

# INSPECTION REPORT

**Landywood Primary School**  
Great Wyrley

LEA area : Staffordshire

Unique Reference Number : 124190

Headteacher : Mr A Stockley

Reporting inspector : Mr P Laverick  
22259

Dates of inspection : 6<sup>th</sup> – 9<sup>th</sup> December 1999

Under OFSTED contract number: 707782

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and junior with nursery
Type of control :	County
Age range of pupils :	3 – 11 years
Gender of pupils :	Mixed
School address :	Holly Lane Great Wyrley Walsall WS6 6AQ
Telephone number :	01922 857 020
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Appropriate authority :	Governing body
Name of chair of governors :	Mr A Moran
Date of previous inspection :	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr P Laverick, RgI	Art	Attainment and progress Teaching Leadership and management
Mr M Romano, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mr J Chisnall, Team Inspector	Science Design and technology	The efficiency of the school
Mrs R Ham, Team Inspector	English History Equal opportunities	Attitudes, behaviour and personal development
Mrs S Herring, Team Inspector	Mathematics Under fives	
Mr G Longton, Team Inspector	Geography Music Religious education	Pupils' spiritual, moral, social and cultural development
Mrs S Walker, Team Inspector	Information technology Physical education Travellers Special educational needs	Curriculum and assessment

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## MAIN FINDINGS

### What the school does well

The school makes very good provision for the children under five.

- There is a high standard of behaviour. Pupils are friendly and polite.
- The pupils have a positive attitude towards learning.
- The standard of teaching is often good and in 17 per cent of lessons very good or excellent.
- The school provides very good variety of extra-curricular activities.
- The school is well led and there is a good team spirit.
- The support and guidance for pupils is good.
- There are good links with the local community and Europe.
- The provision for the social and moral development of pupils is very good.
- Provides good value for money.

### Where the school has weaknesses

The standards for information technology are not high enough.

- I. Assessment procedures and the use of results are not used sufficiently to raise standards.
- II. The monitoring of the school's performance and curriculum is not systematic and not all senior members of staff are fully involved.

**The strengths outweigh the weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made a satisfactory response to the issues raised in the previous inspection report. There is now closer matching of work to meet the needs of the pupils by the organisation of pupils into ability groups for literacy and numeracy. Some effective improvements have taken place in the planning of the curriculum but more work needs to be done on the use of assessment. The monitoring of the quality of education has been developed but this now needs to become more rigorous and further involvement of senior members of staff and subject co-ordinators is needed. The school has kept moving forward and the development plan has clear priorities. Staff with roles of responsibility have been involved in this process but there is scope for continuing this management strategy. A number of other improvements have also taken place including the provision of a higher standard of teaching, for example, for children under the age of five, better facilities for information technology and increased links with the community. The financial procedures are now more efficient and there is greater involvement of the governors in the strategic work of the school. The school's capacity for future improvement is good and some of the issues identified in this report have already been included in the school's development plan.



## Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	C	C		
Mathematics	D	E		
Science	B	C		

The table shows the school reaches national standards in English. In science the school's results are above the national average but similar to those schools which are similar to Landywood. In mathematics the standards are below average. However, during the inspection it was found that the standard in mathematics and English are in line with those expected for pupils of this age. Standards in science are above the national average. Pupils reach the expected level in religious education but are below national standards in information technology. Pupils are making good progress in physical education and in Key Stage 2 good progress in geography and design and technology.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science	-	Satisfactory	Good
Information technology	-	Satisfactory	Satisfactory
Religious education	-	Good	Good
Other subjects	Good	Good	Good

Teaching in 98 per cent of lessons is satisfactory or better. Teaching in 17 per cent of lessons is very good or better. In two per cent of lessons, teaching is unsatisfactory. The quality of teaching for the children under five is very good with some excellent lessons. A strength of the teaching is the very good control and management of the pupils. In Key Stage 2 the teaching of design and technology is very good.

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

## Other aspects of the school

Aspect	Comment
Behaviour	The standard of behaviour is very good. Pupils are polite, friendly and have a very positive attitude towards learning.
Attendance	Satisfactory and in line with the national average. There are a small group of pupils who habitually arrive late at school.
Ethos*	There is a very positive learning environment and very good relationship throughout the school. There is a sound commitment to promoting high standards but there is need for specific strategies to improve the school's performance.
Leadership and management	The headteacher provides strong and supportive leadership and the governors are active in their roles. There is a lack of a sufficiently rigorous approach to monitoring by senior members of staff.
Curriculum	Broad and balanced, with very good extra-curricular provision. Stimulating activities for the children under five. There is a weakness in the use of assessment to help raise standards.
Pupils with special educational needs	Receive good quality support from classroom assistants and make sound progress.
Spiritual, moral, social & cultural development	Good provision overall, with very good opportunities for pupils to develop social skills and positive moral values. Cultural and spiritual provision is satisfactory.
Staffing, resources and accommodation	Good overall with many class sizes below thirty. There is a need for more modern computers and some books are out of date in Key Stage 2. Resources for teaching science are very good. Outdoor facilities are spacious, but the small hall restricts some activities and it is not easy to get the whole school together.
Value for money	Good.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
III. Children are happy to come to school. IV. The standards the children achieve. V. The dedication of the staff VI. The care provided for children VII. Parents find it easy to approach the staff for help. VIII. The wide range of activities provided IX. The homework arrangements.	X. The organisation of the Year 3 classes. XI. Insufficient homework especially for older  XII. Certain features of the building. XIII. Pupils' progress in the reading scheme.

· The inspectors support most of the positive views of parents although standards of attainment could be even higher. The ethos of the school is one of care and support for children and adults. However, there is not a consistent approach to the setting of homework and more use could be made of homework to raise standards and prepare pupils for secondary school. The Year 3 classes are larger than others classes in the school but are within the national average. The school provides additional support of good quality for literacy and numeracy for the two classes. The school is taking action to improve features of the building. Pupils systematically work through the school's reading scheme but higher attaining pupils could be set more challenging books to read.

## KEY ISSUES FOR ACTION

In order for the school to continue to improve the quality of education and raise standards, the governors, headteacher and staff should:

1. Raise the standards in information technology by:
  - (a) improving resources and providing pupils with more opportunities to develop their skills; (paragraph references: 15, 81, 83, 94 and 129)
  - (b) increasing the use of technology to support learning in other areas of the curriculum. (paragraph references: 33, 101, 115 and 125)
  
1. Develop a whole school approach to assessment which includes the marking of pupils' work , and use the results to :
  - (a) set challenging targets for groups of pupils and individuals; (paragraph references: 43, 44 and 45)
  - (b) plan the next step in pupils' learning. (paragraph references: 34, 104 and 115)
  
1. Improve the procedures for monitoring the curriculum, standards of teaching and pupils' performance by:
  - (a) involving more senior members of staff and co-ordinators in these management strategies; (paragraph references: 70 and 75)
  - (b) identifying good practice which can be shared and used to promote higher standards; (paragraph reference: 71)
  - (c) tackling areas of inconsistent quality so that weaker aspects can be improved; (paragraph references: 34, 53, 70, 105 and 114)
  - (d) monitoring individual pupils' performance to ensure that their progress is maintained and appropriate to their level of attainment and target; (paragraph references: 28, 34, 52 and 53)
  - (a) including monitoring and the promoting of standards in teachers' job descriptions. (paragraph reference: 70)

In addition to the key issues above, the following weaknesses should be considered for inclusion in the action plan:

1. Provide a more consistent approach to using homework as a strategy for raising standards. (paragraph references: 34, 104 and 114)
2. Review the role of the special needs co-ordinator and involve teachers in the writing of pupils' individual education plans. Consider the necessity of a member of staff to have overall co-ordination of the provision for the travelling children. (paragraph reference: 73)
3. Ensure statutory requirements are met in the school's documentation. (paragraph references: 61 and 75)
4. Take steps to ensure that all pupils arrive at school on time. (paragraph reference: 26)
5. Improving the outdoor play equipment for reception class children. (paragraph references: 81 and 95)
6. Continuing to replenish the Key Stage 2 reading material. (paragraph references: 81 and 100)

## 6. INTRODUCTION

### Characteristics of the school

- 1 Landywood Primary School is situated in Great Wyrley, in the county of Staffordshire. There are 455 full time pupils on roll, with 234 boys and 221 girls and is bigger than most schools of this type. In the nursery, there are an additional 52 children who attend on a part-time basis. At the time of the inspection there were 66 children under the age of five. There are 52 pupils on the school's register of special educational needs (stages 2 to 5). This is below the national average. Six pupils have statements for their needs and this is slightly above the national average and more than at the last inspection. The percentage of pupils entitled to free school meals is 12.5 per cent, which is below the national average.
- 2 The houses which surround the school include both private and housing association property. In the catchment area, there is also a permanent site for travellers, whose children attend the school. The percentage of pupils from non-white ethnic groups is 1.4% and there are four children who speak English as their second language.
- 3 The most recent census data of 1991, shows that the percentage of adults in the area with experience of higher education is well below the national average. The percentage of families in a high social class is also well below the national average.
- 4 When children first enter the school at the age of three, their overall level of attainment is below that usually expected, especially in their skills in speaking. They attend on a part-time basis but on transfer to the reception class in the term in which they are five they become full time. The school is organised into classes according to age and from Year 3 onwards pupils are placed into ability groups for literacy and numeracy lessons.
- 5 The school is located in spacious grounds, with large grass areas, some of which have been planted with trees. There are three separate buildings; a nursery unit, two reception classes and a large building for Years 1- 6. The building was formerly a middle school. Since the last inspection in May 1996, some staff changes have taken place including that of the mathematics and English co-ordinators. An information technology suite has been created and links with European countries have been established. There is a decline in the number of pupils on roll and there are less pupils in school than at the time of the previous inspection.
- 6 The principle aim of the school is: "to recognise the developing talents, aptitudes and interests of individual pupils and to provide a learning environment, which promotes opportunities for all children to develop their full potential intellectually, socially, physically and morally". There are six other aims and a statement which emphasises the need for pupils to feel cared for, value others and be prepared for the future. The school development plan includes the priorities for raising standards in literacy and numeracy and the use of assessment for setting targets.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	36	31	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	27	29	30
	Girls	30	30	29
	Total	57	59	60
Percentage at NC Level 2 or above	School	85 (80)	88 (89)	90 (77)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	29	31	30
	Girls	30	30	30
	Total	59	61	60
Percentage at NC Level 2 or above	School	88 (83)	91 (87)	90 (85)
	National	82 (81)	86 (80)	87 (86)

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	47	36	83

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	33	30	41
	Girls	27	20	29
	Total	60	50	70
Percentage at NC Level 4 or above	School	72 (76)	60 (61)	84 (80)
	National	72 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	31	29	40
	Girls	27	19	32
	Total	58	48	72
Percentage at NC Level 4 or above	School	87 (82)	58 (72)	87 (80)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.6
	National comparative data	5.6
Unauthorised Absence	School	1.0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	17
Satisfactory or better	98
Less than satisfactory	2

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

- 1 The attainment levels of the majority of children entering the nursery at the age of three are below that expected for their age. This judgement is supported by the results of the school's recent assessments of children in the nursery class. The children make very good progress in the nursery and reception classes and by the age of five, attainment is broadly in line with the six areas of learning. There is evidence to show that some children are reaching standards above those expected for children of this age in their personal and social development and skills in literacy and mathematics.
- 2 At the end of Key Stage 1, the inspection findings show that standards in English are in line with the national averages. In the 1999 National Curriculum tests, the number of pupils reaching Level 2 in writing and reading was slightly above average, but the number who reached Level 3 was below. In mathematics, standards are in line with those expected of pupils at the end of Key Stage 1. In the 1999 National Curriculum tests, the number of pupils attaining at the expected level was slightly higher than the national average, although the number of pupils achieving Level 3 was below the national average. Standards in science are also in line with national expectations and in the end of 1999 Key Stage 1 National Curriculum teacher assessments, the results were in line with the national average.
- 3 At the end of Key Stage 2, the inspection findings show that standards in English and mathematics are in line with national averages and in science, standards are above national averages. In the 1999 National Curriculum tests, pupils reached national standards, but the percentage gaining a higher level was below average. In mathematics, the test results were below the national average. There are two reasons for the difference between the test results and the inspection findings. One is the different attainment levels of the two cohorts- the weaker one being those taking the 1999 tests. The second factor is the impact of the National Numeracy Strategy, which is now making an impact upon the standards in mathematics. The school's science results in the end of Key Stage 2 national tests were above average and reflect the findings of the inspection.
- 4 In English, pupils make satisfactory progress in both key stages. In Key Stage 1, pupils listen attentively and can explain what they are doing, for example in science investigations. In Key Stage 2 pupils speak with increasing fluency, for example in describing the contents of a geography video in Year 5. The School Council provides a good opportunity for pupils to develop speaking skills and represent their views in a formal meeting.
- 5 In reading, at the end of Key Stage 1, most pupils can read simple texts accurately. Pupils show an interest in books and read aloud with enthusiasm. This positive attitude towards reading continues throughout Key Stage 2, but skills in researching and retrieving information are limited and higher attaining pupils are not always challenged sufficiently.
- 6 Pupils in Key Stage 1, make satisfactory progress in writing, including those with special educational needs. For example, with the support of guidelines for writing the pupils are able to describe what they had done in scientific investigations. Pupils can form letters accurately and present their work well. In Key Stage 2, the pupils are able to write playscripts and enjoy writing stories and poems. Higher attaining pupils do not always produce work compatible with their level of attainment. Handwriting is satisfactory, but many pupils find spelling difficult, for example when correcting draft copies of work. By the end of the key stage, pupils are able to extend their personal writing by considering historical events and writing their own point of view about individuals such as Roman soldiers posted to Britain.



