.

4. Pupils with special educational needs are helped satisfactorily in their lessons by their teachers and support assistants. They make satisfactory progress of which they are capable.

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

Standards in:	School results	National results
Reading	16.3 (15.7)	15.8 (15.7)
Writing	16.0 (15.6)	14.4 (14.3)
Mathematics	16.8 (16.8)	16.5 (16.2)

There were 2 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.3 (27.2)	26.6 (27.0)
Mathematics	24.7 (27.4)	26.8 (26.7)
Science	27.5 (28.9)	26.8 (28.3)

There were 2 pupils in the year group. Figures in brackets are for the previous year.

Pupils’ attitudes, values and other personal qualities

Pupils’ attendance is good. Pupils’ behaviour and attitudes to school are very good. Pupils’ personal and social development is very good, reflecting the very good overall provision.

Main strengths and weaknesses

- Attendance is above the national average and punctuality is good.
- Pupils enjoy very good relationships with each other and with adults in the school.
- Pupils are enthusiastic learners. They work hard and manage responsibility very well.
- Pupils’ behaviour is very good both during lessons and about the school.
- Pupils in all age groups are polite and thoughtful, showing consideration for the views and feelings of others.
- The school promotes pupils’ spiritual, moral and social development very well. Pupils’ understanding of cultural development is satisfactory but under emphasises the diversity of modern cultures in the school.

Commentary

5. The school’s measures for promoting good attendance and punctuality are effective. Pupils enjoy coming to school because the ethos for learning that teachers create is constructive and welcoming. Teachers present and organise lessons skilfully to make learning rewarding. Teachers and teaching assistants value pupils as individuals and warmly commend their contributions. This gives pupils confidence and satisfaction in learning and enthusiasm for school.
6. Very good relationships underpin the good teaching seen. Teachers and teaching assistants set good examples of teamwork and mutual respect. They manage pupils thoughtfully and are sensitive to pupils’ individual needs. They provide frequent opportunities for pupils to practise co-operation, for example, in solving mathematical problems or working at the computer. Pupils work harmoniously together, taking account of each other’s feelings and heeding each other’s views.

7. Pupils in all age groups work hard and strive to do their best. This reflects the teachers' success in motivating pupils, which draws on the positive ethos and high quality of relationships that teachers create. In the lessons seen in Year 3 to Year 6, teachers give pupils a very clear idea of what they are expected to achieve, give practical guidance on how to achieve it and target questions precisely to encourage and verify progress. This enables pupils to work purposefully and with growing independence. In most lessons, the high quality of teaching secures pupils' full commitment to the task, building their self-esteem and stimulating in them a powerful desire to learn.
8. Pupils' conduct during lessons and while at play or moving about the school is consistently very good. There were no exclusions in the year prior to the inspection and no evidence of bullying or other harassment was seen. This reflects the high standards that teachers set and their success in making learning engaging, purposeful and rewarding. Pupils of all ages are polite, considerate and good-humoured. In conversation, for example, when describing their work in information and communication technology, pupils show respect for each other's points of view, take turns before confidently putting their own ideas forward, find pleasure in each other's achievements and support each other very well
9. The provision for pupils' spiritual development is very good. A key factor in this is the school's positive ethos, which enables pupils to grow in confidence and self-awareness as members of a caring community. The school is very successful in enabling pupils to understand the difference between right and wrong. Teachers achieve this by means of example, consistently high expectations and skilled management. The school's approach to behaviour management encourages pupils to envisage and reflect upon the outcomes of their actions but, above all, is strongly and successfully warm and positive in tone. Pupils' social development is very good, reflecting the school's strong sense of shared purpose, willing teamwork and the emphasis teachers place on consideration and co-operation. Pupils gain a sound knowledge of their local culture through lessons and visits. There are some examples of work which extends pupils' understanding of the diversity of modern cultures but this is not as well promoted as it could be.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The curriculum is satisfactory and meets the needs of all pupils including the more able and those who have special educational needs. It successfully promotes pupils' interest and involvement in sport and in the arts. Arrangements for children when they begin school are thorough and pupils are well cared for throughout the school. Links with parents and the local community are good. There are very good arrangements for pupils when they transfer to the next school.

Teaching and learning

The quality of teaching is **good**. **Particular strengths are in the teaching in Years 4, 5 and 6 and for children under six, where teachers have high expectations of their pupils.** Across the school pupils make at least satisfactory progress. They learn well in mathematics, science, information and communication technology and physical education.

