

INSPECTION REPORT

**WOODHOUSE EAVES, ST PAUL'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Loughborough

LEA area: Leicestershire

Unique reference number: 120173

Headteacher: Mr P Harris

Lead inspector: Mrs J Randall

Dates of inspection: 4th - 6th July 2005

Inspection number: 268299

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 controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	188
School address:	Meadow Road Woodhouse Eaves Loughborough Leicestershire
Postcode:	LE12 8SA
Telephone number:	(01509) 890 483
Appropriate authority:	The governing body
Name of chair of governors:	Mrs B Court
Date of previous inspection:	8 th March 1999

CHARACTERISTICS OF THE SCHOOL

This is an average-sized primary school with 188 boys and girls. It is a village school serving a mixed area but about 50 per cent of pupils come from outside the village by parental choice. As a Church of England controlled school it enjoys links with the church. Most pupils are of white British origin with a few pupils from mixed ethnic minority backgrounds. No pupil speaks English as an additional language. There are no Travellers or refugee/asylum seekers. The percentage of pupils known to be eligible for free school meals is below average (3.4%). At the time of the inspection 18 pupils were on the school's register of special educational needs. They have a variety of moderate learning and communication needs. One pupil has a statement of special educational needs. About a quarter of the present Year 6 have special educational needs. The overall level of prior attainment on entry is above average, although all levels are represented. A few pupils leave the school at the end of Year 5 to attend selective schools. The school has undergone a period of considerable uncertainty following the secondments of the previous headteacher and another teacher to other posts. This led to temporary appointments being made to fill the vacancies and some disruption to the quality of education provided by the school. High turnover of staff has also been a feature of recent times. The present headteacher has been in post since the beginning of the current school year and staffing is becoming stable with new appointments for the start of the next school year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1471	Jane Randall	Lead inspector	Foundation Stage English as an additional language Geography History Religious education
13706	Gillian Marsland	Lay inspector	
31175	Arthur Allison	Team inspector	English Science Music Physical education Special educational needs
23245	Alan Farrage	Team inspector	Mathematics Information and communication technology Art and design Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 25
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school that is emerging successfully from a time of uncertainty and staffing difficulties. The new headteacher has a clear view of school development. Well-founded initiatives are beginning to take effect and have the potential to take the school forward. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in science are well above average and achievement is good at the end of Year 6.
- Standards in writing at the end of Year 2 are below average and achievement is unsatisfactory.
- The strategic plan for improvement is good, reflecting the school's ambitions and goals.
- Pupils have good attitudes to school, good personal development and behave well.
- The role of subject leaders in checking and evaluating the quality of teaching, learning, attainment and achievement is not yet strong enough.
- Although teaching is satisfactory overall it contains some weaknesses that limit achievement.

The improvement since the previous inspection is satisfactory. Management of behaviour has improved along with improvements in policy documentation, development planning and the role of governors. There is some improvement in assessment procedures and their use. The role of the subject leaders in checking and evaluating provision is an area that has not improved enough.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	B	B	A
mathematics	A*	A	A	A
science	B	A	A	A

Key: A – very high; 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.*

Overall achievement is **satisfactory** for all groups of pupils. Inconsistencies in the quality of teaching and learning result in variation in the progress that pupils make in different year groups and, as a result, overall achievement is no better than satisfactory. On entry to the Reception class children's attainment is just above average. By the end of Year 6 inspection evidence shows standards to be above average in English and mathematics and well above in science. Standards in English reflect the results of the national tests in 2004 and the unvalidated 2005 results. In mathematics, standards were well above average in 2004 but the unvalidated 2005 results reflect the inspection findings. The inspection judgement in science reflects the test results of 2004 and 2005. When compared with the results of similar schools, standards in 2004 were well above average in all three subjects. At the end of Year 2 inspection evidence shows that attainment in reading is above average. This is lower than the tests of 2004 but similar to the unvalidated results of 2005. Standards in writing are below average. The school is aware that staffing difficulties resulted in a fall in the quality of teaching in writing. In mathematics, standards are above average and this is reflected in the national tests of 2004 and 2005. When compared with similar schools, standards in the national tests in 2004 were above average in reading and writing and average in mathematics. In science, inspection findings are that standards in Year 2 are average. This is lower than the teacher assessments in 2004 but similar to the unvalidated assessments of 2005. In

information and communication technology, standards are above those expected at the end of Years 2 and 6. Standards in religious education are similar to those expected at the end of Years 2 and 6. Most children in the Reception class attain the nationally expected learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. Overall achievement is satisfactory. Standards in communication, language and literacy and mathematical development are above average. Standards in the other four areas of learning are average because this work is not as well planned and taught as that for teaching literacy and numeracy skills. **Pupils' personal development, including spiritual, moral, social and cultural development, is good.** Attendance is satisfactory. Behaviour and attitudes to school are good.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. The quality of teaching, learning and assessment is satisfactory but weaknesses in pace, level of challenge, teachers' confidence to adapt the latest national guidance to the needs of these pupils and the opportunities to use the key skills of literacy, numeracy and information and communication technology in other subjects limit achievement. The overall quality of the curriculum is satisfactory. Extra-curricular opportunities are good. Unsatisfactory resources in the Reception class restrict learning opportunities. Arrangements to ensure pupils' care, welfare, health and safety are very good. There are good links with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher provides good leadership, identifying an appropriate set of priorities to bring about improvements and raise standards. Governance is satisfactory. The governing body fulfils its legal responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents generally think well of the school but there are a few concerns about home-school communication. The headteacher is clearly working to resolve these issues. Pupils like the school and have good opportunities to express their views through the school council.

IMPROVEMENTS NEEDED

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

- Improve standards in writing in Years 1 and 2.
- Strengthen the role of subject leaders in checking and evaluating the quality of teaching, learning, attainment and achievement.
- Enliven and enrich teaching and learning with greater challenge and pace, more opportunities to use key skills in other subjects and the confidence to adapt national guidance to meet the needs of all pupils in this school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is satisfactory, including that of pupils with special educational needs and those who are higher attainers. Standards by the end of Year 6 are above average overall. At the end of Year 2 and the Foundation Stage they are average overall.

Main strengths and weaknesses

- Standards in science are well above average and achievement is good at the end of Year 6.
- Standards in writing at the end of Year 2 are below average and achievement is unsatisfactory.
- Inconsistencies in the quality of teaching and learning result in variation in the progress that pupils make in different year groups and, as a result, overall achievement is no better than satisfactory.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.0 (17.1)	15.8 (15.7)
writing	17.1 (16.1)	14.6 (14.6)
mathematics	17.3 (15.9)	16.2 (16.3)

There were 31 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 2004

Standards in:	School results	National results
English	28.2 (27.8)	26.9 (26.8)
mathematics	28.8 (29.6)	27.0 (26.8)
science	30.0 (30.6)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

1. By the end of Year 6 inspection evidence shows overall standards to be above average in English and mathematics and well above average in science. Standards in English reflect the results of the national tests in 2004, despite the fact that more pupils in the present Year 6 have special educational needs. They also reflect the unvalidated results of the 2005 national tests. In the unvalidated test results in 2005 in mathematics the proportion of pupils reaching the average Level 4 was lower than in previous years, reflecting the larger group of pupils with special educational needs. Despite this half the year group attained the above-average Level 5. In the national tests at the end of 2004, standards were well above average. The inspection judgement in science reflects the results of the national tests in 2004 and the unvalidated results of 2005. When compared with the results of schools with similar levels of attainment at the end of Year 2, results in 2004 were well above average in all three subjects. Achievement by the end of Year 6 is satisfactory in English and in mathematics and pupils achieve well in science. There is some variation in progress as pupils move from Year 3 to Year 6, with pupils making more progress in some years than others because of the inconsistencies in the quality

of teaching and learning in different classes. In science the quality of teaching is more consistent and the good teaching has resulted in the higher standards and achievement. The overall trend of performance over the last five years is above that nationally.