- 7 In mathematics, all pupils, including those with special educational needs, make satisfactory progress in relation to their prior levels of attainment in both key stages. At the end of Key Stage 1, most pupils have a sound understanding of numbers up to 100, with higher attaining pupils working with numbers beyond this. The majority of pupils can count in two's and 10's, identify two and three dimensional shapes and have an understanding of units of measure, including the telling of time in whole and half hours. Pupils in Year 1, can draw charts and graphs and apply their mathematical skills, knowledge and understanding to other subjects. Higher attaining pupils in Year 1, use counters to solve problems involving three numbers and the majority of pupils can work out addition and subtraction to 10 in their heads. By the end of Key Stage 2, the majority of pupils have a good understanding of numbers up to 1,000 and can recall multiplication tables up to 10x10. They are developing an understanding of percentages and fractions. For example, they know that 25 per cent is the same as a quarter. Pupils can name and define types of angles and can measure in metres and centimetres. All pupils can use a variety of graphs and charts. In other year groups, pupils make satisfactory progress and in the best lessons, their progress is good. The positive support provided by classroom assistants is a significant factor in pupils' progress. Further factors which are making an impact upon the improvement of pupils' progress, is the introduction of the National Numeracy Strategy and the school's strategy of placing pupils into ability groups. Examples of pupils' progress in Key Stage 2, can be seen in the development of understanding fractions in Year 3, the data handling abilities of the pupils in Year 4, including those with special educational needs and the arithmetic skills of pupils in Year 5.
- 8 In science, all pupils make good progress in both key stages. At the end of Key Stage 1, pupils can make simple predictions and are beginning to understand the idea that fair tests are needed in science. They can explore the properties of electricity and understand simple circuits. In Year 1, pupils understand the concept of darkness and sources of light. In recording, they can describe the outcomes of their investigations. At the end of Key Stage 2, pupils know how organs of the body work, use appropriate scientific vocabulary, describe changes between solids and gases and design experiments, for example relating to solubility. This ability to construct experiments is developed well within the key stage, for example in Year 3, pupils discover how much plasticene is required to make carousels rotate.
- 9 At the end of both key stages, standards in information technology are below those expected for pupils of this age and their progress is unsatisfactory. The main reason for this is the limited opportunities for pupils to develop their skills and understanding of the subject and this is due to the school's resources which are insufficient and unreliable.
- 10 Standards in religious education are in line with the expected levels set out in the Locally Agreed Syllabus, in both key stages. At the end of Key Stage 1, pupils are familiar with the festivals of harvest and Christmas. By the end of Key Stage 2, pupils have developed an understanding of special places and have a knowledge of other religions. Pupils make satisfactory progress in both key stages.
- 11 In other subjects of the National Curriculum, pupils reach the standards expected for their age in design and technology, geography, history, music and physical education in both key stages. In these subjects, there is some variation in pupils' progress. In art, pupils reach expected standards in Key Stage 1 and slightly above in Key Stage 2. Pupils make good progress in physical education in both key stages and good progress in Key Stage 2 in design and technology. Progress in art, history, and music is satisfactory in both key stages. Progress in geography is satisfactory in Key Stage 1 and good in Key Stage 2.
- 12 Boys and girls with special educational needs attain in line with their ages and abilities due to the effective support they receive. Travellers attain in line with their attendance at the school. They are appropriately placed in sets for mathematics and English, which reflect their ability to cope with the lessons.

## 18 Attitudes, behaviour and personal development

- 13 The children under five make very good progress in developing personal and social skills. They respond well to the caring well organised environment of both nursery and reception and behaviour is very good. The children are polite and friendly and have a good understanding of nursery routines. For example, they tidy up quickly for story time and sit quietly in the home corner to eat their snack. In the nursery children can work independently, posting shapes in the post box, and can co-operate in a group building an airport from large plastic bricks. They are very enthusiastic and put up their hands to answer questions. They concentrate well and generally complete their task. Children in the reception class are maturing to sustain concentration for an increasing amount of time; for instance, in the oral part of a mathematics lesson they participate totally for almost half an hour. They try their best and want to succeed, several children asking for more challenging number questions.
- 14 Pupils in Key Stages 1 and 2 approach their work with a very positive attitude. They are always keen to begin new tasks and feel confident that they can meet new challenges successfully. Their enjoyment of their work is visible, as, for example, in Year 3 when pupils rehearsing a playscript used puppets in order to explore expression in speech; or when Year 4 pupils pieced together jigsaw fragments of a vase, to discover what it reveals about life in Ancient Greece. Pupils value the work and ideas of others and listen courteously, both to teachers and to their peers. At Key Stage 1 pupils do their best to earn stickers for good behaviour. Merit certificates are equally prized at Key Stage 2; receiving them at assembly gives a real thrill to those who have earned them.
- 15 Pupils persevere with the tasks set them: in one Year 3 science lesson they struggled to counterbalance a turning model carousel with a lump of plasticene and ultimately came to the conclusion that it was very hard to arrive at the right mass.
- 16 The high standard of behaviour, commented on in the previous OFSTED report, has continued. Behaviour in the classroom and during assemblies is very good. Pupils share resources and ideas well, and boys and girls work equably together in groups. They continue to work hard on their own tasks, even when the teacher's attention is temporarily absorbed by a different group. Pupils go out of their way to be polite and helpful to visitors. Good relationships between staff and pupils are obvious, in the respect with which each group treats the other. Parents believe standards of behaviour to be very good in the school, and the evidence seen during the inspection confirmed these views. There have been no exclusions in the last three years.
- 17 Pupils take an active part in the daily routines of the school, taking registers to the office, counting house points, and helping to set out classrooms for lessons. A number of Year 6 pupils take responsibility for mounting displays in their classroom. In addition, the impetus to raise money for charity, through cake sales, or collections, often comes from pupils themselves. They have a strong awareness of the needs of others and take responsibility for organising minor collections, as well as contributing to whole school efforts. Pupils in Years 4, 5 and 6 gain valuable experience by taking responsibility for decisions, through the newly formed School Council. The elected representatives are able to raise issues that concern them with the Head Teacher. They are learning more about the democratic process by planning to visit the House of Commons, to hold a meeting with their Member of Parliament there in the new year. Residential trips for Years 5 and 6 also make a valuable contribution to pupils' personal development. Their horizons are broadened further by links with schools in Denmark, Italy and France; these have led to exchange visits and penfriends for some of the older pupils.
- 18 The previous OFSTED report stated that the initiatives pupils took outside the classroom were not reflected in the way they planned their work and took the lead within the classroom. This attitude is changing. For example, pupils in Year 4 are left to decide how they will gather data for a mathematics investigation, and learn by their mistakes. Two boys in Year 6 decide that they would like to write an extension to Longfellow's "Hiawatha", do so in the lunch hour, and read it to the rest of the class next day.

## Attendance

- 19 Attendance in the school is satisfactory. Although it is currently just under the national average a significant number of children of travellers attending the school, with low attendance, does significantly reduce the overall figure. If these children are not included the attendance is above national average.
- 20 Pupils generally attend school and lessons on time, although a small number of the travelling children habitually come to school late. Attainment of the travelling children is adversely affected by their low attendance rate. The school works in partnership with the Welfare Service and Travellers Education Service in seeking to improve the attendance and timekeeping of travellers' children. Registration procedures meet requirements. Unauthorised absence is very low. Attendance and unauthorised absence are at similar levels to that reported at the last inspection.

## QUALITY OF EDUCATION PROVIDED

### Teaching

- 21 The overall quality of teaching is good. Ninety eight per cent of lessons are satisfactory or better. Of these, 47 per cent is good, 15 per cent is very good and two per cent excellent. A small number of unsatisfactory lessons were observed and these amounted to two per cent. This overall performance is a considerable improvement upon the findings of the previous inspection, where 18 per cent of the lessons were unsatisfactory.
- 22 A notable improvement has taken place in the quality of teaching for the children under the age of five. The teaching for these children is consistently of good quality in both the nursery and reception classes. The teachers have a very good awareness of the needs of the children and plan their lessons well. A very good range of activities covering all six areas of learning, are provided. The teachers have high but realistic expectations of the children and this promotes the children's progress. The interesting discussions between children and adults is another factor which helps children to make good progress, for example the discussions about the clothing of a postman and the significance of Christmas. The school's resources are used very well to challenge the children's thinking and to develop their literacy and numeracy skills, for example recognising numbers on an Advent Calendar and to think about hidden animals from given clues. The learning environment is well organised by the staff, and good use is made of homework to promote children's learning. Assessment procedures are used, but a more systematic approach is needed for it to have a full impact on children's progress. The teachers and support staff work well together and create a lot of enthusiasm for learning and they appreciate and celebrate the success of children in a positive and encouraging manner.
- 23 There is a variation in the quality of teaching both between and within the two key stages. In Key Stage 1 67 per cent of teaching is good and better. The consistency does not always continue in Key Stage 2, although there is still some good and very good lessons in these classes. In Year 5, lessons vary between very good and unsatisfactory within these three classes, especially in mathematics. The highest proportion of good and very good teaching was observed in Year 6; this has significant impact upon the pupils' progress and standards of attainment.
- 24 Teachers have a secure knowledge and understanding of the National Curriculum especially in Key Stage 2. For example, in mathematics, teachers have worked hard to introduce the National Numeracy Strategy successfully and this has had a good effect upon pupils' progress. In English the teachers' good subject knowledge is used well to encourage pupils to maintain an interest in the subject. There is, however, an inconsistent approach to the Literacy Hour, for example in the use of guided reading, where the impact of the strategy is not always successful.

- 25 In both key stages, teachers hold at least satisfactory expectations for the performance of their pupils. At the end of Key Stage 2, expectations are generally higher and this has a significant impact upon raising pupils' standards of attainment, for example in the pace and challenge of mental mathematics sessions. Lessons are efficiently prepared and most have sound plans, which enable a progressive build up in pupils' learning to take place over a period of time. For example, in religious education, the teachers' good planning ensures that the relevant course material is covered fully. The methods and organisation, which the majority of teachers employ is a strength of the teaching in both key stages. For example, the setting of pupils into ability groups in mathematics is proving effective in meeting the needs of the pupils. In the best lessons, the individual and group needs of the pupils were met by the teacher, devising activities which were closely matched to the pupils' levels of attainment. The effective use of discussion at the end of sessions was a good feature of design and technology lessons, where pupils shared their findings and appreciated the work of others.
- 26 The teachers' control and management of pupils is very good. In science lessons, many teachers have a very positive rapport with their pupils. They use a wide variety of appropriate techniques to promote progress, for example the use of praise, humour, the use of challenging questions and encouraging scientific curiosity. This positive approach to relationships with their pupils was seen in many other lessons, including geography, music and in religious education, where the care and concern for others supported the school's aim of promoting the pupils' social and moral development. Teaching for pupils with special educational needs is good. Pupils are placed in ability groups for literacy and numeracy. They receive good quality support from their classroom assistants and this enables them to make satisfactory and sometimes good progress. Teaching for travellers is effective and allows them to make progress.
- 27 In the best lessons the school's resources are used imaginatively, for example in a Year 3 English lesson, where, by the use of a play script and finger puppets, the pupils developed vocal expression to convey meaning. In Key Stage 1, the teachers make good use of numbers in a line and counting apparatus to help pupils develop an understanding of numeracy. In geography, teachers make good use of educational visits to provide first hand experiences of their local environment. The imaginative use of resources is also feature of some history lessons. In design and technology one of the features of the very good teaching is the wide choice of materials provided. The limited opportunities for information technology to support pupils' learning is a significant weakness in the use of resources. This has had a detrimental effect upon pupils' skills in this subject. The teachers' use of the time available is a further weakness in some lessons. For example in a Year 5 mathematics lesson, there was an imbalance in the amount of time devoted to oral questions and answers and the time which pupils had to calculate and record their work. The long sessions devoted to one subject are a feature of the timetable. In English, a 75 minute session was devoted to phonics and pupils found it hard to maintain concentration. In the best lessons, much progress is made, as seen in lessons taught by the deputy head. In others, the pace of learning diminishes in the final quarter of an hour.
- 28 Teachers are hard working and mark pupils work conscientiously with encouraging comments. However, in only a few cases, for example in a Year 3 class, did the marking provide guidance for the pupils' next step in learning or how their performance could be improved. The formal assessment data is not used effectively to promote pupils' progress. There is inconsistency in the use of homework and this confirms parents' concern as to how well the pupils were prepared for secondary schools in the amount of homework set.