Main strengths and weaknesses

- Teachers have very good questioning skills which are linked to brisk, purposeful introductions to lessons so that pupils know what is expected of them.
- Teachers plan and prepare lessons carefully so that the lessons are made interesting and stimulate pupils' desire to learn.
- There are very positive relationships between teachers and pupils so that pupils work willingly to please their teachers.
- In the best lessons teachers show very good subject knowledge and have the ability to explain why events occur clearly.
- Teachers do not give enough attention to analysing the reasons why some pupils do not achieve the standards in the national tests, which they would appear to be capable of reaching.
- Occasionally the pace of learning is allowed to slow because the teachers do not provide sufficient challenge to pupils to complete their work on time.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	6 (20%)	15 (50%)	8 (27%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. The quality of teaching in the nursery and reception class is good and fosters the early learning goals for children of these ages well. Teaching in this area was a weakness at the time of the last inspection and it is now a strength. In Year 1 to Year 6 the teaching of English is satisfactory and teachers have a secure understanding of how to teach literacy. However, they do not give sufficient attention to improving the presentation and accuracy of writing. The teaching of mathematics and science is good and teachers organise well what they will teach in specific lessons. In the best lessons pupils are very successfully challenged to think logically and to work things out for themselves. Pupils in these circumstances work confidently, knowing that their efforts are valued.
11. Teachers in Year 6 almost invariably have high expectations of their pupils and plan carefully to provide stimulating and challenging lessons. However, where there are some weaknesses in the teaching, particularly in English, mathematics and science, it is because teachers do not make best use of the information they have from national tests and other reliable assessments. In some cases teachers do not look critically enough at the progress pupils are making, and so they are not able to judge which pupils were under-achieving in these subjects.
12. The quality of marking is satisfactory. It often warmly recognises pupils' successes but in English, for example, it does not give sufficient attention to what could be improved such as neatness and accuracy of presentation and the rules of writing.
13. The provision for pupils with special educational needs is satisfactory. The support provided for pupils with special educational needs is well planned, well organised and usually effective. It helps to build pupils' self-esteem and promotes good progress. However, in some lessons in

which pupils are unsupported, teachers do not make enough allowance for pupils' individual needs in the work they set.

14. Overall in classes pupils learn well and make good progress. Teachers plan thoroughly so that the skills of literacy and numeracy are successfully used in other lessons. For example, in a Year 6 history lesson, all pupils were given very good and lively opportunities to make a formal 'presentation' dressed in costumes of the time to other pupils and adult visitors about Britain in World War II. Pupils in Year 3 to Year 6 use the skills of information and communication technology effectively in other subjects.

The curriculum

The curriculum offered by the school is satisfactory and meets all legal requirements. It is enriched by a good range of extra curricular activities. The accommodation and resources for learning are satisfactory.

Main strengths and weaknesses

- There is an interesting range of opportunities, including after-school clubs, to enrich pupils' experiences.
- The Foundation Stage curriculum is good.
- The development of pupils' personal, social and health education is good.
- The location of the library areas restricts the range of activities that can be carried out.

Commentary

15. The school provides a good range of after-school clubs and activities. This includes a variety of sports, a gardening club and opportunities to take part in music making, as well as a homework club. The drumming club is very popular and pupils greatly enjoy the exciting opportunity to learn the African Djembé drum. These clubs make a significant contribution to pupils' personal development as well as to their academic learning, because teachers provide good support and advice. Visitors to the school and visits out to places of interest are carefully linked to different subjects of the curriculum. These provide an effective way of enhancing pupils' experiences and extending their skills. Visits to local places of interest greatly add to pupils' understanding of history and geography; for example the Year 3 visit to Wroxeter Roman City gave them real insight into life at this time, which they demonstrated through role-play as Roman citizens.
16. Planning for personal, social and health education is good and permeates the curriculum. In addition, pupils are taught through separate lessons and circle time as appropriate. The school nurse provides good lessons on health and sex education. Valuable advice on the misuse of drugs is provided through a whole-school project 'Just one spoonful of Medicine'. The 'buddy' system provides good opportunities for pupils to exercise responsibility through befriending younger pupils. Pupils vote for the classmates who they think have the right attributes to carry out the role effectively. Pupils initiate many charity projects, for instance raising funds for the Mozambique flood appeal. The gardening club helps to raise pupils' awareness of environmental issues. They have given out boxes for collecting materials which can be recycled and drawn up a questionnaire to find out what other pupils think should be done with the paper for recycling. These activities provide pupils with good opportunities to develop mature attitudes
17. Since the last inspection improvements to the school building have provided an extra class room to accommodate growing numbers. This has improved provision overall, but has had an adverse impact on the school's library. The two libraries are sited in busy areas and these areas are too small for whole-class activities to be carried out effectively. Because of the shortage of space it is not possible for the school to set up an information and communication

technology based index system or offer extra information and communication technology research facilities for pupils in these areas.

18. The curriculum for pupils with special educational needs is sound. Pupils' education plans draw on secure assessments of their individual needs, set out concise, apt, practical targets, and detail how these are to be achieved. Teachers and teaching assistants review pupils' needs frequently and plan closely together, drawing on accurate, up-to-date information to vary provision and sustain progress. The school's special educational needs co-ordinator is knowledgeable and effective. She co-ordinates procedures and manages available resources well.

Care, guidance and support

Pastoral care for pupils is good. Involvement of pupils in the work and development of the school and provision of their support and guidance based on teachers' monitoring are satisfactory.

Main strengths and weaknesses

- The systematic approach to health and safety issues made by the school and governing body provides an environment that is both safe and conducive to learning.
- The very good relationships between pupils and staff ensure pupils have ready access to an adult if seeking help or advice when worried. This gives pupils a sense of security.
- Well-planned and organised induction arrangements provided by the school help pupils to settle in quickly and feel confident to become fully involved in all activities. This helps them make progress.