2. At the end of Year 2 inspection evidence shows that attainment in reading is above average and all pupils achieve satisfactorily. This is lower than the national tests in 2004 but similar to the unvalidated results of the 2005 tests. Standards in writing are below average and lower than the national tests in 2004 but are reflected in the 2005 tests. Achievement is unsatisfactory. In part these lower standards are due to the difference in the year group as no pupils in Year 2 in 2004 had special educational needs. However, the lower standards are also due to staffing difficulties that the school faced over the last two years, which restricted gains in learning because of the quality of teaching. There are also too few opportunities for pupils to use the skills of reading and writing in other subjects and this limits opportunities to consolidate, practise and use skills learned in the literacy lessons. In mathematics, standards are above average and this is reflected in the unvalidated results of the 2005 national tests and in those at the end of 2004. Achievement is satisfactory. When compared with schools with similar levels of free school meals, standards in the national tests in 2004 were above average in reading and writing and average in mathematics. In science, inspection findings are that standards in Year 2 are average. These findings are lower than the teacher assessments in 2004 but similar to the unvalidated teacher assessments in 2005. Staffing difficulties and variations in the quality of teaching and learning also limited attainment and achievement in the last two years.
3. In information and communication technology, standards are above those expected for pupils at the end of Years 2 and 6 and pupils achieve well. This is because the subject is led and managed very well and both the subject leader and the teachers are aware of standards and progress through pupils' individual electronic work folders. As a result of good leadership teaching and learning are good and well focused on matching work to pupils' needs and capabilities. Standards in religious education are similar to those expected at the end of Years 2 and 6. Staffing difficulties meant that there were inconsistencies in teaching and learning but these have now been addressed. The subject is now taught systematically in each class and there is an emphasis on meeting the requirements of the locally agreed syllabus. A heavy emphasis on the completion of commercial worksheets limits opportunities for pupils to express themselves and their reflections and gives too little opportunity for pupils to extend their writing skills. Standards in other subjects were not judged.
4. Most children in the Reception class attain the nationally expected early learning goals in personal, social and emotional development, communication, language and literacy, mathematics development, knowledge and understanding of the world, creative and physical development. Overall achievement is satisfactory. Standards in communication, language and literacy and mathematical development are above average. Standards in the other four areas of learning are average because this work is not as well planned as that for teaching literacy and numeracy skills. The activities that children choose for themselves, for example, in creative development and knowledge and understanding of the world, are not challenging enough. These tasks are largely unsupported and so opportunities to develop learning further are missed. In all areas of learning all children often complete the same work, regardless of their level of prior attainment.
5. Pupils with special educational needs achieve satisfactorily because of the teaching and other good support that they receive. The school has not yet identified a list of pupils who are potentially gifted and talented and so no provision is made for this group. The practice in many lessons of expecting all pupils to complete the same work, with support for those pupils who are lower attainers or who have special educational needs, limits the opportunities for higher-attaining pupils to reach their full potential, although there are some good examples of this happening. There are no significant differences in the attainment of boys and girls. The small number of pupils from an ethnic minority background make progress in line with their peers.

6. Because of the staffing difficulties that the school has faced over the last few years, consistent development of teaching and learning and the curriculum has not taken place. The experiences of pupils in some year groups have been different from those of others and the pace of learning and progress has been, and to some extent still is, inconsistent across the school. This is why overall achievement is only satisfactory. Added to this, the school overall is not yet sufficiently confident in adapting national subject guidance to meet the needs of the pupils in this school, although there are times, for example in Year 3, where this is done well. This limits challenge, particularly for higher attainers. Opportunities are not yet developed well enough to allow pupils to extend the key skills learned in literacy, numeracy and information and communication technology in other subjects. Training and development work this year has rightly focused on these issues and there is a clear vision of what needs to be done to improve achievement. Staffing difficulties are largely resolved and the school is in a good position to move forward.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is satisfactory. Punctuality is good. The attitudes and behaviour of pupils are good. Pupils' personal and spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils have good attitudes to school and enjoy learning.
- Behaviour in the school and playground is good and pupils get on well with each other.
- Spiritual development is satisfactory overall, although respect for others' feelings, values and beliefs is good.
- Moral and social development are good and make a good contribution to pupils' achievement.
- Attendance rates are rising but, although discouraged, some families take holidays in term-time.
- Pupils are aware of the cultural traditions of different communities but there are missed opportunities in curriculum planning to foster pupils' understanding and appreciation of the richness of cultural diversity in today's society.

Commentary

7. Pupils enjoy coming to school and share good relationships with staff. They listen well and quickly settle down to task. During classroom discussions they are confident and self-assured. They encourage and support each other. Seasonal after-school sporting activities are well supported. The confidence and self-esteem of pupils with special educational needs are similar to other pupils' because of the good care and support and the use of praise and encouragement by all staff. Pupils with special educational needs enjoy school. Relationships between pupils with special educational needs and other pupils and adults are good. This is because the school cares for and values all pupils. The small group of pupils from ethnic minority backgrounds is well integrated and happy with their peers. Children in the Reception class attain the nationally expected early learning goals in personal, social and emotional development.
8. Pupils behave well. There have been no exclusions from the school in the last year. Behaviour has improved since the previous inspection following the implementation of the new behaviour and anti-bullying policy. School rules and anti-bullying notices are displayed throughout the school to reinforce this. Pupils confirm that bullying or racist incidents are rare but when they do occur they are dealt with swiftly. They are comfortable approaching staff if they have any concerns. At present there is no consistent approach to the rewards and sanctions scheme but the newly appointed headteacher acknowledges the need to implement a new whole-school policy.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.1
National data	5.1	National data	0.4