### **The curriculum and assessment**

- 29 Overall the school's provision for the curriculum is satisfactory and this is an improvement since the last inspection. However assessment is unsatisfactory and this was a key issue in the last inspection.

- 30 The curriculum is broad and balanced and includes all subjects of the National Curriculum and religious education. English and mathematics are satisfactorily based on the national strategies. All subjects have appropriate policies and there are schemes of work in place for all subjects except art, although they vary in quality.
- 31 The curriculum is planned on a grid, which shows when topics will be taught over the school year and this is satisfactory. However there is no similar yearly plan which shows when individual elements of subjects such as religious education will be taught. Each year group of teachers decides the allocation of time to individual subjects and this leads to some variations between year groups.
- 32 There are appropriate medium term plans in subjects such as English, mathematics and science. Year groups meet on a weekly basis to plan the curriculum for all subjects and this is recorded satisfactorily on a standard format.
- 33 The curriculum for children under five in the nursery is very good, it provides good learning opportunities which allows them to make very good progress and is securely based on the six areas of learning. The curriculum for children under five in the reception class is also very good and is effectively based on the six areas of learning and the national strategies for literacy and numeracy. Such children make very good progress and are well prepared for starting work on the National Curriculum.
- 34 The curriculum provides satisfactory equal opportunities for learning for all boys and girls. The curriculum for pupils with special educational needs is securely based on good quality individual education plans written by the special educational needs co-ordinator. The co-ordinator provides appropriate support for a range of pupils in Year 2 and Key Stage 2 on a weekly basis. The grouping of pupils into attainment level sets in Key Stage 2 enables all pupils to make progress according to their age and ability. Travellers are fully integrated into the provision outlined above and thus make progress according to their rate of attendance.
- 35 There is an adequate policy for sex education. Sex education is appropriately provided to pupils in Year 6 through a planned project approach on life forms. The policy on drugs education is currently being prepared, however, pupils receive a suitable talk from the police. There is also no policy or timetabled slot for personal and social education but it is well-integrated into subjects such as religious education and science and into collective worship; consequently pupils make very good progress in their personal development.
- 36 The school's provision for extra-curricular activities is very good. At various times of the year there are opportunities for pupils to take part in gymnastics, football, netball, cricket, rounders, recorders, choir, orchestra, green group, dance, walking and European group. These activities enrich the lives of pupils and allow them to make good progress.
- 37 The school has a variety of assessment procedures. Assessment for children under five is satisfactory. Teachers in the nursery and reception class make appropriate use of the information they gather for instance the baseline assessment test but there is scope for further development in the matching of activities according to children's strengths and weaknesses.

- 38 The school assesses pupils' performance through the optional National Curriculum assessment tests in Years 3, 4, and 5. In English pupils' reading is assessed in the summer term using standardised tests. Samples of pupils' writing are assessed according to National Curriculum levels. However, this is not done accurately and so is not useful. In mathematics there is some assessment against the key objectives in the National Numeracy project or against commercial schemes but this is not carried out consistently. In science there is assessment against each topic and this is levelled. In information technology a good quality assessment procedure has been developed but is not yet in use. In religious education assessment is due to be put into place shortly. In history and geography pupils are given assessment tasks at the end of topics to check pupils' understanding and knowledge. In physical education there are assessment criteria for all strands of the curriculum including swimming and athletics. There is no assessment in art, music or design and technology.
- 39 There is no school policy for assessment, but in each subject policy document there is a very short statement on assessment. However, there is insufficient detailed guidance on how assessment should be carried out in order to ensure that there is a consistent approach throughout the school and a purposeful use of assessment data to inform planning. This matter is not helped by the fact that there is no one person with responsibility for the monitoring and recording procedures. The Key Stage 2 co-ordinator has developed a useful recording system for pupils' transition to secondary school.
- 40 The school does not have a detailed marking policy to guide teachers in assessing pupils' work and this is unsatisfactory. The school has recognised this weakness and it is included in the current development plan. A short statement on marking work in English has just been introduced into Key Stage 2 and a similar version is imminent for Key Stage 1.
- 46 **Pupils' spiritual, moral, social and cultural development**
- 41 The overall provision for the spiritual, moral, social and cultural development of pupils is good. The clear aims and values which underpin the work of the school, contribute to a calm working environment and an atmosphere of care, concern and consideration for others.
- 42 The pupils' spiritual development is satisfactory. It is promoted through religious education and through collective acts of worship which have improved since the last report because they now meet statutory requirements. Assemblies are held daily either with the class, year group or whole key stage attending. A Year 1 class successfully linked opening their Advent calendar with the meaning of Advent. Year 6 assembly focused on journeys, making use of a recorded story and the personal experience of a teacher who describes her journey to the Holy Land, making good use of the diary she had written on the journey and showing the pupils artefacts she had collected there. Year 2 assembly heard the story of Hannah Hauxwell's life on her farm. Key Stage 2 assembly celebrated the achievement of pupils. The pupils were very keen to hear the result of the weekly competition for house points given for good work, effort and acts of kindness through the week. Swimming certificates were also presented. Good use is made of music and singing in some assemblies which make a significant contribution to the good ethos of the school.
- 43 The provision for pupils' moral development is very good. The school has clear principles for establishing pupils' understanding of what is right and wrong. The inclusion of pupils' suggestions for class rules and the discharge of duties as class monitors helps reinforce their effectiveness within the school community. Teachers make good use of encouragement and reward pupils with 'smiley stickers' in Key Stage 1 and house points in Key Stage 2. These are given for good behaviour as well as good work and effort. Both are well received by the pupils and help develop positive attitudes to their work and a community spirit. Parents who responded to the pre-inspection questionnaire and those who attended the meeting held for them prior to the inspection expressed great support for the values the school promotes.

- 44 The provision for pupils' social development is very good. Pupils are helped to develop politeness and consideration for others in their lessons. Teachers provide good role models by showing respect for all pupils; this is adopted by the pupils, who relate well to one another. The school uses the Staffordshire Outdoor Education Centres at Coven and Shugborough to provide older pupils with an opportunity of a residential experience. This makes very good provision for the social development of pupils. Pupils have the opportunity to develop a variety of skills and also learn to relate to their friends, teachers and other adults in a different environment. There is a School Council which meets on a regular basis. Minutes of meetings are kept and issues are discussed with the head teacher. The Council has recently been invited to meet at The House of Commons and this has been arranged to take place in the near future. Pupils are encouraged to take responsibility for a variety of tasks which help in the smooth running of the school. They organise the school tuck shop, prepare the hall for assembly and count the house points in the weekly competition.
- 45 The provision for the cultural development of pupils is satisfactory. Pupils study their own culture in literature and history lessons. The older generation come into school to talk to the pupils about The Olden Times. In religious education they study world faiths and learn how customs can be related to religious belief. Good use is made of educational visits to promote pupils' understanding of their own culture. At the time of the inspection there was no evidence of reflection upon the culture of Travellers but this is sometimes evident in, for example, displays. The school is building links with schools in Denmark and Italy and many pupils enjoy pen-friend relationships with pupils there. The school is working hard to promote the pupils' awareness of other cultures. This is mainly achieved through the geography curriculum and some work in religious education. However their appreciation of the rich diversity of other cultures is somewhat limited, for example, in the resources of the school.

### **Support, guidance and pupils' welfare**

- 46 The school makes good provision for the educational and personal support and guidance of the pupils. The good standard of pastoral care identified in the last report has been improved through ensuring that all staff are now aware of Child Protection procedures. However, there has been insufficient improvement in the procedures used to assess pupils' academic progress.
- 47 Whilst assessment procedures for science are well developed, there is not a consistent approach across other subject areas. Teachers in nursery and reception classes have satisfactory assessment procedures, based on information derived from assessments made when children start school. However, although optional standard tests are used in Years 3, 4, 5, reading tests and writing samples taken each summer, are not always assessed accurately or consistently. There is no assessment carried out at all in art, music and design and technology.
- 48 Pupils' personal development is well monitored by teachers who know their pupils well. Assemblies and religious education lessons are used to re-inforce pupils attitudes towards bullying, caring for one another, and the celebration of their achievements in class and outside school. In Key Stage 1 'smiley stickers' are used and house points in Key Stage 2 to reward pupils, together with the use of praise when they make progress.
- 49 There is a good behaviour policy which is well structured to promote the very good behaviour seen in class and around the school, providing rewards and sanctions which are appropriate and consistently applied by all staff.
- 50 Attendance is very well monitored by class teachers, with the assistance of the secretary. Persistent or unexplained absence is followed up, through the Education Welfare Officer, and the school liaises well with the Travellers Education Service to monitor and promote the values of good attendance to travellers' children and their parents.

- 51 There are good procedures for Child Protection, Health and Safety, fire, medicines administration, first aid, illness and accident. New staff are made aware of these aspects, and know that the deputy headteacher is the designated person for Child Protection. The school has good links with the appropriate outside agencies. Pupils with special educational needs are well supported by good quality individual educational plans and by the effective range of support staff. Travellers receive appropriate support and guidance and are well integrated into the school. Pupils are taught about safety within science, physical education and design and technology lessons. There is a sex education policy; and pupils are given sex education and drugs education within the curriculum, with involvement from the school nurse and the police.
- 52 Staff are sensitive and caring in meeting pupils' needs, and pastoral care is a strength of the school. Pupils say they feel confident and secure in approaching any member of staff when troubled.
- 53 Overall, the support, guidance and welfare provided for pupils in the school makes a good contribution to their academic and personal development.

### **Partnership with parents and the community**

- 54 The partnership between the school, its parents and the community continues to make a good contribution to pupils' academic and personal development. Parents' views are well represented on the governing body, and the Parents Teachers and Friends Association (PTFA) provides exceptional support for the school. Parents express their confidence in the quality of education and care received by their children. They feel welcome in the school, and say that the staff are approachable when they want to raise concerns or discuss their child's progress.
- 55 The good communication reported at the last inspection has been improved – parents are now clearer about the purpose and arrangements for the parental consultation sessions held each Tuesday evening. In all other respects the links with parents and the community are as positive as represented previously. Formal communication through newsletters, letters and the prospectus is good, although there is no homework policy and homework is inconsistently set across the school. The pupils' annual reports are adequate but the governors' report to parents has several statutory omissions.
- 56 The arrangements for parents to discuss their child's progress are very good. In addition to the weekly consultations on Tuesday evenings, parents have the opportunity to meet class teachers more formally in October and July. Parents are particularly well informed by the nursery teachers before and during their child's entry to the nursery and reception. Formal meetings are held and good written information given to parents on the work their child is to be given and how they can help at home. Formal meetings for parents are also held to discuss the school's provision for literacy, numeracy and sex education.
- 57 Parents are welcomed into school as regular helpers. They assist in class with reading, cooking, and preparing resources. There is an extremely active PTFA which provides additional resources through fund-raising and social events. The recently introduced home/school agreement, which includes the school's expectations of parents, may assist their aim of improving parental improvement at home. Parents are involved in the education of pupils with special educational needs, such as when they discuss their child's needs with the special educational needs co-ordinator at the parents' evening.
- 58 Many and varied links with the community enrich the pupils' learning and personal growth. The receiving secondary school works closely with Landywood through meetings with staff, pupils and their parents, induction days and visit to events at the secondary school to ensure a smooth transfer to secondary education.



