

## INSPECTION REPORT

**BELBROUGHTON CE FIRST SCHOOL**

Worcestershire

Unique reference number: 116782

Headteacher: Mrs. Joan Holford

Reporting inspector: Ms. Margaret Burslem  
13210

Dates of inspection: 30<sup>th</sup> April – 3<sup>rd</sup> May, 2001

Inspection number: 191373

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First School  
School category: Voluntary Controlled  
Age range of pupils: 4 - 9  
Gender of pupils: Mixed

School address: Bradford Lane  
Belbroughton  
Stourbridge  
West Midlands

Postcode: DY9 9TF

Telephone number: 01562 730208

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Appropriate authority: The Governing Body

Name of chair of governors: Doctor J Chapman

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13210	Margaret Burslem	Registered inspector	Foundation Stage Mathematics Art and design Music Physical Education	How high are standards How well are pupils taught How well is the school led and managed What should the school do to improve further
9883	Brian Silvester	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well does the school work in partnership with parents
23483	Gillian Allen	Team inspector	English Science Information and communication technology Design and technology Geography History Religious Education	How good are curricular and other opportunities

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is smaller than other First schools with 91 pupils, aged from four to nine years, on roll. The number of boys and girls are similar. Pupils come from the village and the surrounding area. The Christian ethos of the school supports the pupils' personal development. The percentage of pupils having special educational needs is broadly in line with the national average. There are no pupils with statements of special educational need. The nature of the special educational needs are: moderate learning difficulties, specific learning difficulties (dyslexia) and emotional and behavioural difficulties. The percentage of pupils speaking English as an additional language is a little higher than other schools. The percentage of pupils eligible for free school meals is below the national average. The school admits children at the beginning of the academic year in which they have their fifth birthday. Most have experienced some pre-school provision. The children's attainments on entry vary but they are broadly average overall.

### **HOW GOOD THE SCHOOL IS**

This is an effective school with many strong features. It is highly successful in meeting its aims and provides pupils with a good foundation for the future. Good teaching and challenging work helps pupils to achieve well. The headteacher's very effective and enthusiastic leadership encourages staff and governors to work together purposefully to improve the school. The school gives good value for money.

#### **What the school does well**

- Pupils attain above the nationally expected standards in English, mathematics, science, information and communication technology, history and art.
- Pupils feel secure in the safe, welcoming environment and they are keen to learn with and have good support of their parents; these factors make a big contribution to the good progress they make in lessons.
- Literacy and numeracy are emphasized well in a broad and enriched curriculum that benefits from very good links with the village community and other local schools.
- Pupils behave well, work and play well together as the school makes good provision for their personal development.
- Teaching is good and all staff constantly work hard to improve their own practice and the quality of provision in the subjects they co-ordinate.
- The headteacher is a very effective leader and is supported well by governors and staff in managing the school and planning for the future.
- The school's procedures for assessment are good. The procedures inform long, medium and short term planning and ensure that the needs of individual pupils are met.
- The school makes very good provision for pupils with special educational needs.

#### **What could be improved**

- Management responsibilities of subject co-ordinators.
- The quality of information in the pupils' annual written reports to parents.
- The governors' annual report to parents to ensure that it meets statutory requirements.
- Ensuring that homework procedures and practices are consistent
- Improve the punctuality of pupils at the start of the school day.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1997. It has responded with rigour to the issues then noted, improving the marking and assessment of pupils work, increasing the opportunities provided for pupils to take part in investigative and problem solving activities, improving monitoring procedures, producing schemes of work for all subjects, making appropriate use of classroom assistants and ensuring that sufficient time is available for physical education. In addition to this the school has successfully introduced the literacy and numeracy strategies. It makes increasingly effective use of test information

to support pupils' progress. All of these factors have contributed to the improvements that have been made in the good achievements of the pupils and the good teaching evident throughout the school. There is a strong determination in the school to continue to raise standards which is backed by effective action and a good partnership between all members of the school community. The school is very well placed to make further improvements.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	B	A	B	well above average A above average B average C below average D well below average E
Writing	A*	C	A	A	
Mathematics	A	A	A	A	

The information shows that the performance of pupils at the end of the Key Stage 1 in 2000, compared with all schools nationally was well above average in reading, writing and mathematics. When compared with similar schools these results were above average in reading and well above in writing and mathematics. Over the last three years the school's performance has been above the national average overall, with girls performing slightly better than boys. Inspection evidence shows that both by the age of seven and by the age of nine, when pupils leave the school, standards in English, mathematics and science are above average. The school's targets include raising the proportion of pupils who attain the higher Level 3 in the tests for seven year olds. By the age of nine pupils also attain standards that are above those expected nationally in information and communication technology, art and history. Standards in other subjects meet nationally expected levels. Many children in the Foundation Stage achieve beyond what is normally expected for their age in most areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are enthusiastic and concentrate well in lessons. They contribute confidently to discussions and respond very well to a wide range of challenges.
Behaviour, in and out of classrooms	Good in lessons and around the school. This helps to create a purposeful learning environment.
Personal development and relationships	Good relationships throughout the school contribute to the pupils' personal development. Pupils are willing to help each other and contribute well in different situations.
Attendance	Very good; pupils enjoy coming to school. Attendance is above the national average. A minority of pupils arrive late and some are persistently late.

Pupils' good behaviour, their very good attitudes and relationships are significant factors in their good achievement.



## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The teaching of English, information and communication technology and religious education is good overall and the teaching in the Foundation Stage and science and mathematics is frequently very good. All teachers have a good understanding of teaching the basic skills of literacy and numeracy and they teach literacy and numeracy skills well. The school meets the needs of all pupils well, including those with special educational needs who receive good quality support in lessons. The school makes very good use of its assessment information to raise standards and improve progress. In the lessons seen during the inspection, teaching was never less than satisfactory, it was good or better in 90 percent of lessons, very good in 34 percent and excellent in 3 percent of them. Teachers prepare and organize lessons well so that a good pace is maintained and pupils learn productively. In most lessons teachers use their questioning of pupils skilfully to extend understanding and encourage them to evaluate their own work. The management of pupils is good overall.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the school provides a wide range of learning opportunities, relevant to the pupils. Visits to places of interest, visitors to the school and extra-curricular activities broaden pupils' experiences and understanding.
Provision for pupils with special educational needs	Very good; the work designed especially for them and the high level of care and support enables these pupils to make good progress in meeting the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' spiritual, moral and cultural development. Very good provision for pupils' social development.
How well the school cares for its pupils	The school cares well for its pupils and monitors their progress carefully. The procedures for child protection and for ensuring pupils' welfare are good.

The school enjoys a good partnership with the majority of its parents. They have a good impact on the work of the school with many giving help in classes.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher. She is well supported by the deputy headteacher.
How well the governors fulfil their responsibilities	Very good; the governors take an active and effective part in the management of the school.
The school's evaluation of its performance	Very good; strengths and weaknesses are analysed well and effective action is taken as a result of the analysis.
The strategic use of resources	Good; available money is used well to support priorities on the school development plan.