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

9. Attendance rates have improved this year. The headteacher carries out regular analysis of attendance information and has ensured that stricter monitoring and recording of absences take place. However, despite being discouraged, families still take holidays in term-time. The headteacher is aware of the need to improve attendance rates further and the school is part of a project to work with the educational welfare officer from September to instigate new initiatives.
10. Spiritual development is fostered satisfactorily through religious education and acts of collective worship. Pupils' respect for the feelings, values and beliefs of others and a concern for others is good. In a whole-school assembly a calm and reflective atmosphere was created that enabled pupils to reflect well on people dying from hunger in Africa. Opportunities are also provided in lessons. Pupils in Year 6 considered how people express their faith through art and music in a religious education lesson and pupils in Year 5 reflected very well on a poem that contrasted life in Jamaica with that in London. They showed a mature depth of understanding of the feelings of the child and his father in the poem.
11. Pupils' moral development is good. They learn the difference between right and wrong and consider other moral issues through many subjects, including religious education and personal, social and health education. Pupils themselves made a significant contribution to the school's new policy on bullying, for example.
12. Pair and group work where pupils share ideas and agree on how they will complete set tasks fosters good social development. The school council structure enables pupils to contribute ideas through representatives and make decisions such as those about contributions to charities. Pupils participate in community events such as the British Legion Festival and contribute views to the Parish Plan. The 'Superstars' reward system helps build pride in achievement and raises confidence and self-esteem.
13. Cultural development is satisfactory. Appreciation of pupils' own culture and other cultures is fostered through religious education, history, geography, art and music in particular. This learning is enriched by visits such as the one to the Black Country Museum and by opportunities to explore the music of other cultures, for example, by participating in a steel band workshop. Year 2 pupils listened respectfully and with interest to a parent talking about her Jewish faith. However, there are too few planned opportunities for pupils to understand and appreciate the richness of cultural diversity, although this is beginning to happen in religious education.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching, learning and assessment are satisfactory. The curriculum is satisfactory.

Teaching and learning

The quality of teaching, learning and assessment is satisfactory in all three stages of the school.

Main strengths and weaknesses

- Teaching and learning are very good in Year 3.
- The teaching of the basic skills of literacy, numeracy and information and communication technology is good but there are not enough planned opportunities for pupils to use these skills in other subjects.
- Most teachers have good classroom management skills and they encourage pupils well but sometimes they do not have high enough expectations of what pupils can and should be able to do.
- Some teachers lack the confidence to extend the curriculum and to adapt the latest national planning guidance in subjects to meet the needs of the pupils in this school, particularly for those who are higher attainers.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	10	13	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. The satisfactory quality of teaching and learning is similar to that found at the time of the previous inspection. The issues relating to effective marking and challenge for higher-attaining pupils still remain.
15. In good and better lessons teachers use good questioning skills to check on learning and draw ideas from the pupils. The pace is brisk and pupils are well motivated to learn. In satisfactory lessons the pace is more variable and time is not as well used. Teachers use and encourage pupils to use correct subject vocabulary. Overall, teachers have high expectations of attention and behaviour and this is an improvement since the previous inspection. Most teachers have good classroom management skills and they encourage pupils well. Pupils get on willingly with their work. Sometimes teachers do not have high enough expectations of what pupils can and should be able to do, for example, in English in Year 2, and this results in lower attainment and achievement.
16. The quality of teaching and learning is inconsistent across the school, with the best teaching in Year 3, where it is very good. Good lessons were observed in most classes. In Years 1 to 2 the teaching of writing is unsatisfactory and pupils' skills are too low as a result of this. In Years 3 to 6, teaching of the basic skills of literacy and numeracy is good. Teachers have a good understanding of the National Primary Strategy and use this to plan their work. However, overall, teaching and learning in English and mathematics are satisfactory because not enough attention is given to applying and investigating in mathematics and using English skills in other subjects. Teaching and learning are good in information and communication technology. Teachers do not plan well enough for pupils to use these key skills of literacy, numeracy and information and communication technology in a variety of contexts and in other

subjects to research, investigate and record, although the position is better in information and communication technology. On occasion this is done well and in these lessons learning and achievement are good. An over-use of commercial worksheets further restricts achievement and attainment across the school and contributes to the unsatisfactory attainment in writing at the end of Year 2.

17. In some lessons there are some good examples of opportunities to enrich learning beyond that of the basic curriculum. For example, in a very good English lesson in Year 3 the teacher made very confident and effective use of the interactive whiteboard to show pupils how to use an art program on the computer to make interesting titles and then to write a newspaper article in a sensational style. The lesson was very challenging and pupils worked very hard. In a science lesson in the same class pupils were led to hypothesise and predict outcomes before observing. However, some teachers still lack the confidence to extend the curriculum and to adapt the latest national subject planning guidance to meet the needs of the pupils in this school. This very close adherence and limited planning to match work to the different ability groups constrains achievement for many pupils and particularly for higher attainers.
18. In the Foundation Stage (Reception class), overall, teaching and learning are satisfactory. The basic skills of literacy and numeracy are taught securely but there are missed opportunities to extend children's learning through the tasks that children choose for themselves. Although there are satisfactory opportunities for children to imagine, explore and create, these are not structured well enough to provide challenge or supported well enough to move learning forward.
19. The teaching of pupils with special educational needs is satisfactory overall, although there were examples of good teaching seen in both the classroom and in withdrawal sessions. The tasks for pupils with special educational needs are usually, though not always, matched to prior learning. Teachers and teaching assistants provide good help in lessons to enable pupils to complete the set tasks.
20. Assessment and recording of progress are satisfactory. The quality of marking is inconsistent across the school. There are some good examples of marking that move pupils forward but some teachers' comments fail to inform pupils of what they need do to improve. Pupils do not all have individual targets for improvement and where these are present they are not always checked. The school analyses the information from tests and assessments and keeps good records of pupils' longer-term progress. The information from assessments is not used well enough to ensure that work is always matched to pupils' prior attainment or to challenge the most able pupils. Homework plays an appropriate part in pupils' learning but there is inconsistency in its provision. The school is aware of this and a formal system for this is to take effect from the beginning of the next term.

The curriculum

The overall quality of the curriculum is satisfactory and makes a sound contribution to the satisfactory achievement of pupils. The quality of extra-curricular provision is good. Accommodation and resources are satisfactory overall. Unsatisfactory resources in the Reception class restrict learning opportunities.

Main strengths and weaknesses

- Good opportunities for personal, social and health education boost confidence and self-esteem.
- Curriculum planning that adapts the latest national guidance to provide planned opportunities for the use of key skills in all subjects is not yet in place and this limits the opportunities to consolidate and enhance learning.
- The breadth and richness of extra-curricular opportunities contribute well to pupils' achievement.

- Resources for children in the Foundation Stage are unsatisfactory and restrict the opportunities for learning.
- There are no ramps to facilitate access to the outside classrooms for pupils with physical disabilities.