- 59 Pupils are involved with many visitors to the school, including students on work experience and training, the school nurse, police, local clergy, peripatetic teachers, theatre groups and coaches from local football and hockey clubs. The local Member of Parliament has visited to see the work of the school council and written to them following up road safety and public transport issues they raised. He has invited the school council to hold their meeting in the House of Commons in March 2000. Pupils have many opportunities to visit the immediate and wider community including Cannock Chase, a local landfill site, an outdoor educational centre, the Black Country Museum, and the school has already developed links with schools in Denmark and Italy through the European Funded Comenius project. The Parish Council is also part of this work, with visits taking place for governors, staff and councillors, with pupils writing to pupils in these countries as pen-friends. The school also has very effective links with the Travellers Education Service, who support the children of travellers both within school and in their own community, liaising well with the headteacher to give those children good opportunities to enhance their education.
- 60 Pupils support many charities through collecting money and by sponsorship; these include Barnardo's, NCH, Children in Need and local hospices. They also collected clothing and food to support earthquake victims and refugees overseas.
- 61 Overall, the partnership between parents the school and its community makes a good contribution to pupils' learning.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

- 62 The leadership and management of the school is good there is a clear sense of direction and commitment to the aims of the school. There are a number of important strengths, but also areas where further development is required.
- 63 The headteacher provides strong, purposeful and supportive leadership. He is supported well by an effective and dedicated deputy. The governors have developed a strategic view of the school and are active in their support and encouragement of the school and its work. There is a good working relationship between the headteacher and the chairman of governors. Teachers with roles of responsibility make a satisfactory contribution towards the development of the school, with some members demonstrating strong leadership skills, for example in science, religious education and history.
- 64 A key issue in the previous report was related to the monitoring of the quality of education and standards of pupils' attainment. The school has made a good response to part of this issue, by the headteacher's focussed and systematic approach to the monitoring of the quality of teaching. However, relatively few other members of staff are involved in this activity and the responsibility for monitoring and raising standards is not defined sufficiently in the management structure and job descriptions. The governors are involved in monitoring and are growing in their understanding of the issues, for example in the implementation of the numeracy strategy. The individual subjects of the curriculum are generally organised efficiently and supported by co-ordinators, who monitor the planning of each year group. However, the implementation of the plans, for example of the National Literacy Strategy, is not adequately monitored and this has led to some inconsistencies in the quality of teaching and organisation of lessons. The school's overall curriculum is not sufficiently monitored to make sure that there is continuity in the coverage, although the recently appointed Key Stage 1 co-ordinator has identified quickly the strengths and weaknesses of the curriculum within her remit. The Key Stage 2 co-ordinator has introduced a recording system to provide continuity between the primary and secondary school. However, the overview of how the curriculum and its development over the whole school, is not systematically monitored.
- 65 The way in which most of the aims of the school are clearly reflected in the daily life and work of the school is the strength of the leadership. For example it is seen in the promotion of social and moral values, the provision for the physical development of pupils and the pupils' awareness and appreciation of others. The school seeks to ensure that pupils feel cared for and that they become able to care and value others. The school successfully promotes all these attitudes and pupils are well prepared for the future. There is a lack of rigorous and systematic strategies to promote the academic aims of the school and increasing the commitment to raise standards. An exception to this is the overall management of the provision for the children under five, who make very good progress.
- 66 The school development plan is well structured with clear and relevant targets and provides a good steer to future developments over a realistic period of time. This has been a good response to an issue identified in the previous inspection. The priorities are well set out and staff are allocated roles for the implementation of the plan. Financial planning is efficient and reflected in the school's future development. The review of the action plans and the school's evaluation of its strengths and weaknesses are another good features of the management. The aspects of the key issues identified during the inspection are, to some extent, already included in the school development plan. For example, the need to improve assessment procedures and to improve the effective use of computers. Monitoring of the development plan is satisfactory and governors are kept well informed by the headteacher.

- 67 The provision for pupils with special educational needs is managed satisfactorily overall. The special needs register is managed effectively and data is placed on the computer so that it can be easily updated. The special needs co-ordinator is provided with one day a week in order to carry out her duties. At present this time is used principally to support pupils in Key Stage 2. Whilst this is effective in meeting those pupils' needs, it means that there is insufficient time left to carry out other duties. The co-ordinator writes all the good quality individual educational plans from Stage 2 onwards but this task is not shared with other staff in order to develop their skills and understanding of the needs of their children. Whilst priority case reviews are up to date, non urgent cases continue to be supported though their reviews are not always carried out on time. There is no identified person with responsibility for travellers: for example who should always be the point of contact about these issues. Such children are well integrated into the school and placed on the special needs register as appropriate.
- 68 The school has a good, friendly and positive ethos. There is a stimulating learning environment and a lively team spirit in which relationships are very good. Equal opportunities are provided in the vast majority of situations and a new policy has recently been introduced. Expectations for the academic performance of pupils is satisfactory overall and high for the under five children and Year 6 pupils; however, standards could be higher in other parts of the school. The attitudes of pupils are very good and the positive ethos of the school is appreciated by staff, parents and visitors.
- 69 Since the last inspection in 1996, the school has made a satisfactory response to the issues raised. There is a positive approach to school development and an enthusiastic response to issues requiring improvement. The overall capacity for further improvement is good. There are some aspects which need to be developed further, for example the roles of the co-ordinators and senior management in monitoring and promoting standards. However, the introduction of the grouping of pupils into ability groups for literacy and numeracy has been an effective response in matching work to the needs of the pupils. There is scope for refining the matching of work even within the structure of setting. Other improvements since 1996, include a higher standard of teaching and greater efficiency in financial planning. There are some statutory requirements which need to be fulfilled in the school's documentation.

### **Staffing, accommodation and learning resources**

- 70 Overall, staffing, accommodation and learning resources make a good contribution to pupils' learning. Since the last report, there have been clear improvements in teachers' subject knowledge particularly in Science. This is borne out by the progress evident in pupils at the end of Key Stage 2. However, the lack of computers reported at that time is still relevant, with some old unreliable machines still in use.
- 71 Overall, the staffing, accommodation and learning resources provided make a good contribution to pupils' academic and personal development. The teachers in the school are appropriately qualified and experienced, and there are sufficient of them in number to ensure a pupil: teacher ratio and class size below the national average for primary schools.
- 72 All staff have job descriptions which match their responsibilities though there is insufficient reference to monitoring of standards especially by senior members of staff. The good appraisal system and staff development programme are clearly linked to the priorities identified in the school development plan. The staff development co-ordinator provides effective management of training opportunities to maximise the benefits of in-house and external training for individuals (teachers, support assistants, midday supervisors have all undergone courses in the last year) and the school. Classroom assistance is good in terms of numbers, and their experience is well used to support children with special educational needs. The school has used parent helpers well in supporting children from travelling families; one of those helpers underwent a training course and qualified as a classroom assistant for this purpose. The course was funded by the school.

- 73 Cleaning and caretaking staff provide a high standard of cleaning and maintenance, and the secretarial staff show a very high level of expertise when dealing with school administration. The induction procedures for teachers are very good, with excellent monitoring arrangements in place to support the newly qualified teacher.
- 74 Accommodation is generally satisfactory with some good features although the new computer room is too small to accommodate a whole class. Nursery and reception classes are in separate blocks, both away from the main school area, a weakness which the school has recognised. However, the accommodation provides a good environment for pupils to learn and is set in attractive grounds with a rural aspect and good playing fields and playgrounds. The hall size prevents whole school assemblies being held, and limits the involvement of parents in events and assemblies.
- 75 Resources are satisfactory with a balance of strengths and weaknesses. For example, in science, there is a very good range and quality in books and equipment available. Mathematics and English resources are generally satisfactory. Class library stocks are adequate in Key Stage 1, but unsatisfactory in Key Stage 2, where many books are out of date and in poor condition. The school has recently spent well on books for the literacy hour, but clearly needs now to address other aspects of English provision. For the children under fives, resources are satisfactory although there is a lack of outdoor play equipment in the reception class. This is very well provided for in the nursery. There is good provision for religious education with a good range of artefacts available. For information technology there is a shortage of up-to-date reliable hardware. Resources for design and technology are satisfactory and for music there is a good level of provision.

### **The efficiency of the school**

- 76 Financial planning by the headteacher and governors is very good and the quality of forward planning is exemplary. The school development plan is clearly costed and spending is carefully linked to priorities. Day-to-day finances are very prudently managed. This is an improvement compared with the previous report.
- 77 Teachers and other staff are generally used effectively although there is an inadequate use of management time on monitoring and evaluation of curriculum development. Particularly good use is made of learning support assistants and the deployment of teachers in the pupils' ability groups. Accommodation is used satisfactorily with good use made of the provision for children aged under five and nursery and the television and video room. The school has received an award for its development of outdoor areas and it makes good use of the environment in which it is set; for example by the planting of a large plot with trees. Resources are easily accessible and well used, although despite the good provision of a computer suite since the last report there are still many computers that are under used. This is partly due to them being out-dated and also not fully reliable.
- 78 Funds for pupils with special educational needs and the classroom support staff for these pupils are used effectively. The time allocated to special educational needs is also used effectively. However, the reviews are not kept up-to date because the special needs co-ordinator uses all her allocated time to support pupils in class and also writes all the individual educational plans for pupils above Stage 2 of the Code of Practice. This is not the best use of the co-ordinators' time. Funds which are used to support travelling children are used efficiently to enable these pupils to make satisfactory progress.
- 79 Financial control is very good. The last independent audit found few shortcomings and its recommendations have been fully implemented. The headteacher and a school administrative assistant regularly and very effectively monitor all expenditure including that delegated to subject and phase co-ordinators. The school makes very good use of a computerised ordering and accounting system. This and the school office are very well managed by the secretarial staff.

- 80 Taking into account the level of attainment on entry, the standards of attainment achieved, the ethos of the school, the quality of education provided, particularly the good teaching, and the income which the school receives for each pupil, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 81 Very good provision is made for children under five in the nursery and the reception class, and this is a strength of the school. This is a significant improvement since the last inspection when provision was identified as being satisfactory to good. The improvement is due in large measure to the better system of curriculum planning developed over the last year. It is related closely to the nationally agreed programme for the age group and to the appropriate elements of the National Literacy and Numeracy strategies and to a reduction in the number of children in the nursery. The fall in numbers is due to more nursery units becoming available in the area. Teaching is consequently more effective and this has had a positive impact on the standards achieved by all the children.
- 82 Children under the age of five are taught for five half days a week, either mornings or afternoons, in the nursery or full-time in the reception classes. At the time of the inspection there were 52 children in the nursery and though 17 of the 31 children on role in the reception class had already had their fifth birthday they were still all under statutory school age. At the time of the inspection there were 69 children under the age of five. In accordance with the school's admission policy children enter the nursery the term after their third birthday. Children who have their birthday between 1<sup>st</sup> of September and the end of February transfer to the reception class in the September of the academic year in which they have their fifth birthday, children whose birthdays fall between March and August form a second reception class in January. Consequently, at the time of the inspection there was only one reception class. The nursery is housed in a purpose built unit with direct access to its own secure outdoor play area. The reception classes are located in a purpose built reception block; however, this does not have exclusive use of a secure outdoor play area. The nursery is staffed by one teacher and one nursery nurse. The reception classes each have a full-time teacher and there is 1 full-time nursery nurse in the autumn term and an additional part-time nursery nurse for the reception unit for the rest of the year.
- 83 The majority of children enter the nursery with levels of attainment below those expected for children of their age and many have poor language and social skills. They make good progress towards achieving the nationally agreed desirable learning outcomes in the nursery but nevertheless on transfer to the reception their attainment is still below that expected for under-fives nationally. In the reception class children make very good progress overall, particularly in their personal and social development, and in developing their skills in language and literacy and in mathematics. By the time they are five the attainment of the majority of children is at least in line with that expected for their age and is above the expected level in personal and social development and in literacy and mathematics. Well structured planning, which takes account of different levels of attainment, enables most pupils to move into the Key Stage 1 National Curriculum programmes of study at the appropriate time.

### *Personal and Social*

- 84 Very good progress is made in developing personal and social skills. By five, the children demonstrate a good level of maturity and independence for their age and their attitude to learning is good. They respond well to the caring structured environment of both nursery and reception and behaviour is very good. In the nursery children work independently, posting shapes in the post box, and co-operate in a group building an airport from large plastic bricks. The children have a good understanding of nursery routines, they tidy up quickly for story time and sit quietly in the home corner to eat their snack. They are polite and friendly, waiting their turn to stir the cake mixture, and are learning to say 'please' and 'thank you'. They are very enthusiastic and put up their hands to answer questions. They concentrate well and generally complete their task, one girl persevering to precisely fill the number tray with small bricks. They learn to care for others by collecting for charity, dressing in red for Red Nose Day, and through stories such as 'A Letter to Father Christmas' when a little girl asks for presents of food to give to hungry animals. Children in the reception class are maturing to sustain concentration for an increasing amount of time, for instance, in the oral part of a mathematics lesson they participate totally for almost half an hour. They try their best and want to succeed, several children asking for more challenging number questions. They are willing to talk about their work describing pictures and different areas of the classroom to the inspector. They listen carefully and follow instructions, understanding, for instance, that only three people can play together in the water. They can all put on an apron when appropriate, get changed for physical education and see to their own personal needs. They learn to solve everyday problems. Children are developing an understanding of right and wrong through stories, through the structure of class rules and through gaining 'smiley faces' for the 'well done' display board.