Commentary

19. The school and the governing body work well together to ensure that pupils' health and safety are safeguarded. Comprehensive annual premises inspections involving the governing body and professional staff from the local education authority are carried out and findings recorded for action. Risk assessments, including those prepared for off-site visits, are well documented. Required statutory inspection and testing of equipment are systematically carried out and regular fire drills are organised and evaluated. First aid arrangements are good. The staff show a genuine care for pupils and this is evident in the close control of their dispersal to parents and to the waiting buses at the end of the school day. Child protection arrangements, including Internet security screening, are fully implemented.
20. The staff know each pupil as an individual and the very good relationships established between them mean that pupils can always approach a staff member with confidence if in need of help or advice over personal problems or difficulties. However, the advice teachers can give on how each pupil can improve academic standards is not always as comprehensive and effective as it might be. This is due to insufficient analysis of the information gained by close monitoring of pupils' individual work and progress. The headteacher maintains records of any personal concerns as part of the child protection procedure.
21. Induction and transfer arrangements support pupils well. There is a pre-school playgroup located on the school site. Progression into the nursery is problem-free. Reception staff and nursery staff regularly interchange to enable pupils to build up trust and confidence in the adults. New parents are invited into the reception class to meet the staff and see the pupils at work and play. As the time for enrolment comes closer, parents and their children can join in reception class activities and have lunch with reception children. The early gain in trust and confidence helps children to settle in quickly and to begin to make good progress.

Partnership with parents, other schools and the community

The school has good links with parents and with the community. Links with other schools and colleges are satisfactory overall.

Main strengths and weaknesses

- Very effective links with receiving secondary school ensure Year 6 leavers enjoy smooth transfer to the next phase of their education.
- Supportive parents and a very effective Friends of School Association ensure good contribution to pupils' learning at home and at school and help pupils make better progress.
- Strong community links help to enrich the curriculum for pupils and to supplement the school's income.

Commentary

22. Parents are supportive of the school and appreciate the level of care provided for their children. The staff are seen as very approachable and parents are confident that the school will listen sympathetically to any concerns and try to help whenever possible. Teachers make themselves available at the beginning and end of the school day to see any parent with particular concerns over their children's education or welfare.
23. The information provided for parents is good in terms of quality and quantity. Pupils' annual reports are informative and describe individual achievement and progress in curriculum subjects. Three parent consultation meetings each year are supplemented by evening sessions on the literacy and numeracy strategies in order that parents can receive guidance on the nature of the support they can provide at home. A separate parents' workshop covering reading in the reception year has been arranged and was very well attended. A letter detailing what is to be taught in each class is issued to parents every half-term to enable them to prepare for supporting their children.
24. The Friends of School Association is very enthusiastic and very effective in raising additional funds for the school. The association is well supported by parents and staff and promotes the school within the wider community. The substantial funds recently raised have provided environmental improvements for the school and advanced computer equipment that makes a significant contribution to pupils' learning. Although there are very few regular parent helpers in school, issue of a request for help in activities, such as off-site visit supervision, always produces a good response. A rota of parent helpers is maintained by the nursery staff.
25. The school enjoys good links with the local community, particularly the church where the link is very strong. Pupils attend for special festivals and to learn about baptism, Christian signs and symbols and the significance of the different robes worn by the clergy. The school and church work closely together to present the very popular annual flower festival and fete. Use of the local environment such as farm and woodland is well used to illustrate pupils' topic work. Use of the school buildings and car parking facilities by other community groups and associations produces valuable additional funding for educational purposes.
26. Whilst the links with other schools are limited by the relatively isolated location of the school, which creates transport difficulties, nevertheless the school uses the link with the secondary school very well to secure expert instruction in computer work. Staff from the secondary school attend to provide tuition for both teachers and pupils. This has improved pupils' achievement and enabled staff to provide adult education sessions for parents and local residents. The link is also used to very good effect in providing carefully planned and implemented transfer arrangements for the Year 6 leavers. The arrangements ensure pupils have the opportunity to gain early familiarity with new surroundings and routines, ensuring a good level of continuity and reducing the potential stresses that transfer can produce.

LEADERSHIP AND MANAGEMENT

Overall the quality of leadership and management is **satisfactory**. The school is well governed. On a day-to-day basis the school functions smoothly and effectively and meets all of its statutory requirements.

Main strengths and weaknesses

- The senior management team have a strong vision and a sense of purpose for the school and they set a good example to the pupils and staff.
- Governors make a positive contribution to the development of the school and recognise its strengths and the areas needed for improvement.
- Finances are effectively managed and the governors have a good understanding of their role as a critical friend of the school.
- The school has a very positive ethos, which emanates from a well-motivated and committed senior management team and teaching staff.
- The roles of some co-ordinators are under-developed.
- The school lacks the mechanism to use the information it collects on pupils' progress effectively to promote consistently high levels of achievement in the national tests for 11 year olds in English, mathematics and science.