Commentary

21. In all lessons staff consciously promote pupils' personal and social education by the use of praise and encouragement. The resulting confidence and positive attitudes to school of all pupils, including those who have special educational needs, contribute well to their achievement. Sex education and drugs and alcohol awareness education are an integral part of personal, social and health education and science. In a good science lesson pupils in Year 5 contributed views and discussed issues to do with drugs and alcohol in a mature way, making a good contribution to their personal, social and health education.
22. Provision for those who have special educational needs is satisfactory, and improving. All have full access to the curriculum. Individual education plans have improved. Further improvements are in hand. Targets are more precise and measurable. Pupils are more aware of what they have to do to improve. Teachers and learning support assistants provide good help for these pupils in class and in withdrawal sessions.
23. All requirements of the National Curriculum and for religious education are met and enhanced well by a wide range of educational opportunities. Since the previous inspection the school has adopted the latest national planning guidance so that teachers know what they have to teach in each subject. However, this guidance has not yet been adapted to best meet the needs of pupils in this school. Whilst the curriculum overall is satisfactorily broad and balanced, the school recognises that well-structured planning that promotes the use of key skills in all subjects is not yet in place. This limits the opportunities to consolidate and enhance learning and to use the skills learned in many contexts. It also limits the challenge for higher-attaining pupils. Opportunities for learning about the diverse society in which we live are satisfactory and the school is currently improving these opportunities. The curriculum is enriched well through visits, visitors and extra-curricular activities, particularly for sport and the arts. Over twenty-five per cent of the school learn a musical instrument. Instrumentalists and those in the two choirs have good opportunities to perform for their peers and parents and in community events. The curriculum for the Foundation Stage is satisfactory.
24. The accommodation is satisfactory overall. Plans are in place to rectify the deficiencies of the outside changing facilities identified in the previous report. There is disabled access to the main building and within the building but not to the outside classrooms. Resources are satisfactory overall. The good resources for information and communication technology contribute well to pupils' above-average attainment. Resources are unsatisfactory in the Reception class and restrict learning opportunities, particularly in knowledge and understanding of the world, physical and creative development. There are sufficient teachers with good subject knowledge, backed up by a good number of learning support assistants, to meet learning needs.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. Pupils receive satisfactory support, advice and guidance. Involvement of pupils by seeking their views is very good.

Main strengths and weaknesses

- Staff enjoy good relationships with pupils and the school provides a very safe and secure environment for learning.
- Induction into the Reception class is good and children settle swiftly into school.

- The school council provides the pupils with a good opportunity to air their views.
- Pupils have limited involvement in negotiating their targets for improvement.

Commentary

25. The school provides a safe and caring environment where pupils are well supervised at breaks and lunchtimes. Staff maintain a high level of concern for pupils' well-being. Routines are established and all potential hazards are swiftly identified and resolved. Arrangements for child protection meet the requirements of the local child protection committee and all staff, including lunchtime supervisors, are vigilant and have received training. The pupils have confirmed that they feel well cared for and many make use of the breakfast and after-school care clubs at the start and end of the school day.
26. The school reviews the progress of pupils with special educational needs regularly and carefully. Individual education plans highlight key areas for improvement for pupils with relevant and usually precise targets. Plans are in place to improve assessment so that targets are defined in smaller steps to facilitate planning for gains in learning. The requirements of the statement for the pupil with the highest level of educational needs are met.
27. The teaching of personal and social education includes a discussion period called 'circle time'. These sessions provide good opportunity for pupils to express their feelings and views on aspects such as behaviour or emotions. The school has gained the Healthy Schools Award and encourages pupils to adopt a healthy lifestyle. However, the school is aware of the need to ensure that all pupils are more involved in negotiating their own targets for improvement in their work, enabling them to assess their progress and identify what they must do to improve further.
28. Induction into the Reception class is good and enables children to settle swiftly into full-time education. To facilitate this, visits to pre-school providers are undertaken so that staff can meet children and assess their individual needs. Pre-school visits to school events and the use of the information and communication technology suite are also encouraged. Meetings and visits to school are arranged for the parents and children and a 'Welcome Pack' of information advises parents on how they can help their child to learn.
29. The elected school council meets every week to discuss ideas and suggestions regarding life in school. They collect the views of all pupils through a 'suggestion box' and regular questionnaires. They have held sponsored events and contributed well to the development of the new behaviour policy. They know that their involvement is valued, and whenever possible, action to fulfil their requests is taken.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- There are good links between home and school.
- Strong links with the local community support pupils' learning.
- Links with the local pre-school provider and high school ensure a smooth transition into primary and secondary education.

Commentary

30. Good links with parents have been maintained and the majority of parents are very supportive. However, a significant number do have concerns about home-school communication, expressing their views, homework and the school's rewards scheme. The headteacher is clearly working towards resolving these issues. Home-school communication is improving and

parents have confirmed that they value the newly established headteacher and governing body 'surgeries' for parents and additional questionnaires. The headteacher and staff are accessible and concerns and suggestions have been acknowledged. Parents were consulted when the new behaviour policy was written and additional pupil progress reports are now provided during the spring term in response to parents' wishes. The homework is to be more formalised from the beginning of the next school term and the headteacher acknowledges the need for a whole-school approach to the rewards scheme.

31. The school ensures that parents of pupils with special educational needs are kept well informed and are contacted as soon as the school identifies possible needs. Parents attend meetings when the individual education plans are reviewed so that they know what progress has been made, and discuss what the next targets are and how they may help pupils at home. To foster this, parents have their own copy of the individual education plans. Parents value the help provided by the school.
32. Parents are welcome in school and kept well informed about events and achievements through regular newsletters and the information freely available in the school's reception area. The governing body's annual report to parents now meets legal requirements and contains all the required information. Curriculum information workshops have also been held to explain the teaching of mathematics, sex education and target setting to parents. Pupils' progress reports are of good quality. They contain all the required information and explain to pupils and parents how work can be improved. Parents provide valuable support through the 'Parents' Forum' and raise considerable funds to benefit the pupils. Events have been held to provide additional resources such as books and large play equipment and donations have been made towards educational visits. Many parents act as volunteer helpers in the classrooms.
33. The school has good links with the community, the local pre-school provider and secondary school. The school produces the community magazine known as 'Roundabout'. This incorporates school and community events and involves the local people, community organisations and local businesses. A wide range of community events takes place in school during the evenings.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher provides good leadership, identifying an appropriate set of priorities to bring about improvements and to raise standards. Subject leadership and management is unsatisfactory overall. Governance is satisfactory. The governing body fulfils its legal responsibilities.

Main strengths and weaknesses

- The headteacher's leadership is good; his vision and commitment are strengths.
- Strategic planning is becoming effective and has the potential to take the school forward.
- Subject leadership needs to be developed further to improve the school's self-evaluation systems.
- The governing body now has a greater understanding of the strengths and weaknesses of the school and is becoming more effective.

Particular barriers to raising achievement

The school has undergone a period of considerable uncertainty following the secondments of the previous headteacher and another teacher to other posts. This led to temporary appointments being made to fill the vacancies and some disruption to the quality of education provided by the school. High turnover of staff has also been a feature of recent times. Since the arrival of the new headteacher there is now a clear vision and strategy for improvement. The well-founded initiatives are beginning to take effect and have the potential to take the school forward.