The good relationships between staff and governors promote a shared sense of direction over what needs to be done to raise standards and result in the school putting their aims and values into practice very well. Principles of best value are applied appropriately to all spending decisions. There are sufficient learning resources overall to support the curriculum and staffing levels are good. Accommodation is satisfactory overall. The management role of subject coordinators needs to be developed.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The children are well behaved and the school helps them to become mature and responsible.</li> <li>• The children are expected to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about their children's progress.</li> <li>• Homework arrangements.</li> <li>• Parental involvement with the school.</li> </ul>

The inspection team supports the positive views parents have of the school. With regard to their concerns, they found that the homework arrangements were appropriate for pupils at this age, however a few inconsistencies were noted and the school needs to ensure that procedures and practices are consistent. Parents are provided with regular information about what is going on in school and they have opportunities to come into school to support every morning. The team found that the end of year written reports to parents are not very detailed and agree that the school should review this.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Attainment on entry to the school is average in all the areas of learning. The children make good progress and firmly develop and consolidate their skills. Most children's attainment is on course to be above that expected nationally in all areas of learning by the end of the Foundation Stage.
2. The results of the National Curriculum tests for seven year olds in 2000 show that pupils attained well above the national average in reading, writing and mathematics. Teacher assessment in science placed the school in the top 5 percent nationally. When compared with similar schools the results in reading were above the national average. In writing and mathematics they were well above. Teacher assessments in science placed the school in the top 5 percent nationally.
3. When looking at the percentage of pupils reaching the higher level 3. The school's performance in reading was above the national average. In writing and mathematics it was well above and in the science teacher assessments the performance was also well above the national average. When compared with similar schools the percentage of pupils reaching level 3 was average in reading and above average in writing, mathematics and in the science teacher assessments. This is an improvement since the time of the last inspection when no pupils were assessed as attaining the higher Level 3.
4. Taking the three years 1998 to 2000 together the results show that the school's performance has been above the national average overall with girls performing slightly better than boys. The evidence collected during the inspection did not indicate that there is any difference in the performance of boys and girls.
5. The children achieve well in the Foundation Stage. This is because they are taught well and the provision made for them is good. Pupils build on this good start and continue to achieve well in Key Stage 1. Past work and lesson observations show that standards are above those expected by the end of Year 2. This is a result of good, well targeted teaching for pupils of all abilities and, for example, the improvements brought about by the effective implementation of the literacy and numeracy strategies. At the end of Year 4 standards are above the expected levels. This is because the standards achieved by the pupils at the end of Key Stage 1 have been built upon in Years 3 and 4. Pupils throughout the school make good progress. The good behaviour, concentration and positive attitudes that pupils have towards their work contribute well to the positive picture of high standards. The school has set appropriately challenging targets to raise the already high standards.
6. In English standards are above the expected levels at the end of Key Stage 1 and the end of Year 4. Pupils achieve well overall in relation to their attainment on entry to the school. One reason for this is because teachers make frequent use of opportunities across the curriculum for pupils to practise and extend their speaking and listening skills. All pupils listen and respond to stories and instructions well and they are competent in expressing their ideas clearly and fluently. In both key stages, pupils' literacy skills are fostered well, both by the work in the literacy hour and in separate spelling and reading sessions. Teachers successfully engender a real enjoyment of books. In Key Stage 1, pupils make good progress in all aspects of literacy. Phonic skills are well taught and teachers provide pupils with a good range of ways of tackling unfamiliar words. They give pupils frequent opportunities to use their writing skills. Pupils make good progress in Key Stage 1 and Key Stage 2. In Key Stage 2 there is a weakness in opportunities for pupils to develop their research skills.

7. Standards in mathematics exceed the expected levels at the end of Key Stage 1 and at the end of Year 4. Pupils achieve well in numeracy throughout the school because teachers make good use of their assessments to plan stimulating work that is matched well to pupils' needs. The teachers provide the pupils with good strategies for problem solving. Pupils use their numeracy skills in other subjects such as science and geography. The teachers successfully look for opportunities to develop numeracy across the curriculum.
8. In comparison with the national average, the schools performance in science assessments is very high. During the inspection lesson observations and an examination of pupils' work confirmed this. Standards in science exceed the expected levels both at the end of Key Stage 1 and Year 4.
9. Standards in information and communications technology (ICT) exceed the expected levels at the end of Key Stage 1 and at the end of Year 4. Pupils achieve well because of their very positive attitudes to their work. ICT is used to support other areas of the curriculum and this helps to ensure that good standards are achieved.
10. In religious education the pupils exceed the expectations of the locally agreed syllabus at the end of Key Stage 1 and Year 4. Pupils achieve well in learning to express their ideas and feelings and responding to those of others. They improve their understanding of their feelings and actions and of the effect of these on others. They are open to the views and beliefs of other people. They develop a sound understanding of Christianity and key features of other faiths.
11. At the end of both Key Stage 1 and Year 4 the majority of pupils meet or exceed the expected levels for their age in the work undertaken and make good progress overall in design and technology, history, music, art and physical education.
12. Pupils with special educational needs make good progress and sometimes very good progress and attain appropriate standards in relation to their specific targets and goals. Progress for these pupils is particularly good in English, mathematics and science. Another successful focus of the school's work in this area is the successful development of pupils' self-esteem. An example of the progress of pupils with special educational needs is that most pupils gain level 2 in the SATS at the end of Key Stage 1. Pupils' needs are identified early and appropriate learning targets are set. The arrangements for teaching literacy and numeracy are having a positive impact upon the standards of attainment. All pupils irrespective of their ability make good progress and there is no significant difference between the attainment of boys and girls or different ethnic groups.

### **Pupils' attitudes, values and personal development**

13. The youngest children have very positive attitudes to school. They happily leave their parents or carers at the start of the day. The children show good levels of independence and they respond very well to the clear expectations and procedures of the staff. The very positive attitudes that they develop during the Foundation Stage stay with them throughout their time in school.
14. Pupils are keen to attend the school and play a full part in its life, including the good range of extra-curricular activities. They have a very good attitude to their work and to the school. Pupils listen attentively to their teacher and follow the instructions given. Pupils generally work in a purposeful atmosphere. They are keen to answer questions and contribute to lessons.
15. The behaviour of the pupils, in class and around the school, is good. Parents are happy with the standard of behaviour achieved in the school. Pupils know the difference between right and wrong and are taught to be considerate. They are welcoming and friendly and show respect for the feelings and property of others. Incidents of bullying are infrequent, are mainly of a verbal nature, and are dealt with quickly and effectively. There were no exclusions from the school in the year prior to the inspection and this was the situation at the last inspection in 1997.

16. Relationships, between pupils and between pupils and adults, are good. Pupils work and play together well and they are very polite to one another. They are caring and show concern when another pupil is in distress. Pupils are keen to help their teacher during lessons. They are good at taking turns and sharing.
17. The personal development of the pupils is good. Pupils respond well to the opportunities they have to take responsibility. All pupils have responsibilities in their class and they are given more responsibilities outside their class as they move up through the school. All pupils sing for local old folk at Christmas and older pupils have a rota of duties, which include feeding the gerbils. Years 3 and 4 pupils go on residential visits. Pupils show initiative by raising money for charities, like Red Nose Day, by having non-uniform days and cake stalls, amongst other fund raising ideas.
18. Attendance in 1999/00 was 96.4 percent, which is well above the national average and very good. The level of unauthorised absence was 0.1 percent, which is broadly in line with the national average. The level of attendance has remained stable since the last inspection. The main reasons for non-attendance are illness and term-time holidays. Most pupils are punctual but a minority of pupils does arrive late and some are persistently late. The school day and lessons start very promptly and no time is lost. The very good level of attendance makes a positive contribution to the pupils' attainment and learning.
19. In the last inspection report it stated that pupils listen well and take a positive part in activities. Behaviour was good in class and around the school and there were caring relationships. Attitudes and behaviour had a positive effective on standards. These high standards have been maintained