Commentary

27. The headteacher and deputy headteacher have a clear vision and sense of purpose for the school. They set high expectations of staff and pupils. The governing body is well led and works closely and constructively with teachers to identify the school's strengths and areas for development. Governors are regular visitors to the school and are fully involved in its life. They have well-established procedures to hold the school to account and to act as a critical friend. The senior management team does not, however, give sufficient attention to analysing the information available from national and other data to identify sooner rather than later where pupils are finding difficulties in English, mathematics and science. They do not currently have in place effective strategies to ensure that identified weaknesses are addressed sufficiently by teachers to make certain that all pupils achieve at least in line with what could be reasonably expected of them.
28. The school has a very positive ethos and all teachers have high aspirations for their pupils to achieve well. However, the school lacks the mechanisms to analyse carefully the large amount of assessment information it has to identify weaknesses at an early stage and to intervene promptly so that pupils reach their full potential in the national tests. The leadership and management of the provision for pupils with special educational needs are satisfactory. The co-ordinator knows pupils thoroughly and ensures that appropriate support is available and effectively used.
29. There are robust procedures for the governing body and senior management team to identify the long-term needs of the school, which are addressed thoroughly through the school's development plan. These priorities closely match the needs of the school and are carefully linked to long-term financial planning. The key issue of the last inspection which related to the provision for children under six has been successfully addressed.
30. While teachers work hard and are very committed to the school, the roles of some co-ordinators are under-developed. Few have had worthwhile opportunities to review the quality of teaching and learning going on in classes in their subjects or to analyse, for example, the success of the literacy and numeracy strategies.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	435,945	Balance from previous year	15,153
Total expenditure	439,550	Balance carried forward to the next	11,410
Expenditure per pupil	2,149		

31. Bearing in mind the good quality of education provided in the Foundation Stage and the standards currently being achieved across the school, the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and has improved considerably since the last inspection when it was the key issue. Children are now prepared well to begin the National Curriculum in Year 1. Children enter the nursery on a part-time basis when they are three years of age. Currently there are 15 nursery children who attend for mornings only. Children receive support from three adults including a teacher and two qualified nursery assistants. There are 18 children of reception age who are taught by one teacher helped by a teaching assistant. These advantageous ratios ensure that children's needs are well met. Children enter the nursery with average levels of basic skills. All children achieve well because the teaching is good and the curriculum is well planned and organised to provide children with a wide range of interesting and relevant experiences which are well matched to their individual needs. The early years team is very well led and works cohesively to ensure that children achieve well and at least reach the goals considered appropriate for them. The team assiduously use their regular assessments to ensure that children's progress is good.

At the time of the last inspection it was felt that there were inadequate opportunities for children to learn how to take decisions and show initiative and imagination. There was a need to extend opportunities to strengthen children's personal and social development. The provision of a well-constructed outside play area and well-organised internal accommodation has done much to provide the right environment for these elements to be developed well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Opportunities are taken well to develop children's confidence and enjoyment in working together.
- Children benefit from the supportive relationships fostered between adults and children.

Commentary

32. Children enter the reception with the expected skills for their age. The adults make every effort to provide activities which encourage children to co-operate together and to experiment, manipulate and investigate. For example when playing in the nursery garden they work with wheel barrows and garden tools to 'tidy up for the winter'. Children know their routines well and carefully dress and undress with a minimum of fuss when getting back to normal after their rehearsal for the Christmas Nativity play.
33. The very good role models shown by staff in both the nursery and reception in the examples which they set, and in planning and sharing responsibilities happily together, rub off on to the children who respond maturely and sensitively towards each other. A strong feature in the reception class is the clear sense of the teacher sharing the excitement of the moment in the activities going on. Teaching and learning are seen to be 'fun'. Children are successfully encouraged in a friendly way to take a pride in their work and to take turns fairly. The gains in learning by the end of the reception class are good so that children are interested, excited and well motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good opportunities are taken up well by the teachers and their assistants to develop children's language skills.
- Good emphasis is placed on the development of early reading and writing skills.

Commentary

34. Teaching in this area is good. Teachers plan well to provide a good range of settings for children to demonstrate their increasing confidence in speaking and listening. The early skills of recognising the sounds letters make and the shape of letters are both well taught. All staff take every opportunity to develop children's vocabulary, for example when a group of three children were encouraged well to find rhyming words. In a much-loved story children expressed their enjoyment and enthusiasm for it by joining in the most familiar parts. They listen well and behave maturely. They make good progress so that, for example in the nursery nativity play, they speak confidently and clearly to a large audience and play their parts with gusto. In the reception these skills are successfully developed further so that children are well on the way to reaching and in some cases exceeding the expectations in this area of learning. In the reception very good progress is made through the skilled teaching of the sounds letters make.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide a wide range of activities to support learning.
- Work is carefully matched to different needs and abilities.