Commentary

34. The headteacher has a very good understanding of the strengths and weaknesses of the school. Since taking up the post in September 2004, he has led a thorough audit of the school's effectiveness, involving all staff and governors. The headteacher has evaluated the quality of teaching and the effectiveness of the school's systems and procedures. The initial evaluation has been shared with staff and governors and provides the basis for the development of a strategic plan to guide the next stages of the school's improvement. The strategic plan is good, reflecting the school's ambitions and goals.
35. Management structures in the school need further development. Some subject leaders are not fully effective, as they do not systematically evaluate the strengths and weaknesses of provision in their subject. The strategic plan identifies a programme of training and support for staff to improve their self-evaluation skills in order to improve the school's monitoring systems. The development of effective teams to bring about the necessary changes is a priority. The legally required system of performance management is in place. The headteacher checks and evaluates the quality of teaching and learning, providing guidance on how improvements can be achieved. The school is committed to staff development, linked to its performance management system. The co-ordinator for special educational needs provides satisfactorily for pupils, with support in lessons and in withdrawal groups when appropriate. Consequently, pupils who have special educational needs achieve as well as other pupils.
36. The main points for action from the previous inspection have been partly addressed. Improving pupils' behaviour, improving curricular planning and improving the usefulness of the school development plan have all been successfully tackled since the new headteacher took up his post. More work is necessary to improve the quality of management, particularly the effectiveness of subject leaders in monitoring the quality of provision. Actions to improve this are identified in the new strategic plan. A significant improvement is in the behaviour of pupils. This is now good overall and there are examples of very good behaviour in class. This makes a significant contribution to the quality of learning and so enables pupils to make progress.
37. The governing body operates satisfactorily at present, fulfilling its legal responsibilities appropriately. There are now clear lines of communication between the headteacher and governors and a shared vision to bring about improvement. Governors are aware of the school's strengths and weaknesses and are beginning to understand the challenges faced by the school. The governing body actively contributed to the production of the strategic plan and now has a committee structure that will help ensure the effectiveness of its monitoring role. Governors are more aware of financial management and now monitor spending systematically. They pay attention to 'best value' principles and spending decisions are carefully considered to ensure that the school functions economically.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	630,505	Balance from previous year	- 13,179
Total expenditure	580,618	Balance carried forward to the next year	36,708
Expenditure per pupil	2,860		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the six areas of learning has been sampled rather than judged separately because of the circumstances of the school during the inspection and the limited amount of time available.

Provision in the Foundation Stage (Reception class) is **satisfactory**.

Main strengths and weaknesses

- Standards in communication, language and literacy and mathematical development are above average.
- Teaching and learning in reading and writing are good.
- Resources are unsatisfactory.
- There are missed opportunities to develop learning through the tasks that children choose for themselves.

Commentary

38. Achievement is satisfactory. Attainment in communication, language and literacy and mathematical development is above average, with almost half the children attaining above the nationally expected early learning goals. This position is similar to that at the time of the previous inspection. In personal, social and emotional development, knowledge and understanding of the world, creative and physical development, attainment just meets that expected by the early learning goals. Teaching and learning are satisfactory overall but better in communication, language and literacy. There is a satisfactory balance between teacher-led activities and those that children choose for themselves. However, these latter tasks are largely unsupported by adults and too little attention is paid to the learning outcomes of these tasks. This limits learning because opportunities are missed to discuss and question children and extend vocabulary or to move learning forward. Challenges are not always set and expectations are not always high enough for these activities. Because of these shortcomings achievement is only satisfactory. Resources are unsatisfactory in that they are dated and worn and many lack challenge for this age group. There are very limited resources for knowledge and understanding of the world, particularly in construction resources. The secure outside area is not used enough and there is too little planning for this. There are supervision difficulties as it is partly round a corner and resources are unsatisfactory. The school has recognised this as an area for imminent development. Assessment and recording of learning and progress are satisfactory but are not used to plan learning for different groups and individuals. All children tackle the same tasks and difference in provision is mainly through expected outcomes and in levels of support.
39. **Personal, social and emotional development** is fostered through working and talking together and with an adult. Children generally behave well but there are times when children working at unsupervised activities are not well focused and behaviour deteriorates. Children discuss moral issues following the story of *The Little Red Hen* and learn about helping without expecting a reward. Children take responsibility for giving out fruit and milk and learn to say 'thank you'. Awareness of other cultures was fostered by a session where children tasted bread from around the world.
40. **Communication, language and literacy** are part of much that takes place. A good lesson was based on the book *Rosie's Walk* where key vocabulary such as 'over', 'under', 'through' and 'around' was used as the basis for several activities. Children remembered the sequence of events well and this was supported well by the use of a 'story sack' of objects to illustrate the book. Children enjoy books and the story sacks made by parents foster this well. Children use speaking and listening skills at least in line with the expectations for their age. About half

the class write sentences unaided and a further quarter with some help. Higher attainers can write several sentences, spelling words well by the letter sounds. They use capital letters and full stops correctly. Average attainers write simple phrases and sentences, spelling simple words correctly and attempting others by the sounds of the letters. Most children form letters correctly. There is an overuse of commercial worksheets at the expense of children's own writing for different purposes and time is spent in unproductive 'colouring in'.

41. **Mathematical development** is securely planned and there are daily sessions based on elements of the Primary Strategy. Opportunities are taken to count, for example, when giving out milk. In the lesson observed most pupils could count to 30 and a parrot puppet was well used to gain interest and to increase pace. The game to 'spot the doubles' in a set of large dominoes also added well to interest and enjoyment. All pupils understand 'double' and 'pair' and can find the total either by adding or by counting. Some children throwing dice and doubling the number showed skills above expectations for this age when doubling 20, for example. Some of the tasks set in the second part of the lesson lacked challenge and time was not well used in drawing round dominoes and copying. All children completed the same tasks and so there was a lack of challenge for the more able. Average and higher-attaining children understand 'one more' and 'one less', complete missing numbers in a sequence and work out simple sums. They understand weight and measure with cubes. They learn about capacity and volume through working with sand and water, although these activities are not extended sufficiently well for maximum learning to take place.
42. **Knowledge and understanding of the world** is developed through class topics and individual activities. Children learned about the windmill in the story *Rosie's Walk* and discussed the windmill that used to be in the village. They learned about bread and enjoyed tasting different kinds of bread from different cultures. This activity also added well to personal, social and cultural development and to speaking and listening skills when they offered words to describe the taste and the shape of the bread. They talked about the countries where the different breads originated. A scrutiny of photographs of work indicates a satisfactory variety of opportunities for children to learn about the world around them, including a topic on builders, cake making and nature topics. The range and quality of construction and 'small world' equipment is too narrow to provide challenge or excitement in learning. Opportunities are missed when children are using the equipment available to extend knowledge and understanding by talking with children or to present challenges to achieve. Children use the computer satisfactorily to follow a program to reinforce key vocabulary.
43. **Creative development** took place when children painted pictures of animals or made hats with card, paper and glue. Attainment in these activities was just satisfactory. Children mixed paint satisfactorily and made patterns on their hats with different paper, but these activities were largely unsupported by adults and there was no discussion about how the work could be improved or attention to the finished product. There was only one type of medium available at a time. A classroom 'cave' provided opportunities for children to imagine and 'explore'. They enjoyed using torches and binoculars to 'hunt for animals' but there were missed opportunities to develop associated vocabulary. In a short observation of music children demonstrated satisfactory skills in handling percussion instruments to make sounds to illustrate a story.
44. An unsatisfactory range of equipment and opportunities hinders **physical development**. The outside area is not used well enough or often enough. An activity outside emphasised well the vocabulary of 'over', 'under', 'through' and other similar words. It was successful in providing an extra focus to the language work but was not challenging enough in physical development. Children use pencils, brushes and the mouse to control a computer program satisfactorily for their age. The unsatisfactory range of construction equipment provides too few opportunities for joining pieces together to improve manual dexterity and creativity. In the models of creatures displayed on the wall, satisfactory skills are shown of joining together pieces of paper and card.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English in Year 6 are above average.
- Pupils attain above-average standards in reading in Year 2.
- Standards in writing are below average in Year 2 because pupils make insufficient gains in their learning.
- Marking does not often enough include comments that will help pupils to know what they should do to improve, nor are tasks matched frequently enough to prior learning.
- There are not enough planned opportunities to use the key skills of reading and writing in other subjects.