#### **HOW WELL ARE PUPILS TAUGHT?**

20. The quality of teaching is good overall. As a result, pupils learn and achieve well. In the lessons seen the quality of teaching was good or better in 90 percent very good in 34percent and excellent in 3 percent of them. No unsatisfactory teaching was observed during the inspection. This is an improvement since the last inspection when there was a small percentage of unsatisfactory teaching and less than half of the lessons were judged to be good. The improvement in the quality of teaching is due to a number of factors, such as more focused teaching, the sharing of good practice arising from the successful introduction of the literacy and numeracy strategies, and the associated staff training. The greater involvement of co-ordinators in monitoring teaching and the outcomes of pupils' work, together with the increasingly effective use of target setting has helped to raise teachers' expectations of what pupils can achieve. This is reflected in the significant improvement in standards. In English, information and communication technology and religious education teaching was good overall. In physical education teaching was good in Key Stage 1 and satisfactory in Key Stage 2. Teaching in mathematics, science and in the Foundation Stage it was very good overall. In other subjects there was insufficient teaching observed to make an overall judgment.
21. In the lessons seen the quality of teaching was very good in the Foundation Stage and good in Key Stages 1 and 2. There has been an improvement in the consistency of teaching since the last report with an increase in the amount that was good, very good and excellent. The small amount of unsatisfactory teaching noted in the last report has been eradicated entirely. The weaknesses in assessment identified in the last report have been addressed and now assessment is very good throughout the school and in all subjects. Planning in all subjects is very good and teachers note significant points on their short-term plans so that they take account of the issues in their future plans. Two classes have teachers who operate a job share arrangement. These teachers have time to plan together and divide aspects of the curriculum so that the arrangement works as well as it can. The teachers in the Year 1/2 classes have a diary that stays in the classroom so that they leave one another messages on a daily basis. The pupils are divided into year groups for the literacy and numeracy lessons. This enables the planning to take account of an individual age range and means that the pupils are taught in smaller groups which enables them to make good progress.

22. Literacy and numeracy skills are well taught throughout the school helping the pupils to make good progress. One reason for this is the way that the teachers have worked hard to implement the national literacy and numeracy strategies consistently, helping pupils to build systematically on previous learning. All teachers have good subject knowledge in English and mathematics. This helps them to use questioning and intervention effectively to extend pupils' skills and understanding.
23. The teaching of pupils with special educational needs is very good overall. They are well supported in lessons by their teachers and support assistants. As a result they take a full part in all activities and learn well. There is a high level of expectation and activities are suitably structured and challenging. As a result the pupils work very hard. They are keen to succeed and they make good or very good progress. All procedures for these pupils follow the code of practice. The special educational needs coordinator liaises closely with support staff and class teachers to ensure that pupils have appropriate support in lessons.
24. In all lessons there are strong features that create a good climate for learning that encourage pupils to achieve highly and to have positive attitudes to learning. Teachers manage pupils well in an effective, pleasant and consistent way, while expecting and insisting upon high standards of behaviour. This is based on the very good relationships and mutual respect established between all adults and pupils. They value pupils' ideas and help them to develop their confidence and skills in articulating them. Good examples were seen of this in many lessons across the school. This means that pupils are keen to share their strategies, for example in a Year 4 mathematics lesson where the pupils were engaged in investigating capacity they shared their strategies with one another and readily learnt from their mistakes. Teachers brief and deploy classroom assistants and parent helpers well, so that their skilful support has a positive impact on pupils' learning. Teachers expect pupils to work hard and behave well. They help pupils to achieve this by creating a calm and purposeful atmosphere that is underpinned by good classroom organization. As a result, pupils listen well and settle quickly and sensibly to activities. Pupils show considerable interest in their work and concentrate well. This is because teachers choose relevant and stimulating activities that motivate them well.
25. In very well taught lessons teachers have very high expectations of what pupils can achieve and keep up a brisk and purposeful pace. This was evident in all classes in the school and in all subjects. Teachers gain a good knowledge of pupils' strengths and weaknesses from effective questioning and discussions in class. They put this to good use when planning subsequent activities. There are some very good examples of teachers making good use of the final part of lessons to help pupils evaluate their work. As a result pupils understanding of their own progress is secure.

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

26. The school provides a broad, balanced curriculum relevant to pupils' age and experience. A range of good quality learning experiences has a very positive impact on pupils' learning. All elements of the National Curriculum are met including those for religious education. There are effective links across the various subjects. In geography pupils study how people spend their leisure time while in history they study games, holidays and toys in the past. ICT is used to enhance curricular opportunities.
27. The school has effective strategies for teaching literacy and numeracy, which are reflected in the good achievement by pupils in these subjects. Planning and assessment using the QCA guidelines are good. There are policies for each subject area. A curriculum monitoring policy is in place, which ensures co-ordinators monitor classroom practice for each class in school within a given subject and provide feedback. The governing body has a curriculum committee, which considers policies and recommends them to the full governing body.

28. There is very good provision for personal, social and health education. The caring and supportive ethos of the school contributes to this, supplemented by planned timetabling of this subject. There are very good relationships between staff and between staff and pupils, which provide good role models. The school has a sex and relationship policy, a drug policy and a health education policy. Appropriate aspects of these issues are taught as part of good health topics. A series of lessons about relationships and the changes that occur in puberty are taught in year 4. The school also has a bereavement policy.
29. The provision for pupils with special educational needs is very good. All procedures for them follow the Code of Practice. Their needs are identified early, their individual education plans are well focussed, with manageable, academic or behavioural targets set and systematically reviewed. The co-ordinator liaises closely with support staff and class teachers to ensure pupils have appropriate support in curriculum areas as well as working with them in small groups on targeted aspects of their plans. A multi-sensory approach enables pupils with special educational needs to make good progress. The school is well supported by the Learning and Behaviour Support Services. A named governor has responsibility for Special Education Needs.
30. The school promotes equal opportunities throughout the curriculum. Policy documents include an equal opportunities statement. Care is taken to rotate withdrawal times for support for special educational needs and withdrawal for recorder lessons is planned to minimise the loss of direct teaching time. However there is some disruption to the lesson with the withdrawal and return of groups throughout the session. No gender issues arise as a result of teaching. Pupils work in mixed groups and extra curricular activities are available for all regardless of gender. Work is planned to meet the needs of the individual pupils.
31. There is a good range of extra-curricular activities on offer, some of which are for Key Stage 2 pupils only. All pupils learn to play the recorder. Opportunities are provided for pupils to play the violin and to learn French through French conversation lessons. There is a gym club for five-year-olds and over and football for years 3 and 4. Year 4 take part in a Shakespeare workshop followed by a visit to a children's production. All Key Stage 2 pupils have the opportunity to go on a residential visit during the Summer term. Some pupils have been involved in a dance project with the artist in residence and pupils at a local residential special school for children with severe and complex learning needs. Visits are made to the local Environmental Centre, the Agricultural Show, museums and the theatre.
32. Links with the community are well developed, particularly with the local church. The Rector visits regularly to take assemblies. The school shares with the church, a fund-raising day involving the whole village – Scarecrow Weekend. Many in the community join with the school in making scarecrows in a variety of roles, to display around the village and school. Members of the community, such as the local dentist are invited into the school to support aspects of the curriculum.
33. Good links with partner schools are established. There is close liaison with the on-site nursery. Nursery children use the school facilities and have lunch with the rest of the school. For the many children who enter the reception class from the nursery, it removes the anxiety of starting school. Pupils moving to the Middle school have a series of induction events including an induction morning. They take part alternate years in the Pyramid Arts Festival. The school is also liaising closely with the High School to benefit from that school's bid for Technology status. Students are received on a regular basis from Newman College, an initial teacher training college.
34. Overall the provision for pupils' spiritual, moral, social and cultural development is good. The provision noted at the time of the last inspection has been maintained. The provision for pupils' spiritual, moral and cultural development is good. The school has a spiritual and moral development policy. The emphasis on Christian values, the ethos of the school, the presentation of displays and a focus for worship in the hall, all contribute to pupils' spiritual development. Opportunities are provided for reflection when listening to music and stories, during religious education lessons and personal, social and health education lessons. When pupils sat in a circle

with their diva lamps and the teacher lit her diva lamp in the middle pupils were encouraged to reflect how the candle made them feel. One child said it made him feel special.