Commentary

35. Teaching and learning are good. Teachers carefully plan a rich variety of activities to increase the children's understanding of number and counting, for example in the daily snack time routines. Children in the nursery count to five quickly and accurately. In the reception many children correctly tell the time of day when certain activities take place. They divide the day by the types of activities they do 'in the morning', 'in the afternoon' etc. Older children recognise common shapes, and use simple mathematical vocabulary such as 'shorter than' and 'longer than' to describe them accurately. Teachers use assessments carefully to plan a stimulating range of activities which have a level of challenge which is well matched to the different stages of development individual children have reached.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teachers' questioning skills and the warm and constructive relationships which exist between adults and children are very effective.

Commentary

36. Teaching and learning are good. Children achieve well, and most are working at levels expected for their age. The curriculum is well planned to provide children with a good range of experiences to stimulate their curiosity. For example, in reception, children gained much from a 'science walk' they took around the school grounds which provided the stimulus for a 'presentation' by three children on 'reflections'. The teacher questioned well so that the children were effectively encouraged to begin to think scientifically; for example when considering why the reflections from the two sides of the spoon are different. Children are encouraged to record their activities themselves by using a digital camera and then to utilise these pictures as part of their ongoing work. The learning in these lessons is good because the teachers successfully catch the interest of the children and make the lessons exciting.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are well-organised opportunities for indoor and outdoor physical activities in both the nursery and reception areas.

Commentary

37. No whole sessions were observed during the inspection so that no judgements can be made on teaching in this area of learning. However, it was possible to observe nursery children using large toys and other equipment outside in the attractively laid out nursery play area. In these observations and in the scrutiny of facilities for reception children it is clear that teachers plan carefully for children to be given a good range of wheeled toys which they use sensibly in traffic play. They move with control and dexterity when handling garden equipment in secure and well laid out areas which are set aside for these activities. During these sessions staff take every opportunity to stimulate children's imagination and to extend their play further, for example in the use of plastic tools and drills to 'fix things'. Boys and girls play well together in these circumstances and take turns at all the activities fairly.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers show a good understanding of how to develop children's creative skills and vocabulary.

Commentary

38. Teachers give a significant priority to this area when planning the curriculum. Children in the nursery and reception achieve well because of this planning. Some of the best teaching is based on teachers' particularly strong knowledge, understanding and enthusiasm for this area. There are good opportunities in the nursery for children to take on different roles; for example, when taking part in 'whoops-a-daisy the angel', they sing tunefully and act out their parts with style and confidence. In the reception children understand what a 'sound' picture is. They are able to follow 'fishbone' patterns to form a simple notation to guide their playing of percussion instruments in an orchestra. The teacher takes every opportunity to strengthen children's vocabulary when describing the different sounds they hear. The children perform well, copying the vibrant style of the teacher where her enthusiasm and passion for the subject rubs off on

them. They are aware of the names of a very good range of simple percussion instruments which come from many different cultural traditions. They are well on the way to exceeding the standards expected.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for pupils to write in English lessons.
- Writing standards in Year 6 are not as high as they could be because lessons do not place enough emphasis on spelling and grammatical structure.
- Pupils are interested in their lessons and enjoy reading.
- The role of the subject leader in raising achievement is under-developed.

Commentary

39. By the age of seven, pupils attain above average standards in reading and writing. The achievement of Year 2 pupils is satisfactory and reflects the above average standards pupils have at the start of Year 1. Although standards in the most recent national tests in Year 6 were below average, and lower than at the last inspection, the evidence from the inspection is that pupils are attaining average standards overall. Teaching and learning are satisfactory and pupils make sound progress in most aspects of the subject, because lessons are clearly focused. By the time they leave school, most pupils have a good grasp of different forms of writing because teachers give them good opportunities to learn from and write in a wide range of different styles and formats. For example, pupils in Year 3 used the sound knowledge they had gained from studying play scripts to begin creating their own based on the Christmas story. Teachers give good guidance by involving pupils in discussion and working of examples, so that they structure their writing logically.
40. By Year 2 pupils' writing shows a satisfactory grasp of grammar and punctuation. Although the spelling of key words is generally accurate, errors indicate some weaknesses in pupils' word-building skills. This becomes more apparent as pupils move through the school. Pupils do not practise word-building and spelling skills frequently enough to ensure that they have a good enough grasp. By Year 6, pupils of all abilities still make too many mistakes, which prevent pupils from doing as well as they could, because teachers do not give enough emphasis to how they will help pupils to achieve higher standards in these aspects of writing when they plan lessons. Pupils put across their ideas clearly in writing, but the use of language is sometimes too simple. Ill-formed handwriting detracts from the presentation of their work. Satisfactory use is made of information and communication technology for pupils to draft and to edit their work.
41. Pupils throughout the school enjoy reading. This has a positive impact on their achievement, which, by Year 6, is better than in writing. Most infant pupils read well for their age. Pupils make steady progress as they move through the school. They read a good range of texts fluently and accurately. They are given plenty of time for reading at school and teachers plan an interesting range of activities to help improve their understanding of the texts. For example, a group of pupils in Year 4 prepared questions to ask each other in a 'hot-seat' question and answer session. Pupils' speaking and listening skills are satisfactory. They usually listen well to their teachers and to what other pupils say and willingly involve themselves in class and paired discussions. This reflects their good attitudes and behaviour.
42. Leadership and management of the subject are satisfactory. Data about pupils' achievement is being gathered but the co-ordinator does not have the opportunity to check on the quality of

teaching and learning. This information is used at the start of the year to predict a likely National Curriculum level for pupils to reach by the following summer.