Commentary

45. Inspection evidence, including the unvalidated results of the 2005 national tests, indicates that attainment in reading is above average in Year 2, and all pupils achieve satisfactorily. This is similar to the findings of the previous inspection though lower than in the national tests in 2004. Standards in writing in Year 2 are below average. This is lower than the findings of the previous inspection and lower than the 2004 national test results. There are several factors that contribute to the lower standards overall and in writing in particular. The lower standards reflect the difference between the groups of pupils, for example, in 2004 there were no pupils with special educational needs and the present class has about a quarter of pupils with special educational needs. The school has had to contend with staffing difficulties over the past two years and this situation restricted the gains in learning, particularly in writing. Additionally, there are too few planned opportunities to use the main skills of reading and writing in other subjects, so limiting the opportunities for pupils to consolidate and enhance the learning from the literacy lessons. Standards in Year 6 are above average overall. They are above average in reading, which is slightly lower than at the time of the previous inspection, and just above average in writing. The standards in English in Year 6 are similar to the results of the 2004 national tests despite the fact that more pupils have special educational needs. Achievement, including that of pupils with special educational needs, is satisfactory. All pupils have good attitudes towards the subject and behave well in lessons and this contributes well to achievement.
46. Overall, speaking and listening skills on entry to the school are just above average. In lessons teachers insist on pupils listening carefully to the teacher and to each other, as shown in a good literacy lesson in a Year 5 class where pupils examined the text of a poem that contrasted life in Jamaica with that in London. Teachers also challenge pupils to give reasons for their answers. As a result, speaking and listening skills are above average by the end of Year 2 and Year 6. All pupils achieve satisfactorily and higher-attaining pupils in particular speak with confidence and explain their thinking well.
47. Teachers' knowledge and understanding of the National Literacy Strategy is good, particularly in Years 3, 5 and 6. They teach reading skills effectively. The success of the strategies for teaching reading was illustrated well in reading interviews. Books were matched well to the prior attainment of pupils. Higher-attaining and average-attaining pupils in Year 2 were enthusiastic and confident and understood what they were reading. Lower-attaining pupils in Year 2 are less keen to read and they do not always correct themselves when they make an error. In Year 6 all pupils were keen to read and to discuss books in a mature way. All pupils had good strategies to work out words they did not recognise, for example, a pupil in Year 2 said that *I really focus on the word and say 'What is that word'* using her knowledge of sounds associated with combinations of letters and the context to work out what the word might be. Most pupils read at home very regularly to an adult or a sibling and this contributes well to

their achievement. Pupils from Year 2 upwards know how to use the contents and index pages with increasing efficiency to find information.

48. In addition to the reasons for the standard of writing in Year 2 being below average stated above, tasks are not well enough matched to prior learning so lower-attaining pupils in particular rely heavily on the help of the teacher and the learning support assistant to complete the task. Standards are above average in Year 6 because of better teaching of the main writing skills within the framework of the National Literacy Strategy, particularly in Years 3, 5 and 6. Teachers foster writing skills by choosing tasks that will interest pupils, shown when pupils in Year 6 wrote a poem linked to *A Midsummer Night's Dream*. This enabled pupils to choose and use words well to interest the reader. There are some opportunities to use writing skills in other subjects. For example, pupils in Year 3 wrote acrostic poems in religious education on the word *Faith*, but such opportunities are not planned often enough to enable pupils to consolidate and extend their writing skills so that they attain higher standards.
49. The quality of teaching and learning overall is satisfactory. It is inconsistent across the school and lessons observed ranged from satisfactory to very good. The strengths of the good teaching seen during the inspection included the brisk pace of lessons, the insistence by teachers on high standards of behaviour and the use of praise and encouragement to boost confidence. A very notable feature of the lesson for pupils in Year 3, where teaching and learning were judged to be very good, was the very effective way in which the teacher combined the teaching of literacy skills with extending information and communication technology skills. In lessons where teaching was judged to be satisfactory, the pace of teaching was variable and tasks were not as well matched to different levels of prior attainment, so restricting learning. Marking is satisfactory overall, although there were examples of good marking such as comments about the use of speech marks. However, key words that are mis-spelled are not always corrected. Also, pupils in Year 2 who had a sheet at the front of their books for short-term targets to help them take responsibility for improving their work had no entries for several months. Again, in the work in the books and on the numerous commercial worksheets there were too few tasks matched to pupils' prior attainment. Additionally, pupils have too few planned opportunities to use the important skills of reading and writing, particularly writing, to support learning in other subjects. This restricts learning and achievement. The amount of homework – reading, spelling and writing – is satisfactory and helps to consolidate learning.
50. The subject is led and managed satisfactorily. The subject leader is new to the school and is in the early stages of her teaching career. She has made a sound start to her role as subject leader. She has a good sense of purpose with a clear desire to raise standards further. She has already made a good input into the teaching of handwriting and spelling, although it is too early to see the benefits of this. As her role grows to include checking on the quality of teaching and learning the school will be in a better position to raise standards and improve achievement. Improvement since the previous inspection is satisfactory.

Language and literacy across the curriculum

51. This is not yet good enough to support better achievement and higher standards. The school provides some opportunities for pupils to use skills learned in the literacy lessons in other subjects, for example, the use of reading skills to research history topics. There are too few opportunities to use writing skills to consolidate and extend learning because these are insufficiently planned and there is an over-use of commercial worksheets. This restricts achievement, particularly for higher-attaining pupils. The school is aware of this and the issue is being tackled through a forthcoming review of curriculum planning.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of work exceed those expected of pupils of this age at the end of Years 2 and 6.
- The teaching of basic skills is good but pupils do not have sufficient opportunities for investigative work.
- The leadership of mathematics is satisfactory but the lack of systematic self-evaluation restricts effectiveness.
- The marking of pupils' work is inconsistent.