35. Pupils have a good understanding of right and wrong. There is a behaviour and discipline policy. Class rules negotiated with the pupils are on display in classrooms. There are clear reward systems for good work, good behaviour, helping others and being thoughtful towards others. Younger pupils eagerly place their table's coloured teddy in the jar when praised for sitting quietly on the carpet. Pupils work collaboratively, take turns and have a respect for living things. Pupils were upset when the teacher cut the leaves off her plant as part of their science experiment. In personal, social and health education lessons, pupils reflect on how they can make someone who is special to them happy, and occasions when they have made that person sad.
36. Older pupils learn to recognise persuasive arguments to do something they do not want to and how to be assertive enough and use the right words to say no. Pupils take responsibility on a daily basis for helping within the class.
37. The provision for pupils' social development is very good. Pupils' social development is enhanced by very good opportunities to work together, share and to take turns.
38. The school has a multicultural education policy statement. Cultural awareness is taught through the ethos of the school, valuing the individual whatever race, creed or colour, through art, music and religious education. In religious education pupils become aware of other cultures and beliefs through studying Judaism at key stage 1 and Hinduism at key stage 2. In geography pupils become aware of other countries and cultures when studying the news from other countries such as volcanic eruptions or the disastrous mudslide in El Salvador. The school celebrates major festivals of other faiths such as Divali and celebrated harvests across the world. Visitors from Peru have talked to the pupils about the country and culture of Peru and have brought in artifacts to show them. Books and pictures reflect people of different faiths or people from different cultures.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The steps taken to ensure the pupils' welfare, health and safety are good. The teachers know their pupils well, recognise their needs and give them good support and guidance. The school has a good health and safety policy. Safety inspections of the buildings and grounds are carried out twice per year. Action is taken on any concerns, where possible. The school nurse visits once per term to carry out medicals and to speak to the pupils. Hearing tests are carried out termly. There are three qualified first-aiders on the staff and there is a well-equipped medical room. All accidents or injuries are recorded and parents are informed of any head injuries. Fire drills are held half-termly and a fire risk assessment has been done.
40. The school has an appropriate child protection policy. The deputy headteacher is responsible for the implementation of the policy and has received the necessary training. All staff are regularly made aware of the procedures to adopt if they have any concerns.
41. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. The personal development of the pupils is monitored by their class teachers. A reference is made to the pupil's personal development in the pupil's annual report but no formal records are kept. Pupils in Years 3 and 4 do have lessons in personal, social and health education that contribute to their personal development.
42. The school's procedures for monitoring and improving attendance are satisfactory. Attendance is monitored by the class teachers, the school secretary and the headteacher. If there are any concerns about attendance or punctuality the parents are spoken to. The educational welfare worker comes into the school as and when necessary. There are no incentive schemes to improve attendance or punctuality.



43. The schools' procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a discipline policy and a behaviour policy, which contain a suitable range of rewards and sanctions to encourage good behaviour. The need to have two separate policies is not clear. The school believes appropriately that pupils respond better to praise and encouragement rather than to a reprimand. There is an effective anti-bullying policy. Any incidents are recorded in the Incident Book. They are dealt with properly and swiftly. Parents are involved, where necessary. Parents are generally happy that incidents of bullying are dealt with appropriately.
44. In the previous inspection report it was stated that the school is a secure, happy environment and good guidance and welfare were provided. There were effective child protection measures in place and an anti-bullying policy. This is still the case.
45. Procedures for assessment are very good. Assessment data is analysed carefully and the information is used to inform strategic planning and the provision made for pupils in lessons. This is an improvement on the findings of the previous inspection. For example it is used to identify aspects of subjects that need to be further developed and to set targets for individual pupils. Samples of work are collected for all subjects where work is recorded and these are used to support teachers' assessments of the work of individual pupils. Assessments in music are carried out before the pupils transfer to middle school at the end of Year 4.
46. Assessment strategies for children in the Foundation Stage are used very effectively to guide the provision of appropriate activities for different groups of children and to set targets for individuals. The school also uses assessment well to identify pupils with special educational needs. These pupils are regularly assessed against the targets in their individual education plans and new targets are set for them. Overall, pupils with special educational needs make good and sometimes very good progress.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. The parents' views of the school are generally good. The information provided by the school for the parents is satisfactory. Weekly information letters are sent out and good use is made of the parents' notice board. The headteacher and deputy headteacher meet all parents before their children start school. There is an induction meeting and an information booklet is provided. At the beginning of each academic year parents are given information about what will be covered in their child's curriculum in the coming year. Also at the start of each term parents are told of the areas that topics will cover and are given numeracy targets. Each pupil has a home/school or reading diary, that acts as a line of communication between school and home.
48. There are three opportunities for parents to discuss their child's progress with the class teachers. Information evenings are held on curriculum matters, like reading, mathematics and SATS. Parents are invited into school at the beginning of the school day to hear pupils read and to help with other activities.
49. The impact of parental involvement on the work of the school and the contribution of parents to the pupils' learning at home are good. Parents and grandparents are encouraged to work in the school and over thirty take this opportunity on a regular basis, which is a big assistance to the work of the school.
50. The Parent Teacher Association (PTA) is very active, organising fund raising and social events. Among many other activities they participate in the local Scarecrow Festival. The funds they raise are used to buy books, equipment and computers, pay for French and recorder lessons and coaches for trips out. Parents also collect vouchers to obtain resources for the school. The PTA is also used as a platform for ideas and improvements. The home/school agreement was developed in consultation with parents and has been signed by most of them.