### *Language and Literacy*

- 85 Children make very good progress in language and literacy. Nursery children listen and respond well to stories and show their enjoyment as they choose a book to look at on the carpet area. They develop an understanding of books through borrowing books to take home and returning them to the nursery library table. They can follow a story well, laugh at the appropriate places and repeat familiar phrases. They learn to relate letters to their sounds when sharing a book with the teacher, by learning to read and write their own name and by using a range of puzzles, jigsaws and the electronic alphabet dictionary. However, their speech is less well developed. Reception children continue to make very good progress through well-organised activities related to the literacy strategy and through the display of words, books and the language of the adults in the reception classroom. Every opportunity is taken to sound out words and to read instructions and stories together and they are soon ready to move into the Key Stage 1 programme of study in advance of their age. All the children can write their own name and they take home a word book to practise with their parents. The majority of children name a host of objects beginning with "b", know that Charlotte's name begins with "C" and his friend "H", and recognise the rhyming of toes and nose. Some higher attaining children can spell short words such as big and pig using the metallic letters. All the children have a reading book appropriate to their stage of development and read aloud confidently and accurately. They know the function of the author and illustrator and can find the title of the book. Children learn how to form their letters correctly and constant reminders are given to hold their pencils in the correct place. Through constant practice and opportunities for discussion, children make good progress in speaking and listening and they reach the appropriate standard by the time they are five.

### *Mathematics*

- 86 Very good progress is made in mathematics. In both the nursery and the reception class the children are familiar with number rhymes and songs, and counting games and activities. Every opportunity is taken to count and to compare, for example when calling the register or giving out equipment and in stories such as 'Goldilocks and the Three Bears'. Understanding is developed through a wide range of practical activities so that by the time they are five years old their attainment is above that expected for their age.

87 Nursery children can count to 10 and learn to count back on the counting stick to take 1 away. They can match the number of dots to the correct numeral. They can post a letter to the correct door and understand that house numbers alternate on both sides of the road. They learn to recognise simple shapes; for example they know that one of their musical instruments is a triangle. Children continue to develop their numeracy skills in the reception class where the majority of children can count confidently up to 20. All the children can count backwards from 10, and say which number is 1 less, and many can count backwards from 20. They are very alert and quickly spot the teacher's deliberate mistakes when pointing to numbers on a 100 square. The majority of children can identify the number less than 20 which is covered by sticky felt and one higher attaining boy recognises that the teacher has covered 99 and knows this is 1 less than 100. Lower attaining pupils can select the correct number to match a set of objects on the computer. All pupils learn to form the numbers correctly and most children can write the correct number to match the picture. They can name the common shapes and use them to create patterns using black and white paint and children playing in the bricks can name the cones and cubes.

*Knowledge and Understanding of the World.*

88 Children make good progress in acquiring knowledge and understanding of the world and by the time they are five most attain at a level appropriate for their age. Nursery children can name many animals, including a donkey, and can recognise the sound that they make. They hold a visiting kitten with great care and help to look after the fish in the aquarium. Through their Postman topic they gain an understanding of the different jobs done and appreciate that some post comes from a long way away and travels by aeroplane, train or lorry. They know that the postman needs to wear warm clothing in the winter and they test a variety of materials to discover which would keep him dry. They learn the significance of Christmas and understand that Jesus was born a long time ago. They develop an understanding of other cultures in celebrating the festivals of other world religions, such as Divali. Children in reception develop an understanding of road safety in helping to make a large picture showing the appropriate place to cross the road is the Pelican crossing. They learn about changes in the natural world through regular walks in the school grounds to observe the trees. They also look at other changes, when they make vegetable soup, apple crumble and Christmas biscuits. They extend their scientific understanding when experimenting with magnets and realise they can pick up paper clips but not plastic bricks. There is not a computer in the nursery but children gain an understanding of technology through a group lesson using the programmable robot, helping the teacher to plot the correct route to deliver the letters. They know that they must press the start button to make the robot move and they clap with delight as the robot reaches the correct destination. Children also use the electronic alphabet game and a calculator in the post office in the imaginative play area. Children in reception can use the direction keys and space bar on the computer in a variety of games. They also learn that a photocopier can perform a variety of tasks when they go across to the office with the nursery nurse to enlarge the wrapping paper they have designed. However, children in nursery and the reception classes do not have regular access to more up to date computers to enhance their learning. All the children have the opportunity of using a good range of construction toys. Four boys in the reception class develop their problem solving skills as they co-operate to make a large road network to include a bridge high enough for the wooden lorry to pass under. When cutting and gluing, they learn to manipulate scissors and other tools accurately and safely. They develop an understanding of natural materials when playing in the sand and the water.

### *Physical Development*

- 89 Children make good progress in physical development. There is an attractive, secure outdoor play area for the nursery with a good variety of interesting climbing frames, a slide and large sit on train. Whilst it was not possible to observe outdoor activities during the course of the inspection because of inclement weather, planning indicates that children develop increasing co-ordination and control through using bicycles, scooters and other wheeled toys. Nursery children use a large range of implements in a suitable way, complete jigsaws of increasing complexity and thread small beads. In their dance lesson they hop like a rabbit and show awareness of space as they move around the carpet. Reception children do not have access to the wheeled toys. They do use the large and small apparatus in the main hall. They move quickly around the hall with an increasing awareness of space, avoiding bumping into each other, and can stretch and curl appropriately. They successfully pass the ball from hand to hand and behind their back, and roll it towards the cone with increasing accuracy. Children in the nursery and in the reception classes develop their manipulative skills effectively when using a large range of construction equipment, scissors and writing implements.

### *Creative Development*

- 90 Children make good progress in creative development. Displays in the nursery indicate that children have taken part in a full range of activities, painting self portraits, printing on post boxes and making cards, calendars and decorations to sell in their Post Office. They also have the opportunity to paint and make junk models. They know several Christmas carols and join in well with practising songs and play percussion in time to the music. They learn to express their feelings in imaginative play and in dance, where they simulate the movements of the robin as he hops in search of food. Children develop their musical understanding in reception as they listen carefully to the sounds all around them and try to recreate the loud and soft sounds on a range of percussion instruments. They develop their imagination as they interpret the Christmas story in dance. There is a good balance between instruction and the freedom to learn through play as children have the opportunity to paint freely and use the chalk boards or crayons to create their own pictures.

- 91 The standard of teaching is very good in both the nursery and reception class. Forty-five percent of lessons seen were very good or better and there were 2 excellent lessons observed in the reception class, which constituted 18 per cent of the overall total. This is a very significant improvement since the last inspection where teaching was judged to be satisfactory and this has had a considerable impact on the very good progress made by the children. Teachers of the under-fives and the support staff have a very good awareness of the needs of young children and settle them well into school routines. Teaching plans are clear and lessons well prepared. A very good range of interesting and suitable learning opportunities is provided to develop all six areas of learning. The staff's very high but realistic expectations of the children are crucial factors in enabling children to make very good progress. Very good use is made of resources in the nursery to challenge pupils to think, and to develop their language and numeracy skills, for example children recognise the numbers on the large Advent calendar and think about the hidden animals from given clues. An excellent learning environment is promoted in the reception class by the excellent relationship between the teacher and the nursery nurse. The children are absolutely spellbound by their enthusiasm and try their very best to help the teachers who "have forgotten" how to do a number 6, or cannot quite read a child's name but know it begins with a D. They are inspired to concentrate for quite long periods by the interesting interactive dialogue between adults and children and this leads directly to their very good progress. The class is extremely well organised with all pencils named and all equipment labelled. Children are challenged to think the whole time with many instructions sounded out, for instance children are asked to S-T-O-P and respond immediately. Independence is encouraged, one child being asked to answer the telephone when both adults are fully occupied. Good use is made of homework to enhance children's learning. Nursery children use the lending library and older children take home word books to practice. Children are assessed informally and use is made of this to take them to the next stage of learning. However, there is scope to provide a more structured approach to assessment.



## ENGLISH, MATHEMATICS AND SCIENCE

### English

- 92 The majority of pupils achieve standards in English in line with national expectations. This is in line with the standards recorded in the last OFSTED report. In 1999, at the end of Key Stage 1, results in the national tests for seven-year-olds were close to the national average and to those achieved by schools with a similar intake of pupils. The number of pupils who attained Level 2 in writing and reading comprehension was above average, but the number who reached Level 3 was below. The school has maintained the level of its results over the past three years, whilst national averages have risen. By the end of Key Stage 2 the majority of pupils achieve standards broadly in line with national expectations. In 1999, the results in national tests showed pupils to be achieving results slightly above those of similar schools at level 4, but below at level 5. These results did not continue the upward trend of English marks seen in the previous three years. Attainment in English at Key Stage 2 was then above the national average and had continued to rise at the same rate as it did nationally. Girls attain higher standards than boys at each key stage, in line with national results.
- 93 By the end of Key Stage 1, speaking and listening is satisfactory. Pupils enjoy putting forward their opinions, and explain what they have done in science investigations, using helpful detail. They answer questions enthusiastically and listen attentively to other pupils. By the end of Key Stage 2, pupils speak with increased fluency in a variety of situations: in one Year 5 Geography lesson individual pupils spoke to the rest of their year group about a video they had watched. Elected representatives on the School Council present the views of their peers in a formal meeting.
- 94 Pupils can read simple texts fluently and accurately by the end of Key Stage 1. They enjoy sharing big books during the literacy hour and read aloud together with enthusiasm. All pupils work their way through an organised reading scheme, and the concerns of some parents that this is not so are unfounded. Higher attainers are not always sufficiently challenged by the books they take home to read. By the end of Key Stage 2 most pupils claim to be keen readers and many show a particular interest in fantasy fiction. They have a limited experience of researching and retrieving information and some are slow in using reference material.
- 95 Writing is satisfactory at the end of both key stages. By the end of Key Stage 1 pupils write in a range of forms. Supported by printed guides for writing, they describe what they have done in science investigations. They use story boards to write narratives. Letters are accurately formed and presentation is good. The range of pupils' writing is wider by the end of Key Stage 2. They have a good understanding of how to write playscripts, adapting them from novels, and enjoy writing stories and poems. In history they extend their personal writing by considering events from the viewpoint of individuals, such as a 'cold Roman soldier' posted to northern Britain. They also present factual information assessing whether Henry V111 was a good king. Higher attainers write proficiently in all these forms but the amount of extended writing, for example long stories or books, is limited. Handwriting is satisfactory but many pupils find spelling difficult. They find it hard to correct mistakes when trying to improve a draft. There are insufficient opportunities for word processing.
- 96 Progress across Key Stage 1 is satisfactory. Frequent practice of well thought-out writing tasks, combined with the pupils' own good attitudes to school and work, ensures this. This satisfactory progress continues across Key Stage 2. The recently introduced grouping of pupils by ability from Year 3 upwards allows work to be more carefully geared to the needs of individuals. Middle and lower attainers in particular benefit from the structured way in which tasks are presented to them. Pupils with special educational needs make satisfactory progress at both key stages. This is due to the use of setting at Key Stage 2. At Key Stage 1 they are well supported by classroom assistants, and work is effectively adapted for them, within whole class activities.