Commentary

52. Standards are higher than average. The unvalidated 2005 national assessments show that in Year 2 the proportion of pupils reaching Level 2 or higher was above the national average. The proportion reaching the higher Level 3 was also above average. In Year 6 the proportion reaching Level 4 was much lower than in previous years but this reflects the current year group that has about a quarter of its pupils with special educational needs. Despite this, half of the year group attained Level 5, which is above average. The standard of work seen in lessons is generally above average but there is inconsistent progress in Years 3 to 6, and at the middle of this stage standards are average. By Year 6, however, the standards have improved to be above average. The achievement of the pupils is satisfactory overall, as there is variation in progress as they move from class to class through the school, but achievement in Year 6 is good.
53. Overall, teaching and learning are satisfactory. There were some good lessons and one lesson was very good. Teachers have good subject knowledge when teaching the basic skills, planning their teaching on the National Numeracy Strategy. However, lessons do not always offer sufficient opportunities for pupils to use and apply their mathematical knowledge and understanding in new contexts. The opportunities that arise in lessons are often overlooked, only for pupils to be given more worksheets. This restricts the quality of learning and achievement, especially, but not exclusively, for the higher-attaining pupils. In the better lessons, teachers use correct mathematical vocabulary well to help pupils' understanding. Pupils with special educational needs make satisfactory progress, often with the help of teaching assistants who work in close conjunction with teachers. The assessment of pupils' work is inconsistent and does not always help teachers plan for individual needs. The marking of pupils' work is also inconsistent. Some teachers' comments fail to inform pupils of what they need do to improve. This issue is outstanding from the previous inspection.
54. Pupils enjoy their lessons and behave well. They use the correct mathematical language in discussions, often as a result of their teacher's good modelling of the vocabulary. This helps maintain the pace of learning and gives the pupils satisfaction. In a Year 1 lesson the pupils rose to the teacher's challenge when asked, "How can we work this out?" by explaining their thinking and suggesting strategies for possible solutions to a problem about addition. In Year 3, pupils made good progress when working on Venn diagrams. They used the interactive whiteboard to demonstrate their understanding of the work. They listened attentively to explanations and approached their tasks with excitement and enjoyment. In Year 6, one pupil very effectively demonstrated her strategy for finding the mean from a range of data. The other pupils watched and listened closely to the explanations, reinforcing their learning very well.
55. The subject leader has had this responsibility for only one year and has not been able to develop a systematic approach to evaluating the quality of mathematics teaching and learning. The actions identified in the improvement plan are appropriate at this stage and should help the future development of the subject. Currently, leadership of mathematics is satisfactory. Resources are generally satisfactory and used effectively to support learning. The use of computers in some lessons improves the pace of learning, particularly when there

are opportunities for pupils to discuss their work with a partner. Improvement since the previous inspection is satisfactory.

Mathematics across the curriculum

56. There are some examples of pupils using mathematics in other subjects, for example, in science where graphs are drawn, often with the aid of computers. Pupils use some data-handling techniques to represent and interpret data in information and communication technology, using tally charts to compile data before producing bar and pie graphs. Opportunities to use mathematical skills in other subjects are not yet securely embedded into all levels of planning and this restricts learning and achievement.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in Year 6 and standards are well above average.
- Good quality teaching helps pupils to learn well.
- Good behaviour in lessons and enthusiasm for the subject make a good contribution to pupils' achievement.
- Marking, whilst satisfactory overall, does not often enough contain comments that will help pupils know what they must do to improve.
- Leadership and management are satisfactory overall, but not all aspects of provision are checked and evaluated by the subject leader.

Commentary

57. Inspection evidence, including the unvalidated teacher assessments for Year 2 and unvalidated results of the 2005 national tests for Year 6, indicates that standards in Year 2 are average and in Year 6 are well above average. Standards in Year 6 are similar to those of the previous inspection and to the results of the national tests in 2004. Achievement is good. In Year 2 standards are lower than at the time of the previous inspection and when compared with the validated teacher assessments in 2004. There are two main reasons for this. Firstly, there is a difference between the groups of pupils; there were no pupils with special educational needs in 2004. Secondly, the school has experienced considerable staffing difficulties over the past two years. In the light of these factors, pupils' achievement in Years 1 and 2 is satisfactory. Across the school the achievement of pupils with special educational needs and those pupils who are higher attainers is similar to that of their peers.
58. On the evidence of pupils' work seen, teaching in Years 1 and 2 is judged to be satisfactory. The quality of teaching and learning in Years 3 to 6 is good overall and in one lesson it was very good. In this lesson the skilful control and management of the class ensured that all pupils got on well with their work and concentrated hard. The very high expectations of the teacher were evident in the brisk pace of the lesson and very effective use of questions to check on learning and draw ideas from the pupils. They were well able to hypothesise and predict. This, coupled with the very confident and efficient use of an interactive whiteboard, enabled all pupils to achieve very well in the lesson. The good teaching also draws well on pupils' above-average speaking and listening skills to foster learning. In a good lesson, pupils in Year 5 discussed drugs, alcohol and smoking in a mature way, giving valid reasons for their views. They listened carefully to their peers and to the teacher. There was no hint of inappropriate behaviour; the interest and enthusiasm of the pupils were evident and so all pupils achieved well in the lesson. The lesson fostered pupils' personal, social and health education learning well. There is, however, an over-use of commercially produced worksheets throughout the school that limits the opportunities for pupils to write for themselves. This means that they have less experience of using skills learned in literacy lessons, so restricting

the consolidation and enhancement of their writing skills and the fostering of their scientific thinking. Similarly the marking of pupils' work is only satisfactory because there are insufficient comments that inform pupils about what they have achieved and what they must do to improve further.

59. The quality of leadership and management is satisfactory. The subject leader is new to the post. He has made a satisfactory start, for example, by leading sessions with staff to improve the quality of on-going assessments. He has also identified the need for pupils to learn to plan investigations themselves to help more pupils attain the higher Level 5 at the end of Year 6. However, his role in checking the planning and quality of teaching and learning is not yet developed enough to allow him to gain a further understanding of provision and its development. Improvement since the previous inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are above those expected for pupils of this age.
- Leadership and management of information and communication technology are very good.
- The teaching and learning in information and communication technology are good.
- The application of information and communication technology in other subjects is inconsistent.

Commentary

60. Standards are above those expected for pupils of this age at the end of Years 2 and 6. Pupils, including those with special educational needs and those who are higher attainers, achieve well. By the end of Year 2, pupils work confidently with computers and benefit greatly from the well-resourced information and communication technology suite. They use information and communication technology to draw graphs and patterns, write stories and change the style and colour of text. The standard of their work in control technology exceeds that expected of pupils of this age. They control equipment by writing a series of instructions to achieve particular outcomes, organising and presenting their ideas using information and communication technology. By the end of Year 6 the pupils have maintained these good standards. They have a good understanding of the usefulness of spreadsheets to organise information and compile line graphs to help predict patterns in numbers. Control technology skills are above average as pupils can write instructions to control movements, being aware of the need for precision in sequencing them. Pupils with special educational needs make good progress, aided by teaching assistants.
61. The information and communication technology suite accommodates a whole class and is used effectively to teach the basic information and communication technology skills. Teachers use the interactive whiteboard well to demonstrate programs so pupils are able to make good progress when they work on their computers. The quality of teaching and learning is good and teachers' subject knowledge is good. This is an improvement since the previous inspection and an important factor in the higher standards now being achieved. The support provided by the technician ensures that computers are always available and ready for use. Pupils have good attitudes to information and communication technology and co-operate well when they work together. Their behaviour is very good.
62. A knowledgeable leader, with a very good vision, manages the subject very well. She has compiled a comprehensive portfolio of pupils' work to illustrate standards and aid assessment. She supports other staff well and is aware of pupils' standards through scrutiny of their work stored on electronic folders in the information and communication technology suite. The suite is already well resourced and there are immediate plans to refurbish this with new computers, relocating the existing ones in classrooms for pupils to use in other subjects. This is intended

to improve the availability of information and communication technology in other subjects and the effectiveness of how pupils apply their skills. Since the previous inspection the school has made good progress in improving provision in information and communication technology.