51. The responses to the parents' questionnaire, prior to the inspection, were mainly positive but some concerns were expressed. A significant minority of parents did not think they were well informed about how their child was getting on and did not think the school works closely with parents. The pupils' annual reports cover all subjects but in the non-core subjects they do not always tell parents what their child knows, understands and can do and very few targets for improvement are given. The inspection team concluded that the information and the effectiveness of the links with parents were satisfactory overall.
52. A significant minority of parents did not think that their child received the right amount of homework. The school does have a homework policy which is shared with parents. The provision of homework is inconsistent across the classes and the monitoring of its provision is not clear. The inspection evidence shows that the provision of homework is satisfactory overall.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The overall leadership and management of the headteacher and key staff are very good. There has been a very good response to the key issues identified in the previous report. This together with the successful introduction of the national literacy and numeracy strategies and the increasingly effective use of performance data has contributed to the improved standards and good achievements of pupils.
54. The headteacher continues to provide effective leadership. The management of the curriculum has improved since the time of the last inspection. There is a clear and shared sense of direction in the work of the school, clearly and successfully focused on raising standards and improving the quality of teaching and learning, while maintaining the high level of care and support for its pupils. This has been brought about by a number of factors including very good induction procedures for staff who are new to the school including newly qualified teachers and further improvements in the informed and very active involvement of the governing body. The mentor system for the newly qualified teacher is highly effective in ensuring that she has the correct level of support to enable her to settle in to her career and continue her professional development. The whole thing is underpinned by the very good relationships engendered by the headteacher that contribute to the commitment and willingness of all to ongoing improvement. There have been a number of staff changes since the last inspection and the new staff have gelled together as a team and share the common goal of continuing improvement. The school's provision for special educational needs is very well managed. The coordinator liaises closely with support staff and class teachers to ensure that pupils have appropriate support in curriculum areas as well as working with them in small groups on targeted aspects of their individual education plans.
55. The clearly stated aims of the school are very evident in its policies and procedures and promoted consistently by all staff in its daily life and work. There is a strong emphasis on mutual respect, care for others and on enabling pupils to achieve their best. This is reflected in the very good provision for pupils with special educational needs and the particular emphasis placed on personal, spiritual, moral and social education. Its effectiveness is evident in the good personal development of pupils their good behaviour and attitudes to learning, but above all in the very good relationships between all members of the school community.
56. The headteacher is well supported by her deputy. The roles and responsibilities of the staff have been clearly defined. The co-ordinators for literacy and numeracy have worked very hard and successfully to ensure the effective use of the national strategies. In this way they make a significant contribution to the improving standards. The leaderships and management of special educational needs is good, with an experienced and well qualified team enabling very good provision that helps pupils to achieve well. Most subject co-ordinators are new to their roles and have made a very good start. They are providing good support for their colleagues and are building up resources and guidance. However, their roles are about co-ordination and not management. There is a need to extend the role of the co-ordinators so that they take on more of a management function and are responsible for the financial aspect of the areas. In this way they can contribute to ensuring value for money.

57. A further reason for the school's success is the structured programme for monitoring teaching that has been put in place by the headteacher in response to the previous inspection report. This enables her to have an overview of standards across the school and the effectiveness of the national strategies. A factor in the improving standards in the school has been the effective development in the use of performance data. This has already led to successful action to target writing to ensure that all pupils make good progress and achieve well. All teachers are involved in setting targets for their pupils and to track progress against these so that additional help can be given when appropriate.
58. Governors are committed, well organised and very supportive of the school. They carry out their responsibilities and fulfil their role as critical friends well. They have a well-organized programme carefully linked to the school's current priorities. They are actively involved in monitoring and evaluation. However the annual governors' report to parents does not contain all the required statutory information.
59. The school development plan is a comprehensive document. All staff and governors are fully involved in the process and the plan is displayed so that everyone can see progress towards the targets identified for the year. The planning cycle is appropriate with a full review of the plan-taking place in the Spring Term.
60. Financial planning is good. The governing body prioritises its spending decisions based on improving the educational standards of pupils. The efficient administrative officer ensures that information is readily available for the headteacher and finance committee so that finances are kept in good order and costs easily determined. Budget expenditure is monitored regularly and good use is made of specific grants, especially to support the induction of the newly qualified teacher. The school ensures that they apply the principles of best value when buying resources or renewing contracts. The school is increasing in size and the governing body are aware that if the school is going to increase to a single form of entry building work will be required to ensure that the classrooms are large enough to accommodate full classes. With this in mind they are carrying forward a larger than normal surplus at the end of each financial year.
61. There is an appropriate number of suitably qualified teachers to meet the demands of the curriculum. There is a good number of talented classroom assistants who make a positive contribution to children's learning. Overall, accommodation and resources are satisfactory. The spacious and attractive grounds enrich the curricular provision for pupils while inside attractive display show pupils how their work is valued and contribute to the stimulating and inviting environment. However, a limited library facility means that older pupils are not developing independent research skills.
62. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is slightly above average. The attainments of the children on entry to the school are broadly average. By the time the pupils leave the school at the age of nine their attainments are above average and they achieve well. The quality of education including the quality of teaching is good. The school promotes good attitudes and achieves good standards of behaviour. Provision for personal development is good. Taking all of these factors into account the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further.
- (1) Review management responsibilities to ensure that curriculum co-ordinators develop a whole school overview by: ( paragraph 56 )
    - Enabling co-ordinators to monitor and teach in other classes in the school.
    - Delegating financial responsibility for the curriculum.\*
  - (2) Improve the quality of information in the pupils' annual written reports by: (paragraph 51)
    - Ensuring that it is clear what the pupils know, understand and can do in all subjects of the National Curriculum.
64. In addition to the above, the following points for development should be considered for inclusion in the action plan:
- ◆ Review the homework procedures and practices (paragraph 52 )
  - ◆ Improve the punctuality of pupils at the start of the school day.(paragraph 42)
  - ◆ Ensure that all statutory information is provided to parents in the governors' annual report to parents (paragraph 58)

\* Included in the school's development plan

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	17	3	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	91
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	6	7	7
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (80)	100 (80)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	7	7	7
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (80)	100 (95)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

**Teachers and classes****Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	17.5
Average class size	22.8

**Education support staff: YR – Y4**

Total number of education support staff	3
Total aggregate hours worked per week	45

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1999 -2000
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	£
Total income	215640
Total expenditure	209416
Expenditure per pupil	2159
Balance brought forward from previous year	28541
Balance carried forward to next year	34765

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	180
Number of questionnaires returned	83

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	5	0	0
My child is making good progress in school.	47	27	10	7	10
Behaviour in the school is good.	42	41	6	0	11
My child gets the right amount of work to do at home.	32	39	17	6	6
The teaching is good.	45	30	4	7	14
I am kept well informed about how my child is getting on.	19	42	22	14	2
I would feel comfortable about approaching the school with questions or a problem.	54	28	5	14	0
The school expects my child to work hard and achieve his or her best.	56	31	8	2	2
The school works closely with parents.	38	32	13	12	5
The school is well led and managed.	50	31	2	14	2
The school is helping my child become mature and responsible.	39	46	4	3	9
The school provides an interesting range of activities outside lessons.	32	46	14	5	4



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

#### **Foundation Stage**

65. The children enter the reception class at the beginning of the year in which they become five. They have wide ranging abilities, but overall most are at the expected levels. There are good induction procedures in place. The majority of the children have attended the nursery which is run in the school but funded and organised separately. The children have the opportunity to visit the reception classes before beginning their formal education. An appropriate range of meetings is held with parents As a result the children settle well into school.
66. Teaching in the Foundation Stage is good across all areas of the curriculum. In Communication, Language and Literacy and Creative Development it is very good. This is an improvement since the last inspection. The teachers plan rich learning experiences for the children that fully reflect the requirements of the Foundation Stage Curriculum. Appropriate assessment strategies are used effectively to inform grouping and individual target setting. There are high expectations of the children. They are encouraged to work independently when appropriate. This has a positive impact on their personal, social and emotional development. The management of the children is very effective. Discipline that is pleasant but firm, is understood by all the children and has a positive effect on behaviour and relationships. Activities are well matched to the needs of different ability groups, while formal sessions involving, for example, literacy and numeracy, are well managed and proceed at a lively pace. The teachers and the classroom assistant have a very good understanding of the needs of young children. As a result of the good and very good teaching the children's attitudes towards school and their tasks are very good. They are keen to contribute to discussions and are enthusiastic about their activities.