- 97 Pupils enjoy this subject. They are always keen to begin new tasks and like to think for themselves about how they will plan their work. When coming together at the end of a lesson to discuss work, they listen with interest to what everyone has done, whether it is a challenging task which only a few could tackle, or a simpler task attempted by other pupils. Boys and girls work well together in groups.
- 98 The standard of teaching is good in both key stages. It was good or very good in about two thirds of the lessons observed and satisfactory in all others. This represents an improvement upon the findings of the previous inspection report in 1996. In the best lessons, teachers use their own good subject knowledge to enthuse their pupils. They devise effective questions to make pupils think for themselves. In one Year 6 poetry lesson, pupils quickly learnt to use personification, after looking carefully at a poem that incorporated it effectively. Teachers use the tools of the National Literacy Strategy to plan structured lessons, which move pupils through a range of different activities helping them to progress in a variety of ways. The good-humoured relationships within the classroom help teachers to keep pupils on task. Resources are often used imaginatively, as in a Year 3 class in which pupils practised a playscript, holding simple puppet figures above a white screen. This helped them to focus on the importance of using expression to convey meaning. In less successful lessons, a few teachers have not fully absorbed the suggested pattern of the literacy hour and this leads to teaching one aspect of the subject for too long. As a result pupils find it hard to maintain concentration on one aspect, such as phonics, for the whole 75 minute session. Occasionally teachers demonstrate how texts should be read for too long a period, missing the opportunity to let pupils practise and learn for themselves. Pupils at Key Stage 1 take reading books home regularly and this helps them to improve. At Key Stage 2, homework makes a small contribution to progress. Work is marked with encouraging comments but pupils are not shown how they might improve it, or given an indication of the levels they are reaching.
- 99 A literacy governor has been appointed. The English co-ordinator has devised schemes of work, which are based on the National Literacy Strategy and its implementation is beginning to have a good effect on progress in several classes. Not all teachers have fully grasped the principles of guided reading, or of organising time, which it puts forward.
- 100 Although there are deficiencies in the school's resources, there are sufficient for teachers in this subject. At Key Stage 1 there are stimulating books for pupils to read in each classroom. Key Stage 2 classrooms also contain some worthwhile texts. However, the books in many class libraries are old and some promote inappropriate stereotypes. The library is being refurbished and it is not yet possible to assess how it will support teaching when it is finished.

## **Mathematics**

- 101 In the 1999 National Curriculum tests at the end of Key Stage 1, the number of pupils attaining at the expected level was slightly above the national average. The number achieving the higher grade was below average. These results are an improvement on the previous year's, and are similar to those reported in the previous inspection report. The findings of the inspection show that standards are in line with national expectations. At the end of Key Stage 2, the number of pupils attaining the expected level was well below the national average in the 1999 National Curriculum tests. This result is below that reported in the last inspection, when standards were average. This is due in part to a higher proportion of pupils of lower ability in Year 6 in 1999. Inspection evidence indicates that the teaching and learning of mathematics have improved, due partly to the early introduction of the National Numeracy Strategy and partly to the new setting arrangements in Key Stage 2. Standards at the end of Key Stage 2 are in line with national expectations. Improved standards for pupils currently in Years 5 and 6 have been confirmed in recent voluntary national tests.

- 102 By the end of Key Stage 1, most pupils have a sound understanding of numbers and their value up to 100. Higher attaining pupils work confidently with numbers beyond this. Pupils have satisfactory arithmetic skills. Higher attaining pupils can double numbers up to 100 in their head and lower attaining pupils can add numbers to 10 using cubes. The majority can count in 2's and 10's and higher attaining pupils can count in 5's. Pupils are encouraged to devise their own ways of working things out and they are able to explain their methods. This is an improvement since the last inspection. Most pupils can identify and name the common two-dimensional and three-dimensional shapes and can measure in centimetres. Pupils understand that objects which balance on scales weigh the same. They have an understanding of time and can use o'clock and half past, and they can use a calendar to discover on which day of the week the school concert takes place. They use a good variety of charts and graphs to display information.
- 103 By the end of Key Stage 2, the majority of pupils have a good understanding of numbers up to 1,000 and all pupils have a good mental recall of their tables to 10x10. They have good arithmetical skills. Higher attaining pupils can explain that, to add 99, it is easier to add 100 and subtract 1, the majority can divide 132 by 2 in their head, and lower attaining pupils can work out simple multiplication mentally. The majority of pupils are developing an understanding of percentages and fractions and can use their knowledge to investigate number patterns, such as triangular numbers. This is an improvement since the last inspection when there was limited use of problem solving. All pupils have a good understanding of the properties of two-dimensional and three-dimensional shapes and can name and define the different sorts of angles. Lower attaining pupils know that two right angles make a straight angle. All pupils know the common units of measurement and can measure in metres and centimetres. They use a good variety of charts and graphs, and higher attaining pupils can plot co-ordinates in all four quadrants.
- 104 In both key stages, pupils have the opportunity to apply their mathematical skills, knowledge and understanding to other subjects. For example, pupils in Year 1 draw a weather graph and pupils in Year 2 use a variety of graphs to display information about their favourite fruits and sports. Year 3 pupils draw symmetrical patterns, and pupils in Year 4 write fraction stories. In science, pupils in Year 5 draw a graph to demonstrate the boiling point of water and mark temperature, including below freezing, on a map. Pupils in Year 6 measure carefully when designing a garden shed in design technology.
- 105 Pupils in Key Stage 1, including those with special educational needs, make satisfactory progress through good practical activities and through regular mental practice. Classroom assistants enhance progress by working with individuals and groups. Progress is good in some individual lessons where the teachers have high expectations of the pupils. The school gives suitable priority to numeracy and this is having a positive effect on pupils' arithmetic skills. Every opportunity is taken to count in ones, twos and tens and to gain understanding of numbers. Higher attaining pupils in Year 1, use counters to solve problems involving three numbers and the majority of pupils can work out addition and subtraction to 10 mentally. All pupils in Year 1 learn to tell the time using o'clock and half past. They can measure using handspans.
- 106 Pupils, including those with special educational needs, make satisfactory progress throughout Key Stage 2. Progress is good in the individual lessons where the work is suitably challenging. The new setting arrangement enables work to be more closely matched to the pupils' needs. Pupils' arithmetic skills are being improved by daily practice. Pupils in Year 3 develop a good understanding of fractions through relating fractions to their knowledge of tables and division. Pupils in Year 4 make satisfactory progress in handling data by expressing the results of a survey as a bar chart. Higher attaining pupils in Year 5 extend their arithmetic skills by doubling decimals. Lower attaining pupils extending their multiplication skills in games matching questions to the appropriate answers. The majority of pupils extend their knowledge through problem solving and practical activities, sometimes involving, for example, angles or number patterns. However, progress was less satisfactory for lower attaining pupils in the lesson seen because pupils had to spend too much time listening to the teacher. Good progress was made in all the lessons seen in Year 6. Pupils responded well to the challenge and brisk pace of the mental sessions.

- 107 Pupils' attitudes to mathematics are good and their behaviour in lessons is very good. They listen well and readily join in the mental arithmetic sessions. They settle quickly to work in groups and sustain their concentration, even when they are not the focus of the teacher's attention. The majority work well in pairs and generally complete their tasks. In Key Stage 2, pupils develop independence through being encouraged to find their own strategies for problem solving. This is an improvement since the last inspection. Pupils listen well. They are confident in offering opinions and willing to consider the views of others. Pupils in Years 5 and 6 are particularly very well motivated and challenge themselves to work quickly. Pupils take a pride in what they do and generally present their work well.
- 108 Teaching is good in both key stages. Overall 94 per cent of lessons seen were at least satisfactory, 70 per cent of lessons were good or better, and 17 per cent were very good. Only one unsatisfactory lesson was seen in Key Stage 2. All teachers show a good understanding of mathematics, use the correct mathematical language, and they have worked hard and with enthusiasm to introduce successfully the National Numeracy Strategy and this has had a good effect on pupils' progress. Teachers have adapted well to the grouping of pupils by ability and work is well matched to pupils' abilities. Teachers plan carefully and use time efficiently. Mental arithmetic sessions are generally lively and well paced. In Key Stage 1, good use is made of resources, such as lines of numbers and counting apparatus, to help understanding. Children are grouped by ability and given appropriate tasks. Teachers make good use of the final session in class for pupils to describe their work, but more opportunities could be given to pupils to explain their thinking. Three quarters of the lessons seen in Key Stage 2 were good or better and a quarter were very good. Teachers have a good rapport with their pupils and there is an atmosphere of mutual respect. In the very good lessons, pupils are rigorously challenged by problem-solving tasks. Teachers give clear instructions and make good use of the board to illustrate and explain. Children are given good opportunities to develop their thinking by explaining their work. All teachers know their pupils well and work is regularly marked, but opportunities for assessing pupils' attainment are not clearly identified in teachers' plans. Homework is given but this is inconsistent across the classes. The previous inspection report noted a lack of pace and insufficient challenge for the more able pupils. This has been solved by the school through the National Numeracy Strategy, increased opportunities for problem solving, and the setting of classes in Key Stage 2.
- 109 The subject is well led by a knowledgeable co-ordinator, supported by a colleague in Key Stage 1. Work in mathematics is planned in accordance with the National Numeracy Strategy, and staff have been well prepared for its implementation. The co-ordinator monitors teachers' planning but has not had the opportunity to monitor teaching, but is planned to happen shortly. Mathematics has a high status in school and is supported by a recently appointed numeracy governor. The school takes part in the voluntary standard assessment tests in Years 3, 4 and 5 and some assessment is undertaken by individual teachers. However, the school recognises the need for a consistent approach to assessment in order to raise standards. The curriculum meets statutory requirements, but insufficient use is made of computers to support learning in mathematics.

## Science

- 110 The results of the 1999 National Curriculum tests for pupils at the end of Key Stage 2 were above the national average for all schools with almost one quarter achieving better than national expectations. The three year average for 1996 to 1998 show a steady increase in the numbers of pupils achieving the national standards with the results being above the average for that of all schools and that for similar schools. The results of teacher assessments for pupils at the end of Key Stage 1 is in line with the national average. This represented an improvement over the figures for 1998.

- 111 Inspection findings show that pupils' attainment at Key Stage 1 is in line with the national standards and at Key Stage 2 it is above the national average. This represents an improvement at Key Stage 2 compared to the findings of the last report. At Key Stage 1, Year 1 pupils understand that darkness means there is no light and they are able to suggest a wide variety of light sources such the moon and fireworks. They know about their senses and use touch to sort materials and sight to determine which materials are shiny. In Year 2 they explore the properties of electricity in simple circuits such as making bulbs light and that sources of power include batteries and mains supply. They can identify objects in their own home that need either one source or the other and some things that can use either such as a radio.
- 112 At Key Stage 2 they extend their knowledge and understanding of science. They know the main organs of the body such as the heart and lungs and how they work. They understand that changes may be reversible, such as ice melting to water that can then be frozen to ice, or irreversible such as when vinegar is added to sodium bicarbonate a new product is formed, the gas carbon dioxide and that it escapes the system. They know how to separate mixtures such as salt and sand by dissolving the salt and evaporating off the water. They can describe the changes that occur between solids liquids and gases and understand that energy is needed to achieve these changes. They understand forces well, for example that friction slows things down and that a stationary object needs balanced forces. The great majority of all pupils use appropriate scientific vocabulary very well.
- 113 Across both key stage pupils including those with special educational needs make good progress in relation to their prior knowledge and understanding. Early in Key Stage 1 pupils can describe their findings in investigative work whilst in Year 2 they begin to make simple predictions and are beginning to understand the necessity for making scientific tests fair. They also develop their scientific understanding, for example early in the key stage they make a simple circuit by following instructions whereas later they construct their own circuit with more than one light bulb and comment on the appearance of the light. In Key Stage 2 the design of experiments becomes more sophisticated between years three and six and older pupils are able to interpret their findings more scientifically and reach more elegant conclusions. For example in Year 3 pupils are discovering how much plasticene is needed to make gravity rotate their model carousels. By Year 6 they are designing experiments to answer their own questions about the solubility of salt in a fixed amount of water and whether or not this might depend on temperature.
- 114 Pupils' attitudes to their work are very good. In all lessons pupils behave well, work hard, listen attentively to their teachers and to each other during reporting back sessions and show obvious enjoyment of practical science. During experimental work they persevere well, work together by sharing materials and equipment and demonstrate a good understanding of safe working practices.
- 115 The overall quality of teaching is good and it ranges from satisfactory to very good. In Key Stage 1 all lessons are satisfactory whilst in Key Stage 2 almost 90 per cent are good or better with 33 per cent being very good and the remainder are satisfactory. The very good teaching is characterised by very good planning, brisk pace and setting clear learning goals for all pupils to achieve. Many teachers have a very good rapport with all pupils and this results in an environment in which pupils want to learn. They use a wide variety of appropriate techniques to sustain progress such as employing humour to maintain interest, giving appropriate praise, asking challenging questions to elucidate understanding, encouraging scientific curiosity and providing good scientific words lists. This represents an improvement since the previous report where investigational activities were sometimes limited.
- 116 The co-ordinator is well qualified and manages the subject well. She provides effective support for all her colleagues and as a result they have all acquired a good subject expertise. There is a good scheme of work, currently under review, that is used by all staff to ensure full coverage of the curriculum. The subject makes a valuable contribution towards developing pupils skills in literacy and numeracy. The quality of resources is very good and they are well used by all staff to provide good teaching and learning.