Language and literacy across the curriculum

43. Writing is promoted well across the curriculum, for example, to narrate historical events and to describe scientific investigations. Year 3 pupils, in the role of a Roman citizen, wrote about their visit to the baths. However, the same errors in the mechanics of writing appear, but are not necessarily corrected by teachers so that pupils can improve their writing skills. Teachers place good emphasis on the teaching and learning of subject-specific terminology, enabling them to communicate their ideas appropriately in discussion and when writing about topics such as rivers in geography.

MATHEMATICS

Provision for mathematics is **satisfactory** and current standards are in line with the national averages by the end of Years 2 and 6. Achievement is satisfactory.

Main strengths and weaknesses

- The results of national tests for Year 6 pupils in 2003 were below average when compared with those found nationally and those achieved by pupils in similar schools. However, the work seen in current Year 1 and Year 2 classes is in line with the national standard.
- In 2003, a significant number of pupils in Year 6 did not reach their targets.
- The quality of teaching seen during the inspection was good overall and very good in Year 3 to Year 6.
- Pupils' attitudes to learning are very good.
- In most infant and junior classes, pupils' ability to solve problems is weaker than the other aspects of their mathematics.
- Weaknesses in assessment procedures mean that some pupils do not progress as well as they should.

Commentary

44. There has been a recent decline in the standards achieved by Year 6 pupils over the last two years. This has been due primarily to differences in the groups of pupils taking the tests. The 2003 group of pupils, additionally, experienced significant discontinuity of learning due to a change of teacher in the period preceding their national tests. Evidence from the inspection shows that standards of work for the current groups of Year 2 and Year 6 pupils are sound and that pupils achieve satisfactorily.
45. The targets set for pupils in the 2003 year-group were too ambitious. This reflected teachers' determination to set high, challenging targets in order to uphold standards. However, weaknesses in the school's assessment procedures meant that the targets set were not based on secure information.
46. Year 2 pupils have a secure understanding for their age of number, shape and measures. In their written work, they draw on a suitable knowledge of number facts and processes. Most are beginning to apply mathematics in simple, everyday situations, for example, in calculating change from a purchase. By the time they leave the school, pupils make suitable gains in number skills and in their understanding of shape, space and measurement. They reach appropriate levels in data handling, for example in generating and interpreting line graphs. Teachers provide relevant, well-planned opportunities for pupils to use computers in support of their mathematics work. This enhances learning in both subjects.

47. In some classes across the school, not enough emphasis is given to practising ways in which the skills pupils have learned can be applied in problem solving. As a result, this aspect of pupils' mathematics is relatively underdeveloped. In Year 3 to Year 6 lessons seen, teachers questioned thoughtfully and challenged pupils to consider different ways of approaching problems. They encouraged pupils to think independently, to look carefully at the language in which problems are set, to review their mathematical skills and to identify the best approach to each type of problem. This promoted good progress in several lessons. However, pupils' confidence in problem solving remains a relative weakness.
48. The teaching seen during the inspection was good overall. There was a significant proportion of very good and some excellent teaching. In an excellent Year 4 lesson, the teacher brought rapid improvement to pupils' problem-solving skills and their independence as learners. This lesson confronted the weakest features of pupils' mathematical learning by inspiring pupils to think independently and flexibly and challenging them to clarify and explain. Lessons are well planned and well organised, making learning purposeful and effective. Relationships are very good. Teachers and teaching assistants manage pupils sensitively, recognising their achievements, building their confidence and promoting satisfaction in learning. Their expectations in terms of pupils' behaviour and commitment to the task are high and successfully realised.
49. These features help to promote very good attitudes to learning. Pupils of all abilities are attentive, work hard and are keen to do their best. They enjoy explaining their work and are polite and enthusiastic in conversation. They work constructively together and support each other very well.
50. Teachers keep detailed and careful records of pupils' progress but these are not co-ordinated or applied systematically and purposefully enough to maximise achievement. As a result, progress is slowed for some pupils. The management of the subject is satisfactory. The subject leader sets a very strong example in her own teaching. She has very good subject knowledge and is committed to high standards. However, she does not have enough time to monitor standards or implement agreed initiatives effectively. This is a barrier to improvement.

Mathematics across the curriculum

51. Satisfactory use is made of mathematics across the curriculum, for example, to interpret the data from science investigations. There are constructive links with information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the good teaching, particularly of the older pupils.
- Pupils have a good understanding of how to conduct investigations and how to interpret the information they find out.

Commentary

52. Standards in science are above average at the end of both key stages and there is evidence to suggest that pupils in Year 6 are likely to achieve better results than pupils of the same age achieved in 2003. Those results were well below average for schools nationally and for schools considered similar. Pupils in 2003 achieved significantly worse than could have been reasonably expected of them when they were assessed by their teachers when they were seven years of age. These results were contrary to the school's improved results in 2001. In 2003 a well below average proportion of eleven year olds reached the expected standard and a similarly low proportion reached the higher level. In the national tests between 2001 and 2002

girls have outperformed boys in science although this was not apparent in the lessons observed, where boys and girls achieved about the same.