#### **Personal, social and emotional development**

67. The high regard the school has for children's personal, emotional and social development has been maintained since the previous inspection. The quality of teaching is good. The children have established very good relationships with their teachers and with other adults who work with them. They have frequent opportunities to share and co-operate, for example, while playing mathematical games and using construction toys. The children are encouraged to be self-confident. Their views are listened to and respected. Adults in the school provide very good role models. School routines are well established. Aspects of the curriculum such as speaking and listening activities in Literacy support the children's personal, social and emotional development. Many of the children are already achieving the early learning goal and most will do so by the end of the year. A significant proportion is likely to exceed it.

#### **Communication, language and literacy**

68. The children have frequent opportunities to discuss and debate. As part of their current topic, for example, they talk with confidence about the changes made to materials when they are immersed in water. When responding to searching questions from their teachers and support assistant they articulate their thoughts well and listen with due courtesy to the views of others. Good use is made of the listening and music centre for listening to both stories and tunes. The children have a good understanding of the vocabulary associated with books. They know, for instance, that the illustrator is the person who provides the pictures. Most have a good knowledge of initial letter sounds and initial blends and can use this along with an appropriate sight vocabulary of key words to support their reading of simple texts. Several of the children enjoy non-fiction as well as fiction books and many have a real enthusiasm for reading. All of them appreciate that print carries meaning and are at various stages of beginning to write A significant proportion can form some letters correctly in a regular size with suitable spacing. The more able

children are beginning to use their phonic skills to write simple sentences. Most of them will achieve the early learning goals by the time they leave the Foundation Stage. Some are currently exceeding them already. The quality of teaching in communication, language and literacy is very good. This is an improvement since the last inspection.

### **Mathematical development**

69. The quality of teaching in mathematics is good. The teachers provide a wide range of activities to support the children's mathematical development and consequently they make good gains in their learning. This is an improvement since the last inspection. The children have a good understanding of concepts such as bigger than and smaller than. Most can recognise numbers to twenty. They can count backwards from twenty and the majority can subtract two from numbers up to twenty using the hundred square as an aid. The more able children do not need to use the hundred square. The majority of the children are able to write number stories e.g.  $9-3=6$ ,  $9-6=3$ . Most can add and subtract fluently numbers up to ten using apparatus. Most can count on well beyond ten and recognise double-digit numbers. They have a good understanding of capacity. Most will achieve the early learning goals by the time they reach Year 1

### **Knowledge and understanding of the world**

70. Good teaching means that the children experience suitable learning opportunities in this area. The children use the computer to make pictures. They show increasing control of the mouse. The computer is also used to support work in mathematics. When using the mathematics programme the children demonstrate very good control using the mouse to move correctly numbered bars to complete number sentences. The children can observe and talk about the changes made to materials when the latter are put in water. They can talk about the changes that are happening to tadpoles from when they were eggs to growing tails to moving around. They understand the conditions that seeds need for growth such as water and light. Overall they achieve well in this area of learning and are well on course to meet the early learning goals by the end of the current school year. The good provision found at the time of the previous inspection has been maintained

### **Physical development**

71. The children are making good progress in their physical development and are on course to meet the early learning goals by the end of the school year. This is an improvement since the previous inspection. When moving to music they show awareness of space. They move in time to the music and show a good sense of rhythm. Their movements are well co-ordinated and imaginative. Lessons provide the children with opportunities to recognise the changes that happen to their bodies when they are active. The quality of teaching in physical education is very good.

### **Creative development**

72. Very good teaching leads to a wide range of activities in this area and again most children will reach the required standard by the end of the school year. The children use a range of media including, paint, chalk, crayon, pencil and material to fashion two and three dimensional objects. They create effective collages of water scenes using a variety of textiles and pulses. They sing with enthusiasm and use untuned percussion instruments to explore tempi and dynamics. The area of creative development has improved since the previous inspection.

## ENGLISH

73. Standards in both key stages across all aspects of literacy are high. Standard test results for the year 2000 indicate that reading and writing are well above the national average. When compared with schools in similar contexts the school's performance in the reading tests was above average and the school's performance in writing was well above average. Although there has been some fluctuation in the trend; reading and writing standards have risen since the last inspection. Small cohort sizes mean that there can be year to year variations in average national curriculum results.
74. Lesson observations and an analysis of pupils' work indicate that pupils are exceeding national expectations in reading and writing both at the age of seven and at nine when the pupils leave the school.
75. Pupils' attainment on entry is mainly in line with the national average, therefore pupils are making good progress. There is very good provision for pupils with special educational needs in literacy. They are identified early, specific difficulties diagnosed, and support provided both in the class and in small withdrawal groups. They are well integrated into the class, achieve well and make good progress. There are no marked differences in the performance of boys and girls. Additional literacy support is also given to some pupils who do not have special educational needs and this has a positive impact on their progress.
76. Pupil's attainment in speaking and listening is good in both key stages. Pupils listen carefully to teachers, other adults in the classroom and each other. They respond to questions appropriately in lessons. Younger pupils are confident in talking about their own experiences and explaining what they have learnt during the plenary sessions at the end of lessons. Older pupils are developing an understanding of persuasive language and assertiveness. In role-play situations they work with a partner to practise arguing for and against certain actions. Pupils are developing appropriate vocabulary to use. In assemblies they have opportunities to act out different roles.
77. Home school links are good in reading. Pupils take books home on a daily basis. Their reading record books show the variety of books read and the frequency with which pupils read. Teachers, parents and older pupils comment on achievements. Teachers keep good records and set appropriate targets for pupils to attain. Able pupils and average ability pupils in key stage 1 are able to read independently at their level, use a variety of cues and are acquiring a basic sight vocabulary. Lower attainers use initial letter cues and use the context when reading unfamiliar words. The sharing of Big Book texts encourages less confident readers to tackle new words and reinforces key words and phonic knowledge.
78. In Key Stage 2 able pupils read fluently, accurately and with understanding. Average ability pupils read with reasonable confidence; take note of most punctuation and self correct with some help. Both groups are able to talk with understanding about what they have read, predict what might happen next and discuss the traits of different characters. There is good support for pupils with special educational needs, they make good progress. The good teaching of letter sounds and blends, the focussed teaching in group reading and the regular reading of individuals to adults impact on the good progress pupils make in reading
79. The school library provides a useful resource. Pupils are developing library skills, but these could be developed further. Pupils' knowledge of how to find information books in a subject index or use colour coding, numbers or labels to find books is variable in both key stages. Pupils' knowledge of how to use a dictionary, contents and index is more secure with able pupils using a thesaurus with confidence.
80. Presentation of written work is of a high standard in both key stages. Pupils learn to join letters from the beginning of Key Stage 1 and from year 2 upwards the majority produce cursive writing with well-formed letters. Lower attaining pupils are not as successful with this. Teachers have high expectations for pupils' work ensuring it is all dated, finished and consistently marked. This is a significant improvement since the last inspection. Teachers use constructive comments to inform and use praise to reward and encourage. Well structured and differentiated teaching of spelling

with the emphasis on phonic blends and strings and the acquiring of key word spellings promote good progress.