## OTHER SUBJECTS OR COURSES

### Information technology

- 117 At the end of both key stages, attainment is below what would be expected nationally and pupils make unsatisfactory progress. This is a less satisfactory state of affairs than in the last inspection where standards were broadly in line with national expectations.
- 118 In Key Stage 1 there was only limited evidence of pupils' skills and progress either in work scrutiny or in displays. Pupils in one Year 1 class use a paint program to produce attractive calendars. They work either with an adult or in pairs to do such work and show a good understanding of the icons they need to use. Pupils in Year 2 learn how to control a robot by first rehearsing what they will do with a toy and a piece of paper. Pupils can use an art program to create winter landscapes and with adult support they word process work about autumn poems.
- 119 In Key Stage 2, there was little evidence of pupils' skills either in work scrutiny or in display. With much adult support and reassurance pupils in Year 3 load a CD Rom, use a mouse to construct small robots and to operate the program, they cannot close a program and shut down independently. Small groups of pupils in Year 4 load information from worksheets in order to construct a block graph about snacks. An occasional pupil performs the whole operation independently including printing her work. Less than ten percent of pupils in one class knew how to access and use the spell checker and less than that were aware of how to centre work. Some pupils in Year 5 understand the concept of spreadsheet. The majority of pupils in Year 6 follow correctly their teachers guidance to access a political map of Europe, cut and paste a section of the map into another program and with varying degrees of success cut it down to a useable size. Many pupils are not confident of their ability to recognise and use basic icons. Pupils in the information technology co-ordinator's class make the best progress because of the degree of challenge set and the pace of lessons. One small group of pupils could do the tasks independently.
- 120 Pupils' response is good. Most are remarkably tolerant of working in cramped circumstances. They concentrate well on their lessons and many support each other through new procedures, such as 'cropping' pictures. A few pupils show a very good degree of perseverance in getting programmes to operate satisfactorily. Some pupils using a graph program for the first time showed surprise and pleasure at how the program constructed their graphs. Pupils using the computers after school or in the lunchtime clearly enjoy what they have chosen to do, for example type up contributions to a newsletter for partner European schools. Most pupils handle the resources with care but occasionally younger pupils do not handle CD Roms with sufficient care.
- 121 The school is aware of the situation and will take part in the National Grid for learning in the next 12 months when they plan to make information technology a priority, for example in purchasing new computers.
- 122 Teaching is satisfactory overall but this is not sufficient to increase the rate of progress. The recently appointed co-ordinator is providing sound leadership for the subject. Teachers now have an effective scheme of work in order to support their planning and a good quality checklist of skills which pupils need to be able to perform is due to be operational in the spring term. Teachers make some good links to other subjects in lessons observed in the computer suite; for instance mathematics and geography. Teachers give clear instructions to pupils before lessons begin giving them key vocabulary for the text and reminding them of skills which they have used in other lessons. They provide step-by-step guidance for the tasks, which are to be undertaken. Staff are quick to assess where pupils need extra help and quickly intervene. Teachers show remarkable patience in lessons where computers will not allow pupils to access the desired programs and they have to adapt the lesson. The majority of teachers manage their lessons efficiently, although occasionally they would benefit from an extra pair of hands as they can not give step-by-step assistance to pupils using the computers and also ensure that pupils in the shared area make suitable progress in the tasks which have been set.

- 123 The school has an insufficient number of good quality reliable computers in order to ensure that pupils make satisfactory progress. During the inspection few classes were observed to be using a computer to enhance their lessons and in some instances computers were broken. Although the school has a computer suite it is too small for its purpose. Pupils are either crammed into the room so that all can share in the lesson or half the pupils are given a compatible task to carry out in the adjoining shared area. Consequently pupils are not receiving sufficient time actually using the computers to become effective independent learners who routinely use information technology to assist their learning and this is slowing the rate of progress.

### **Religious education**

- 124 At the end of both key stages pupil's attainment is in line with the level set out in the local Agreed Syllabus.
- 125 Progress through Key Stage 1 is satisfactory and pupils with special educational needs are supported to make similar progress to others in the class either by work which is adapted to suit their needs or by additional support from the teacher.
- 126 By the end of Key Stage 1 pupils are familiar with the festivals of harvest and Christmas. They know that at harvest time we thank God for our food. They light an Advent candle and understand the marks on the candle represent the number of days to the time we celebrate the birthday of Jesus. In Year 2 pupils think about feelings such as being sad or happy or afraid. They consider Mary's feelings as she made her way towards Bethlehem. In a second year assembly pupils consider the seasons. They discuss signs of winter and reflect on the need to look after animals and birds in the cold weather.
- 127 By the end of Key Stage 2 all pupils, including those with special educational needs have made satisfactory progress in the subject. Year 3 pupils consider rules in the bible and progress to making their own class rules. They know that the wise men brought gifts to Jesus. They discuss gifts and understand that sometimes the most precious gifts we give or receive are often those which money cannot buy. Year 4 pupils can retell the story of Moses in the Old Testament. They write a diary of Florence Nightingale and understand how difficult it was for her to achieve the reforms in care for soldiers. Year 5 pupils study the creation story and compare the similarities between the Christian and Moslem traditional stories. Year 6 pupils consider what makes a place special. They think of special places in the world and find out what makes them special. They are familiar with the five pillars of Islam and understand that Hajj means pilgrimage. Year 4 pupils listen to the bible story of Jacob and Esau. They discuss what cheating is and how it can affect our lives. Year 5 pupils think about blind people and discuss what it would be like to be in total darkness at all times. They make very interesting suggestions about the importance of light in our lives. They make the important connection between Jesus being the light of the world and how they can light up the lives of other people, especially their parents and family.
- 128 Pupils' attitudes and their responses to the tasks set for them are good. Pupils listen carefully and work quietly when carrying out written tasks. They willingly share their ideas with others. The views of pupils with special educational needs are valued and respected by the other pupils in their classes.

129 The overall quality of teaching is good in both key stages. In one third of the observed lessons it was satisfactory and in two thirds of lessons observed it was good. Teachers ensure through good planning that the relevant course material is fully covered. Teachers have high expectations of pupils' behaviour and challenge pupils to deepen their understanding. They have a calm manner when telling stories and bring out important facts from other subjects when they are appropriate. Religious education lessons make a good contribution to acts of collective worship and to pupils' spiritual development. The emphasis which teachers place on the need to show care and concern for others, supports the teaching of religious education and contributes to the moral, social and cultural development of the pupils.

130 The curriculum meets the requirements of the local education authority's Agreed Syllabus and activities help to promote literacy. The school is following a detailed scheme of work which has been carefully prepared by the co-ordinator. This guarantees continuous learning with progression throughout the school. The co-ordinator is aware of the need to arrange a system of assessment of pupils' progress because the present situation is not satisfactory.

### 136 **Art**

131 In Key Stage 1 standards in art are in line with those expected of pupils this age and in Key Stage 2 slightly above, especially at the end of the key stage. Pupils make satisfactory progress in both key stages.

132 In Key Stage 1 pupils develop an understanding of colour mixing and produce colour sentences which show what happens when two colours are put together. In portrait painting the pupils use their skills and knowledge of colours to good effect and in most classrooms there are paintings of bright cheerful faces on display. Pupils are provided with opportunities to work in a range of materials and at the time of the inspection were making attractive Christmas decorations. For example, plaster plaques decorated with painted logs and robins. In Year 2 pupils were able to use a computer program to generate colourful winter landscapes. Other seasonal crafts included millennium mobiles and trees which were well painted and carefully decorated in glitter.

133 In Key Stage 2 there is a good range of work using different materials. In clay, for example, the making of clay fruit dishes, toadstools and Greek pots. On display are various representations of trees including the use of inks, paper sculpture and solid shapes. In the lessons observed, pupils in Year 6 showed a good understanding of the work of Edward Munch and were able to create paintings and patterns based upon his work. In pupils sketch books were some good examples of line drawing and evidence of developing ideas, for example designs to paint on stones. The finished stones are attractive and original. Generally, the work in sketch books is underdeveloped in other classes and are not frequently used.

134 In the lessons observed, the overall standard of teaching is good. Teachers have a secure understanding of the subject and make some good links with other areas of the curriculum. For example, history in the study of Greeks, mathematics in the making of solid shapes and information technology. In Year 6, a good link to geography was seen by the use of contour lines as a basis for the creation of three-dimensional coloured designs. Teacher create a good environment for learning and relate well to their pupils. There has been an extensive and repetitive study of Greek pots in Year 4. To improve pupils' progress it would have been more appropriate to have covered different aspect of the culture. In the school are some attractive displays of art work and it makes a sound contribution to pupils' cultural development. Through entering local art competitions, the subject also helps to promote the school's links with the community.

### 140 **Design and technology**

135 It was possible to observe only two lessons both in Year 6 and so judgements are based on a wider scrutiny of pupils' work and discussions with staff and pupils. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Standards are similar to those expected of pupils this age and the same as those of the last report but pupils with higher attainments are now reaching higher standards.



- 136 Pupils in Year 2 design and make models selecting materials appropriately and developing their joining skills to a higher standard. Much of their work is effectively linked to that in other subjects such as art and science. For example they choose from a variety of polystyrene shapes to make model skeletons and design and make simple ceramics, such as a Christmas plaque, to take home. They are developing their cutting and measuring skills to a higher level as when they make pylons for safety posters about the dangers of electricity. They are all aware of safe working practices. At Key Stage 2 pupils continue to develop their skills, are able to discuss the quality of finishing and modifications to improve their work and they take pride in their work. For example pupils in Year 3 are rightly proud of the way in which their model fairground carousels rotate easily as they then demonstrated during a science investigation on the force of gravity. Older pupils design and make water wheels and model houses showing improved accuracy and better joining skills across Years 4 and 5. In Year 6 pupils are planning to make a model waterproof shelter and are discussing the suitability of a range of materials to be used as the cover having already investigated its structure. They have devised a series of tests measuring the strength of the materials and their water resistance. They demonstrate a good understanding of a fair test and use this effectively in their test procedures. They are able to interpret the test outcomes and decide which material should be used including consideration of which material offers the best appearance. All pupils are very well aware of the need for safe working. Pupils with special education needs make sound progress working along side others in their lessons.
- 137 Pupils enjoy design and technology, they are proud of their work and are happy to talk about it to adults and other pupils. They work well together in groups and persevere when solving problems especially when things are not working. For example when testing a material to the point of destruction and the plastic needed more than a three-kilogram load and was proving difficult to apply. They show good self-discipline particularly when working away from the direct supervision of a teacher.
- 138 The quality of teaching in the very few lessons seen in Key Stage 2 is very good. The lessons are very well planned and resourced and pupils are well managed. For example they have access to a wide choice of materials and equipment to develop their own ideas for testing strength. A strong feature of all lessons is the very effective use of discussion at the end of lessons in which pupils describe their findings and conclusions with both the teacher and other pupils thereby developing their critical appreciation of their work and that of others. Safe working practice is strongly emphasised in all lessons. The quality of work seen at Key Stage 1 indicates that effective teaching is taking place and that appropriate emphasis is being placed on developing skills and imagination in design. For example pupils learned to fix magnets with the correct polarity in models of a wolf and Little Red Riding Hood to prevent the wolf from catching her!
- 139 The co-ordinator is well qualified and uses effective links between other subjects to minimise the time limits imposed by the introduction of the literacy and numeracy strategies on this subject. In addition to making links with science and art, pupils in Year 5 use their literacy skill of reading instructions to build a windmill. He is able to advise and support colleagues but not to monitor their teaching and this limits the progress being made.
- 145 **Geography**
- 140 During the inspection it was possible to observe only three lessons at Key Stage 2. No geography was being taught at Key Stage 1. However, account was taken of teachers' planning, the scrutiny of pupils' work, discussions with pupils and the work displayed throughout the school.
- 141 Pupils make satisfactory progress in Key Stage 1. In Key Stage 2 pupils, including those with special educational needs, make good progress and achieve levels of attainment above those expected of pupils this age.