53. The quality of teaching is good. Within Year 1 and Year 2 pupils build well on the good progress they make in their knowledge and understanding of the world. They quickly learn about what it takes to make a test 'fair' and how to predict sensibly what should happen in an investigation, for example when finding out if some colours show up better than others at different distances. In Year 3 to Year 6 teachers now build successfully on what pupils already know and can do. The failure to do this was a weakness at the time of the last inspection. In investigating forces now, teachers plan lessons very thoroughly so that an ample supply of good quality resources is now readily available to enable all pupils to investigate how for example, magnets behave and to test whether or not some materials allow magnetic forces to pass through them. Teachers take up opportunities well to explore pupils' explanations of why they think these materials behave differently. They readily give pupils responsibility to organise how to conduct a test and how to interpret data, for example when investigating relationships between other forces and gravity.
54. Since the time of the last inspection the co-ordinator has provided a positive and effective lead to the subject. Previously teachers provided too much direction to pupils when conducting experiments. Much of the work in this area was carried out by the teacher while pupils observed. This has now changed because an effective action plan was introduced to enable pupils to make significant progress. Teachers now provide good first-hand experiences for pupils to test and explain their observations. This initiative has involved much collaboration with teachers in the secondary school to which most of the pupils transfer. As a result, there is now a common approach across the school and between Worfield and this secondary school. Following the most recent national tests for eleven year olds, the co-ordinator has recently begun a process of analysing why these results were lower than they should have been. However, the school has yet to put in place mechanisms to ensure that potential under-achievement in these tests is avoided by identifying it early enough to enable effective steps to be taken.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **satisfactory**. Standards are in line with the expected levels by the end of Years 2 and 6 and achievement is sound.

Main strengths and weaknesses

- The school has made good progress with information and communication technology since the last inspection.
- There are good links between information and communication technology and other subjects.
- The leadership of the subject is good.
- Pupils' attitudes to learning are very good.
- The quality of teaching seen in lessons was very good.
- Assessment procedures are not yet sufficiently systematic.

Commentary

55. The sound standards identified by the previous inspection have been maintained and built upon. Recent training has enabled teachers to increase their subject knowledge, and gain confidence in teaching information and communication technology skills. Improved resources have widened pupils' learning opportunities.
56. In Year 1 and Year 2 pupils show satisfactory fluency with the keyboard and mouse. They use a range of suitable programs and are beginning to appreciate the usefulness of information and communication technology, for example in illustrating, presenting work and communicating.

When explaining their work, they use some apt terminology, such as 'toolbar' or 'backspace'. By the time they leave the school, junior pupils are confident and fluent at the computer and accustomed to using information and communication technology in a wide range of applications. Most have a good sense of the usefulness of information and communication technology in relation to their studies and in the wider world.

57. Information and communication technology is now successfully embedded in the teaching of many different subjects. There are particularly constructive links with science and mathematics. This enables pupils to improve their information and communication technology skills through purposeful practice and to understand a range of ways in which information and communication technology can be applied. Year 5 pupils, for example, used information and communication technology to solve mathematical problems and pupils in Year 6 used a line graph program to present results from a science investigation. This enhanced pupils' learning in both linked subjects.
58. The subject leader has shown energy and initiative in bringing about change. In this, the co-ordinator has been supported very well by colleagues. The co-ordinator sets a strong example in the quality of teaching. However, the co-ordinator has insufficient allocated time to monitor standards and provision.
59. In conversation, infant and junior pupils show interest and enthusiasm for this subject. Year 2 pupils spoke of the advantages of working co-operatively and exemplified this in the way they supported one another. Year 6 pupils demonstrated their work eagerly and fluently, taking pride in the work they had completed and explaining it clearly. Pupils' behaviour is excellent. This reflects teachers' skill in managing pupils and the satisfaction they enable pupils to find in their information and communication technology work by making it relevant and interesting.
60. Too few lessons were seen to allow an overall judgement on the quality of teaching. However, the lessons seen were of very good quality. In both, the ethos was warm yet purposeful and the quality of the relationships was high, giving pupils confidence and pleasure in learning. Teachers targeted questions carefully to check and extend pupils' understanding. They challenged pupils to think for themselves, to explain their findings lucidly and use technical words accurately. Pupils of all abilities and those with special educational needs were included effectively in all aspects of the lessons and all pupils' contributions were explicitly valued.
61. Teachers assess pupils' learning in information and communication technology with sufficient frequency but overall procedures are not yet systematic enough. Pupils' individual progress is not tracked accurately enough. As a result, the work set does not always challenge each pupil at the right level and individual progress is not maximised.

Information and communication technology across the curriculum

62. The practice and application of information and communication technology skills across the curriculum are strengths of provision.

HUMANITIES

History and Geography

The provision for history and geography is **satisfactory**. Standards and achievement in history and geography are satisfactory.