81. Pupils in both key stages have a wide range of writing experiences, including stories, poems, plays, character descriptions, reports, letters, and writing for other areas of the curriculum, such as science, history and geography. Pupils are developing their computer skills in writing across the key stages. They learn to key in text in Key Stage 1, and progress to more advanced word processing skills in year 4.
82. In Key Stage 1 able pupils write imaginative stories with good descriptions, and use complex sentences. Stories show an originality of writing, for instance beginning with, 'Imagine if...'. They use a variety of connectives such as 'that night', the 'next day' and 'suddenly', they show an understanding of character traits. There is a consistent use of full stops and capital letters and pupils are starting to use speech marks. Average ability pupils' writing does not show such extended vocabulary and spelling is not as accurate. The few lower attaining pupils are not using full stops and capital letters consistently, handwriting is not always well formed and key words not always spelt accurately. Overall, however, standards in writing exceed national expectations.
83. All pupils in Key Stage 2 are developing an understanding of grammatical terms such as verbs, adverbs, nouns, adjectives and synonyms with older pupils learning about compound words and adverbial clauses with accurate connectives. Pupils show evidence of planning. Able pupils write extended pieces of work, with paragraphs, speech marks, imaginative descriptions and extensive vocabulary. Examples of this are the Fantasy Adventure Stories written by year 4. They adopt an appropriate style for different audiences as when reporting on Jesus' birth. Pupils of average ability are developing the use of paragraphs and write stories and accounts of events well. Lower attaining pupils can develop their ideas in sequential sentences but not always using capital letters and full stops consistently. Pupils with special educational needs can use their imagination and write sentences with support. They use ICT working with Word Shark – a programme based on the national literacy strategy containing all key words and phonic work that supports their learning.
84. Teaching of literacy is good overall with examples of some very good teaching. Lessons are very well prepared, the teachers plan effectively and demonstrate good subject knowledge. They have good questioning skills and these are used well to extend and challenge pupils. In the best lessons teachers carefully match tasks to pupils' abilities. Support assistants are very well deployed by teachers and make a significant impact on pupils' learning. There is a strong emphasis on target setting and teachers track pupils' progress effectively. Plenary sessions are used well by teachers to reinforce learning and celebrate achievement. Teachers keep good records and have clear procedures for assessment.
85. Pupils' attitudes to the subject and their behaviour in lessons is good. The majority of pupils demonstrate good levels of concentration and motivation. They are enthusiastic and able to work independently and collaboratively in groups or with partners.
86. The national literacy strategy has been established very well with classes reorganised to ensure the subject is taught in specific year groups rather than mixed age classes. The policy for English is satisfactory but could specify more clearly how certain aspects of literacy are developed, for example speaking and listening skills. Monitoring of planning and teaching has been undertaken and feedback given. Samples of work are collected for the school portfolio including representative sample for able, average and lower attaining pupils. The coordination of English is satisfactory.

## MATHEMATICS

87. The National Curriculum tests for seven year olds in the year 2000 show that pupils attained well above average standards in comparison with schools nationally and with similar schools. The results in mathematics have shown steady improvement over time. In 1999 the results showed a slight dip but year on year comparisons are difficult owing to the small numbers of pupils taking the tests each year. Over the last three years the school's performance has exceeded the national average. Inspection findings are consistent with the year 2000 test results at seven and at nine when pupils leave the school. Pupils attain standards that are above the national expectations for their ages. This represents an improvement since the last inspection.
88. The school has introduced the National Numeracy Strategy successfully and this has helped to ensure the continuity of curricular provision that was a weakness identified in the last inspection report. Scrutiny of pupil's work from both key stages indicates that they follow a well balanced curriculum across all aspects of the subject. Planning throughout the school follows a consistent pattern. Introductory sessions have a brisk pace, involve all pupils and engage them in activities that sharpen thinking. For example, pupils in Year 4 demonstrate their sound grasp of a variety of mathematical terms such as multiple, doubling, halving, quartering and of mental operations related to finding the number that is half or quarter of the original. In Year 3 the children worked co-operatively using single digit numbers to create the largest three digit number possible. They selected a single digit number randomly and had to decide in their groups in which column to place their digit in to make a bigger number than their teacher. The challenging activities, the emphasis on practical tasks, the element of competition and the good match of work to pupils' needs all contribute positively to the good standards of teaching and learning in both key stages.
89. In Key Stage 1 pupils develop a good understanding of the number system by using practical aids such as number lines and hundred squares. They order numbers successfully and some higher attaining pupils show increasing awareness and understanding of place value and are beginning to use this in mental calculations. They can count forwards and backwards in twos, fives and tens. They can identify even and odd numbers and understand the meaning of doubling and halving. This is because teachers give very good oral guidance and demonstrations that inspire pupils' interest by helping them to find number patterns.
90. Another weakness identified in the previous inspection was the lack of consistent development of pupils' investigational skills. The school now places a suitable emphasis on the development of these skills in all age groups. In Year 4 pupils were set an investigation to do with capacity. The work was planned well to ensure that all pupils were able to make progress.
91. The effective provision and deployment of classroom assistants helps pupils with special educational needs to make good progress and to enjoy all mathematical activities. Careful planning and the use of open-ended questions ensures that higher attaining pupils are appropriately challenged.
92. Throughout the school the quality of teaching was never less than satisfactory. This is an improvement since the previous inspection. In Key Stage 1 the quality of teaching ranges from satisfactory to very good. In Key Stage 2 the quality is very good. Teachers throughout the school have high expectations for pupils achievements. Teachers value all contributions from pupils with respect and praise effort appropriately. This leads to pupils having good and often very good attitudes to the subject. Their interest, enthusiasm and high levels of concentration contribute significantly to the pace of learning and their good levels of achievement. Pupils listen attentively to teachers, discuss their work and with help begin to articulate their thinking using correct mathematical vocabulary.
93. The subject co-ordinator has made a positive impact on the quality of teaching through her effective management of the subject. She has monitored lessons, teachers' planning and pupils' progress. The assessment of pupils' attainment and progress is good overall with careful monitoring of pupils' attainment in relation to targets that have been set for them. Analysis also indicates that there is no significant difference between the performance of boys and girls. The

school uses commercial schemes and other materials appropriately to support its work in mathematics. Computers are used to support learning in the subject but this is an area that requires further development.