- 142 By the end of Key Stage 1 pupils have made a study of the immediate area. They know their way to school and have made a map of the route using appropriate symbols. They investigate the main features responding to questions, "What is it like?". "What can I see?". "What can I hear?" They compare the village of Bedlington in Yorkshire to Great Wyrley. All pupils make a study of the weather. The reception class record the weather on a chart using symbols. Year 1 pupils have individual weather records throughout the whole year. They pay particular attention to the changing seasons and the effect on people and their surroundings. Year 2 pupils record weather daily, analyse the results each month and record their findings in bar charts.
- 143 By the end of Key Stage 2 pupils' mapping skills are well developed. They locate places on a map using co-ordinates. They compare and contrast Great Wyrley with towns in Italy and Denmark having contact with penfriends to obtain information. Year 5 find out how people round the world cope with severe weather conditions. During a Year 5 lesson observed during the inspection they watch a video of an exciting rescue of a lady trapped in floods. They discuss the problems involved and write a commentary on the rescue thus making a valuable link with their literacy development. As part of a series of lessons on Pollution Year 6 pupils study the Mediterranean Sea and the effects of pollution, working with computerised maps to identify sources of pollution from densely populated areas and high levels of industry. They name the countries that surround the Mediterranean Sea and name and locate rivers that flow into it. They use their own experience of holidays in Mediterranean countries to describe the climate and compare it with their own.
- 144 Pupils throughout the school, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, gaining in knowledge and understanding of the subject. For example when Year 6 pupils visited The Poplars Landfill Site and Recycling Centre they began to realise just how much rubbish we produce and the part played by machinery in dealing with it. On return to school they made a list of facts they had discovered and took part in a discussion making sensible suggestions to improve recycling.
- 145 Pupils respond well to geographical work. They enjoy the questioning and discussion sessions and some pupils make good contributions to the lessons. Pupils work well together in pairs and small groups.
- 146 In the lessons observed the quality of teaching was good in both key stages. In Year 5 the three teachers co-operated very well in a team teaching situation, all taking an appropriate share in the lesson and contributing to the good progress made. Teachers plan their lessons carefully. They have high expectations of pupils' behaviour. Teachers make very good use of questioning to assess pupils' understanding. They stimulate pupils' interest with their own enthusiasm for the subject. In all classes good relationships form the basis for positive management, and all teachers use praise and encouragement effectively to motivate pupils to further effort. Teachers make good use of educational visits to provide pupils with first hand experiences. All of these strategies have a positive impact on pupils' progress.
- 147 The co-ordinator has produced a policy and a detailed scheme of work which provide good guidance for teaching geography throughout the school. Plans have recently been made to improve the use of information technology in geography as pupils' skills in using computers improve. Teachers and pupils take good care of resources which have improved since the last inspection and are now judged to be good. The school makes good use of the school grounds and the local environment as well as residential visits to more distant places.

153 **History**

- 148 No lessons were observed at Key Stage 1 during the week of the inspection, and only one at Key Stage 2. However, evidence from the scrutiny of pupils' work, teachers' planning, and discussions with pupils, indicate that attainment is in line with national expectations.
- 149 By the end of Key Stage 1 pupils have a sense of chronology, particularly in relation to their own lives. They understand that artefacts, and the circumstances of everyday life, have changed over time. They have some awareness of famous people from the past.

- 150 By the end of Key Stage 2 pupils have a sound knowledge of some of the civilisations designated for study in the National Curriculum. They understand that knowledge about the past may be derived from studying a number of sources, such as the scenes depicted on Greek vases. Knowledge of this key element has improved since the last inspection. Pupils in Year 6 research Tudor times using a wide variety of written sources. They record what they know, using maps and diaries of imaginary characters. They also learn to present arguments which represent differing points of view.
- 151 Pupils make satisfactory progress across Key Stage 1, particularly when they are learning through practical activities: when Year 2's teacher and pupils spend a day in costume in a "Victorian Schoolroom" their imaginations are fired and pupils retain what they have learnt very well.
- 152 Practical experiences also help pupils to deepen their understanding of history at Key Stage 2 and pupils make satisfactory progress. The recent drama workshop for Year 4 on Greek myths gave them an insight into the beliefs of Ancient Greece. As they progress across the key stage pupils study a wider range of sources. At first what they discover is recorded in drawings or on worksheets. In the later years of the key stage they record what they know in more developed forms of writing, and this has a positive effect on standards of literacy.
- 153 Pupils enjoy history and make a good response to the subject. They talk enthusiastically about what they have learnt, especially from practical activities and visits to places such as the Black Country Museum.
- 154 There was insufficient direct evidence upon which to judge the quality of teaching. However, in the single history lesson observed it was good, with an imaginative use of resources, which led pupils to think for themselves what they might learn from buried and broken shards of pottery, which survive from Ancient Greece. The history co-ordinator's overall work scheme and planning for lessons is very good, and ensures that the different topics are taught in imaginative and effective ways. Teachers assess pupils' attainment carefully in the upper years at Key Stage 2, but pupils and parents are not aware of what they are attaining.
- 155 There are adequate resources in school and very good use is made of local resources to help in the teaching of history.

## Music

- 156 Only four music lessons could be observed during the inspection and so judgements on attainment and progress are limited. At Key Stage 1 two lessons were observed in Year 2 and standards were similar to the levels attained by most pupils at this age. In the Year 6 lesson, standards were at the expected level.
- 157 At Key Stage 1, progress is satisfactory for pupils of all attainments including those with special educational needs. Pupils learn to sing together tunefully. This was ably demonstrated when they sang the closing prayer at the end of their assembly. Year 2 pupils listen to music and link it to their feelings. Pupils choose their percussion instruments carefully and work in small groups to compose a piece of music with a beginning, middle and an end to reflect a given feeling. Each group perform their composition for the class who correctly guess the mood the music reflects.
- 158 At Key Stage 2 overall progress is satisfactory and in Year 3 pupils make good progress learning a new song. They learn the words and the tune and refine their singing, paying particular attention to improving pronunciation of endings of words, breathing correctly and attempting to sing sweetly. Year 6 pupils develop a knowledge of base notes on pitched percussion instruments to accompany a song, sung by members of the school choir. The lesson was effectively linked to the class work on pollution. Pupils listen carefully to music and extend their knowledge of composers.

- 159 Pupils enjoy music and listen with concentration. Their overall attitude to the subject is good. They collaborate well in groups, sharing resources and co-operating to play their part in joint compositions. They are confident to experiment with sound and to perform in front of each other. Behaviour in lessons observed was always very good.
- 160 In the few lessons observed the teaching was good in three of the lessons and satisfactory in one when the class teacher took over because of the absence of the music specialist. Teachers have good subject knowledge enabling them to provide pupils with good ideas and suggestions for their compositions. They inspire pupils with their own enthusiasm for music, sustaining pupils' interest for the whole lesson. Lessons have a good balance of listening and performing music and are often organised to ensure group work takes place. Teachers have good rapport with pupils and set challenging tasks which are attainable with effort. Teachers encourage less confident pupils to join in lessons. They have very good liaison with classroom assistants who make a valuable contribution to the pupils' musical experience.
- 161 There is a policy and a scheme of work which clearly identifies elements in the National Curriculum. The co-ordinator provides good support for colleagues and teachers' confidence in teaching music is improving. Assessment procedures are not in place but the co-ordinator is aware of this and intends to implement a system of assessment in the near future.
- 162 Facilities for music are satisfactory. Resources are good and have been improved since the last inspection. They are well looked after by staff and pupils. A large number of pupils benefit from instrumental tuition.

168 **Physical education**

- 163 The standards are broadly in line with those expected of pupils this age and in the lessons seen the overall progress was good. The most consistent progress is made in lessons taught by the co-ordinator and in almost all lessons seen at Key Stage 1. It is clear that recent training has had a positive impact on how to teach games and gymnastics at Key Stage 1.
- 164 Pupils in Year 1 move along benches in a variety of ways such as crawling or sliding, they jump off benches and finish their sequence with a somersault. They make visible progress in improving their technique due to the effective support they receive from their teacher. Other pupils move around the hall responding well to music from the 'Carnival of animals'. They make good use of the space available and suggest effective ways of improving their own and others dance. Many pupils in Year 2 control a football well at slow speeds; they use the side of their foot to dribble the ball and stop it skilfully with the top of their foot. Some pupils can manoeuvre their ball in and out of a line of cones quickly. They are beginning to work as a team in simple games.
- 165 Pupils in Year 4 dance in patterns of eight steps; they move in circles, backwards and forwards responding well to the music. Other pupils improve the accuracy of their skills in hockey, such as dribbling the ball the length of the playground or dribbling in a zigzag pattern. Girls and boys co-operate to play a short game of football, with a girl as a particularly effective goalkeeper. Pupils in Year 5 work on improving their throwing and passing skills in order to play a game of netball. Pupils in Year 6 practise, improve and refine their skills in symmetrical and asymmetrical balances. They work in pairs of similar ability to 'mirror' each other's movements.
- 166 Pupils respond well to their lessons, even when they are outside and there is a stiff breeze. They respond very well to extra-curricular activities such as hockey. The group of boys and girls playing football after school were very keen and full of enthusiasm, and wanted to help each other improve. All pupils take good care of resources, for example, they collect equipment for outdoor play and return it tidily afterwards. Pupils in Year 1 co-operate well to put out mats and benches for their gymnastic lesson. Pupils in Year 6 persevered to improve their balances particularly those pupils who worked with partners who had created challenging positions. No swimming lessons were observed during the inspection but the school uses the facilities of a local municipal pool.

167 In 60 per cent of lessons the standard of teaching was good, others were satisfactory and one unsatisfactory lesson was observed. There is a well-planned curriculum, which has been drawn up by the co-ordinator, and this gives pupils a wide range of experiences including outdoor and adventurous pursuits. The good number of playgrounds, a hall, an annexe hall and the good amount of apparatus are well used. This allows more than one lesson to take place simultaneously and more timetabled opportunities for pupils to make progress. The school is aware of the need to replace some of its mats and the disadvantages of some of its large apparatus, which were installed originally for use by older pupils. Teachers use 'warm up' and 'cool down' periods effectively and draw pupils' attention to the effects of exercise on their body. They give clear instructions to pupils and increase the level of difficulty as the lesson progresses. The majority of lessons proceed at a brisk pace, except when a tape is used for dance lessons and there is insufficient challenge for pupils to progress. In a particularly effective lesson taught by the co-ordinator a good range of pupils were involved in evaluating individual pupils' performance, including those who were sitting on the sidelines. In the one unsatisfactory lesson seen pupils' behaviour was managed inappropriately and the slow pace did not allow pupils to make satisfactory progress. The school makes very good extra-curricular provision including opportunities for competitive sport.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- 1 The team consisted of seven inspectors, including a lay inspector, who spent a combined total of 28 and a half days gathering first hand evidence. A total of 95 lessons were observed and this accounted for approximately 80 hours. Time was spent in discussions with pupils and in evaluating their work. A further 30 hours were spent interviewing staff, governors and parents. Parents' letters, questionnaires, displays of work, documents and resources were also examined.
  
- 2 Inspectors visited registration sessions and assemblies and observed the pupils' behaviour at break and lunch times. An inspector attended a meeting of the School Council which was held during the inspection. Discussions were held with members of the teaching and support staff, representatives of the governing body and others, both during the inspection and the initial inspection visit. Pupils were observed during extra-curricular activities. All the available work of a representative sample of three pupils with special educational needs were scrutinised. Approximately 10 per cent of pupils were also heard to read, either individually or during group reading in literacy lessons. There was a meeting with the school governors before the inspection and there a formal meeting with parents was also held before the inspection.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	455	6	52	57
Nursery Unit/School	26	0	1	n/a

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	20.2
Number of pupils per qualified teacher	22.5

#### Education support staff (YR – Y6)

Total number of education support staff	8
Total aggregate hours worked each week	141.75

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	32.5

Average class size:	26.76
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## Financial data

Financial year: 

1998/99
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	£
Total Income	826,221.00
Total Expenditure	814,671.00
Expenditure per pupil	1,436.81
Balance brought forward from previous year	9,270.00
Balance carried forward to next year	20,820.00



## PARENTAL SURVEY

Number of questionnaires sent out:

481

Number of questionnaires returned:

49

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	14	71	14	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	55	4	0	0
The school handles complaints from parents well	23	60	13	4	0
The school gives me a clear understanding of what is taught	16	67	8	8	0
The school keeps me well informed about my child(ren)'s progress	27	57	6	8	2
The school enables my child(ren) to achieve a good standard of work	33	59	6	9	2
The school encourages children to get involved in more than just their daily lessons	20	61	12	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	69	4	6	2
The school's values and attitudes have a positive effect on my child(ren)	24	63	4	8	0
The school achieves high standards of good behaviour	21	67	8	2	2
My child(ren) like(s) school	37	61	2	0	0

Percentages of responses are rounded to nearest integer, the sum may not = 100%

Percentages given are in relation to total number of returns, excluding nil replies