Commentary

63. Too few lessons were seen in either subject for secure judgements on the quality of teaching to be made. Pupils' work in history and geography reflects satisfactory coverage. It shows that in Year 1 to Year 6 pupils gain suitable factual knowledge, understanding and practice in the skills

relating to each subject and reach the expected levels. Sound practice in the skills relating to geographical and historical enquiry is seen in recent work across the school. This maintains the standards identified at the previous inspection.

64. The Year 6 history lesson seen was of very good quality, the culmination of a carefully planned, extended project about World War II. It enabled pupils to refine their sense of chronology and begin to empathise with the experiences of people living in the past. It developed pupils' skills of historical enquiry through examination and evaluation of evidence, including artefacts and eye-witness accounts. Stimulating and well-organised presentations strengthened pupils' historical knowledge and understanding and improved their fluency and confidence in speaking.
65. The management of history and geography is satisfactory. However, assessment procedures are not systematic enough to guide teachers' in describing pupils' individual attainments.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, and music

Commentary

66. It was possible to observe only one lesson in each of art and design and music. No lessons in design and technology were seen. Not enough evidence was seen in the subjects. As a result, no judgement about the quality of provision in these subjects can be made. Planning in these subjects is satisfactory and covers all the areas required. In all three subjects there is a strong emphasis on the development of pupils' skills. In Year 2 pupils have opportunities to develop skills and techniques in using a variety of media. They practised matching and blending pastels to extend a given picture. Their skills were increased because the teacher's evaluation of their progress led to further practice for those pupils who had not quite grasped the techniques or understood the significance of matching the colours.
67. The good range of extra-curricular activities and contributions of visitors to the school enhances the development of pupils' knowledge and skills in all three subjects. There are opportunities for pupils to take part in musical performances, both in and outside school; for example, the school choir sings as part of the Bridgnorth choir. The quality of pupils' unison singing in assembly is good. They demonstrate good control of pitch and rhythm, matching their performance well to the style and mood of the song. There are also a good number of opportunities to learn to play instruments. The drumming club offers pupils an insight into other musical cultures. Pupils have opportunities to work with artists and this opens up new dimensions for them when carrying out projects such as creating live willow sculptures.
68. Curriculum leaders for art and design, design and technology and music provide good leadership. They are enthusiastic and have a good understanding of their subject, which they promote well throughout the school. They are effective in providing guidance and training and their confident leadership inspires teachers to improve their skills. The subject leaders monitor planning and provide advice. They have informally gained a sound grasp of what is happening in the subjects as they work alongside other teachers in the classroom, but have not yet directly checked the quality of teaching and learning.

Physical education

Provision in physical education is **satisfactory** and pupils make sound progress as they move through the school. Nearly all pupils by Year 6 reach at least the expected standards in swimming (to swim 25 metres). Their achievement is satisfactory. Standards are in line with what they were at the time of the last inspection.

Main strengths and weaknesses

- There are good facilities for outside activities.
- Pupils have good opportunities to take part in team games.
- There are good links with outside sports clubs.
- Co-ordinators do not have planned opportunities to visit classrooms to look at the quality of teaching and learning going on.

Commentary

69. Standards seen during the inspection are in line with those expected. The school has a large and well-maintained grassed area, which provides good facilities for team games and for outdoor adventurous activities. These facilities are well used in both lessons and after-school coaching sessions, for example in football where regular coaching from the Shrewsbury Town FC is a popular and well-organised occasion. There are also good opportunities for pupils to take part in competitive sport through the Bridgnorth Schools League, which provides fixtures in cricket, hockey, netball, football, rounders and athletics. Recent innovations by the co-ordinator have also resulted in a very good range of small equipment, which is carefully stored and scrupulously organised by a group of Year 6 pupils.
70. While the space for indoor activities including gymnastics is sufficient, the design of the hall inhibits free movement over all of the space. Because the building is of special architectural interest it is not possible for it to be altered to accommodate the large fixed equipment needed for pupils to use in their gymnastics work. In order to compensate for this the curriculum has been amended to provide additional small apparatus and to increase the time set aside for the development of dance.
71. The quality of teaching is good. In the best lessons the teachers ensure that pupils are thoroughly prepared and energetically lead pupils through a series of well-planned warm-up activities which ensure that pupils are ready to carry out the main objectives of the lesson. The teacher clearly explains the importance of behaving sensibly and playing safely. Pupils respond well and try hard to copy the good quality demonstrations given by the teacher. Because relationships between the teachers and pupils are positive, pupils try hard to please their teachers and improve the quality of their work. The lessons are carefully structured so that pupils are faced with increasingly challenging tasks, so that by their end pupils are able to show an increase in their abilities, for example, to control and pass a ball in small team games.
72. The co-ordinator provides an effective lead and has worked hard to build up a good range of equipment and a well-organised plan for teachers to use as a help when organising their own individual lessons. An action plan for further improvement in this subject is currently being written.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the curriculum so no judgements are made about the overall provision. The school has recently begun to increase the time formally given to this subject and to draw up a school policy and scheme of work. There are good opportunities for pupils to express their views and to discuss relevant issues informally. There is a well-established 'buddy' system.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
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	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
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).