Information and communication technology across the curriculum

63. Information and communication technology is used in other subjects on some occasions but this is not consistent. Good examples include a Year 6 English lesson when the pupils used word-processing skills to write stories that include illustrations, and a Year 3 mathematics lesson when the pupils compiled information in Venn diagrams. Information and communication technology is also used regularly in art and design, for example, in Year 1 to draw symmetrical patterns. The use of information and communication technology as a learning tool in other subjects is included in some teachers' planning but this is inconsistent and there are many missed opportunities to extend pupils' skills in this way.

HUMANITIES

Religious education was inspected in depth but history and geography were only sampled and so no judgements were made in these two subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development.
- There are too few opportunities for pupils to write for themselves.
- Pupils are interested and respectful of the faith of others.

Commentary

64. Standards in religious education are similar to those expected by the end of Years 2 and 6. All groups of pupils, including those with special educational needs, achieve satisfactorily. This position is similar to that found at the time of the previous inspection. Pupils in Year 2 show a good knowledge and understanding of the Jewish faith. They listened to a visitor who talked about her Jewish faith with interest and asked sensible questions. A few pupils demonstrated that they had read some of the books displayed in the classroom because they were able to add their extra knowledge to the discussion. In a good lesson Year 6 pupils learned well about how people express their faith through the arts. They showed a satisfactory knowledge and understanding of world faiths in their suggestions about expressive arts in religion, citing examples such as stained glass windows and the 'stations of the cross' from the Christian faith and the artwork on the prayer mats from the Muslim faith. In Year 5 pupils satisfactorily compared and contrasted aspects of festivals from the Muslim faith with Christian festivals. The experiences of a Muslim pupil were used sensitively and effectively.
65. The quality of teaching and learning is satisfactory. Teachers have sound subject knowledge and are aware of the requirements of the locally agreed syllabus. In the good lesson in Year 6 the teacher set the scene for learning well by playing part of the *Messiah*. Pupils were encouraged to reflect on their feelings in relation to religious pictures. Good links were made with music and art when pupils discussed how they felt in relation to the music and art. They worked well together in groups to discuss emotions before writing statements to express these. In sharing these they spoke with confidence and used good descriptive words such as 'uplifted' and in the final class session endeavoured to explain the meaning of the phrase 'has a cross to bear'. This lesson was challenging and the teacher's expectations were high, resulting in good achievement. A scrutiny of pupils' work shows very little written work across

the school and almost none in Years 1 to 2. Written work is almost entirely based on completing commercial worksheets or copying, giving too little opportunity for pupils to extend their skills of writing, research or expressing their learning in different ways.

66. Leadership and management are satisfactory. The subject leader is aware of the development needs of the subject. In the year he has been subject leader there has been an emphasis on meeting the requirements of the agreed syllabus and the subject is now taught systematically in every class. New resources, such as objects of religious significance from different faiths, are used well. Stronger links have been forged with local churches for extra enrichment and there is new programme of visits and visitors recently in place. There is a clear improvement plan to move the subject forward. Improvement since the previous inspection is satisfactory.

History and Geography

67. The requirements of the National Curriculum are met satisfactorily. Pupils in Year 1 learn simple mapping when marking where they live and drawing plans of the school. Good links were made with mathematics and information and communication technology with various graphs and charts showing, for example, how pupils got to school. In a lesson observed pupils gained a satisfactory knowledge and understanding of change over time from looking at holidays and the way people used to travel compared with present times. In Year 6 there were good links with English when pupils examined how the Greek language has influenced words used today. Pupils in Year 5 showed interest and enthusiasm in discussing a display of photographs about their visit to the Black Country Museum to learn about Victorian times.
68. Very little work was available for scrutiny and this consisted of completion of commercial worksheets. All pupils have the same sheets. This approach gives little opportunity for pupils to use their literacy, numeracy and information and communication technology skills to research, record and express themselves, and limits achievement. Discussion with the new subject leader reveals a refocus in recent months. Development planning is in place to move provision in the subjects forward. The subjects make a satisfactory contribution to pupils' social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were only lightly sampled and there is insufficient evidence to make judgements about the quality of provision, teaching or standards.

Art and design

69. Evidence indicates that National Curriculum requirements are met. Younger pupils show some good brushwork when painting symmetrical patterns but this is not consistent and some examples show a lack of care when applying colour, particularly when crayon is used. Information and communication technology is used appropriately to support artwork, particularly when making patterns. In Years 3 to 6 there are examples of good work, particularly when using water colours, but some other work lacks this quality owing to lack of skill with media such as pencil and felt pens. There are satisfactory examples of ceramics when pupils have made basic pots and tiles. The school has good links with the community and a display of paintings and sketches of buildings in the village show how the pupils make satisfactory progress through the school.

Design and technology

70. The evidence indicates that National Curriculum requirements are met. Pupils develop the ability to plan and design through a series of activities, often linked to other subjects such as

history when making masks. There is an appropriate range of activities in which pupils design solutions to problems, evaluate and amend their designs before producing a final product. In Years 1 to 2 pupils design and make products using paper, card and clay to show how their skills are developing. There is clear progress through to Years 3 to 6 where further opportunities are given for the pupils to extend their design skills when making, for example, slippers using fabric. These products show creativity and some good sewing and appliqué techniques. Food technology work helps pupils develop evaluation skills when judging which sandwiches have the best appearance, flavour, texture and smell. Older pupils have worked on designing and making models of fairground attractions using axles and cogs. They developed some interesting approaches to this activity but the quality of some products was lower than others because of the reliance on templates. Work is generally accurate, with a satisfactory range of materials and components.

Music

71. In the one lesson seen with pupils in a Year 4 class, the quality of teaching and learning was satisfactory and the singing was typical of pupils of that age. All requirements of the National Curriculum are met. The curriculum is enriched well. All pupils enjoy performances, for example, from a visiting group of brass players. Over a quarter of the pupils have keyboard, string, woodwind or brass tuition with visiting teachers. The school ensures that there are good opportunities for the choirs and instrumentalists to perform in school and in the community, for example, by taking part in the British Legion Festival of Remembrance. During the inspection pupils enjoyed the opportunity to participate in a steel pan workshop. The subject makes a good contribution to personal, social and cultural education.

Physical education

72. All requirements of the National Curriculum are met. Pupils from Year 2 onwards have some swimming tuition each year. All pupils in Year 6 meet the national targets for swimming and water safety. Many of the pupils are proficient in several swimming styles. At least a quarter of the pupils swim twenty lengths of the pool or more. Pupils in Year 6 participate in adventurous activities as part of their residential education experience in Shropshire. The curriculum is enriched well by opportunities to participate in extra-curricular sessions covering a good range of sports, including sports competitions with other schools. The subject makes a good contribution to personal and social education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. This subject was not inspected in depth and, therefore, no judgement has been made on the quality of provision. Personal, social and health education is integrated into the rest of the curriculum and particularly in science and taught in a time called 'circle time' when pupils sit together and discuss aspects of personal and social significance. Sex education and drugs and alcohol awareness are an integral part of the provision. The work of the school council provides a good understanding of citizenship and older pupils listen to, and represent, the views of the very youngest pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
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	4
The quality of teaching	4
How well pupils learn	4
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	4
How well the school seeks and acts on pupils' views	3
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
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).