## SCIENCE

94. In comparison with the national average, the schools performance in Science Teacher Assessments is very high. During the inspection, lesson observations and an examination of pupils' work confirmed that standards in science are well above average across both key stages. Improvements in the standards of work, together with the good development of pupils' investigative skills and understanding of scientific processes, indicates that very good progress has been made since the last inspection. There are no significant differences in the performance of boys and girls. Pupils with special educational needs are integrated well into the classes and achieve well.
95. Key stage 1 pupils investigate how strong different types of paper are and whether sounds are quieter further away. They learn about their body parts, how they move, eat and drink. They have discovered the properties of different materials, what changes occur when you heat materials, such as the changes in bread when it is toasted. When planting seeds, the pupils discuss the best conditions for growing plants. They identify warmth, light, water and the amount and type of material in the plant pot. Able pupils achieve well. They show a good understanding of scientific vocabulary, are able to predict accurately and identify ways an experiment could be fair and safe. They learn to use simple equipment. Average ability pupils are developing these skills but they are not yet as secure or consistent. Lower attaining pupils and pupils with special educational needs find difficulty with some investigative work. They can complete a chart, identify properties of some materials but need support to maximise understanding. Extra classroom assistant time is made available for years 1 and 2 during science lessons which has a positive impact upon achievements of the pupils.
96. In Key Stage 2 pupils observe carefully, collect information and record their observations in a variety of ways, using graphs, tables, diagrams, drawings and writing up experiments with conclusions. The pupils use computers to make tables and graphs and to write up their experiments. They have investigated forces, experimented with different surfaces to test high and low friction, worked with electrical circuits and identified properties of solids and liquids. Younger pupils know the names of various parts of a plant; they know plants take in water through their roots and that roots help a plant to be stable. They offer suggestions as to how they could test whether a plant needs leaves in order to grow.
97. Older pupils understand the meaning of habitat and can identify the conditions needed in a habitat for creatures to live successfully. When investigating different habitats in the school's pond and surrounding areas they handle creatures very carefully, show respect for living things and use appropriate vocabulary to describe their findings. Able pupils understand how to make a test fair, what they think will happen next and what needs measuring. They can research for information about different creatures, identify those they think are invertebrates and explain what that means. Average ability pupils are developing the same skills, knowledge and understanding but not as consistently and with varying degrees of success. Lower attaining pupils do not fully understand how to make a fair test and their knowledge and use of scientific vocabulary is more limited but they are given appropriate levels of support to develop their learning.
98. Overall the teaching of science is very good. Teachers have good subject knowledge and plan their lessons very carefully. They make very good use of the school's environmental areas, which provide a very good resource for the science curriculum. Lessons have clear learning objectives and teachers are able to enthuse pupils and provide interesting and varied opportunities for discovery. Teachers have very good questioning strategies, which develop pupils' thinking, and problem solving skills. This has a positive impact on pupils' learning and contributes to the high

standards in science. Pupils' attitudes are very good; they behave well, listen well and concentrate on tasks. They co-operate and work collaboratively.

99. There is a recently updated science policy. The school uses the QCA guidelines effectively to plan work. Assessment of progress is continuous with teachers keeping notes and observations in class record books. The co-ordinator monitors plans and collects samples of pupils' work for the portfolio. Classroom practice has also been monitored and teachers given feedback.

## **ART AND DESIGN**

100. It was not possible to see any lessons during the inspection week. However evidence from discussions with staff, scrutiny of planning, displays and work in portfolios indicate that the majority of pupils exceed the expected standards for their age both by the end of Key Stage 1 and by the age of nine when the pupils leave the school. Pupils, including those with special educational needs make good progress as they move through the school. All pupils are achieving appropriately. This is in line with the findings of the last inspection report.
101. In Year 1/2 the work on display shows that pupils use paper and various threads to investigate weaving. Their work is neat and well presented. Work throughout the school demonstrates skills in using a range of media and materials. Work in portfolios shows that the pupils are aware of the need to mix colours to obtain the correct shades of paint. In Key Stage 2 the pupils use a range of materials to produce collages of a good standard. The work in the portfolios and on display around the school show that the pupils take a pride in their work and they have good skills particularly of observational drawings. Work around the school is provided by all classes and shows progression in skills throughout the school. The work also demonstrates that ICT is used to support work in art and design.
102. It was not possible to see any teaching and therefore it is not possible to make an overall judgement on its quality but the scrutiny of work and planning shows that the teachers plan their lessons carefully and the outcomes are good.
103. The co-ordinator has only been in post since February but she has made a very good start in her co-ordination role. She has begun to collect samples of work to show levels of achievement, she has worked hard to ensure that the scheme of work takes account of the QCA guidance, meets the requirements of the revised curriculum and helps the pupils to develop their skills systematically. She has begun to monitor standards through looking at displays and teachers' planning. She has produced a thorough action plan and has a good view of what needs to be done to develop the subject. Coordination of the subject is good.

## **DESIGN AND TECHNOLOGY**

104. Design and Technology is planned in blocks each term, alternating with art and design. During the week of the inspection only one lesson was observed. Evidence examined in samples of pupils' work, displays and photographs indicates that the pupils exceed the expected standards for their age, both at the end of Key Stage 1 and by the age of nine when the pupils leave the school. The good standards identified at the time of the previous inspection have been maintained. The school uses the QCA guideline scheme of work, which provide for continuity and progression. Extra adult help is provided to support pupils with special educational needs in years 1 and 2.
105. Key Stage 1 pupils have made moving pictures using levers and paper fasteners to provide moving joints for Humpty Dumpty. They have opportunities to evaluate their design, considering whether their design worked, how they could make it better, and what would they change. Pupils have designed vehicles using a simple design sheet. They have made paper models using fasteners to attach wheels and constructed 3-D models with wheels, axles and different sized boxes to create appropriate shapes. They painted their vehicles and added different decorative finishes.

106. Key Stage 2 pupils are able to identify the need for stability in objects. They disassemble and evaluate the components of photograph frames. With a partner, pupils note down information about the features of the frames, their appearance, how they stand up, who would use them. They take the photographs out of the frame and decide how easy or difficult this is. They learn the function of the various parts; for instance that glass protects the photograph, clips hold it in place and to what extent the stand gives it stability. The very good questioning skills of the teacher encourage pupils to observe carefully and develop their problem solving ability. Pupils have a positive attitude to the task, collaborate and work well together. The provision of a wide range of different frames enabled pupils to make informed judgements about the success of the designs.
107. Pupils have designed packaging. They have made packets for their own new cereals. They have learnt that packaging protects the contents, displays the contents and gives information. Older pupils have designed and made storybooks with moving parts for a particular purpose. The books show a variety of ways of moving, such as flaps, levers, and slides. The audience and purpose were considered. The storybooks were finished with different designs on the front, laminated and evaluated by the audience for whom they were made, that is, the children in the reception class. Pupils have made moneyboxes out of clay with a variety of decorative designs.
108. Teaching observed was good and lessons are well planned. Teachers inform pupils of safety issues in the classroom although the policy for design and technology does not include any safety issues connected with the subject. The coordinator monitors the planning and collects samples of work or photographs for the portfolio. Teachers assess work and include comments in the class teachers' records. The class teachers carry out monitoring of standards. No monitoring of class practice has yet been undertaken. However it is included in the school development plan.

## **GEOGRAPHY**

109. Pupils' attainment in geography by the end of Key Stage 1 exceeds the national expectations. All pupils achieve well. In the cycle of planning for key stage 2, geography takes place later in the term, so no geography lessons for these pupils were observed during the inspection. Judgements are therefore based on the scheme of work, samples of children's work, wall displays and discussions with staff. On this limited evidence, indications are that standards at key stage 2 are in line with those expected nationally and pupils' are achieving appropriately. Standards since the last inspection have been maintained in Key Stage 2 and improved in Key stage 1.
110. Pupils at key stage 1 are developing their sense of place in relation to home and school. They draw their route from school to home and place on their map features they pass on the way. They build on previous homework where pupils had observed features or landmarks as they walked their route home. Able and average ability pupils are developing a knowledge and understanding of geographical vocabulary such as, map, route, directions, landmarks and/or features. The majority of year 2 pupils can describe and draw their route to school and sequence the features they pass. Lower attaining pupils and those with special educational needs have difficulty sorting out left or right hand side and sequencing directions. The good questioning strategies of the teacher have an impact on the pupils' learning. This helps to develop an understanding of geographical terms and encourage observational skills.
111. Pupils in both key stages have studied how people spend their leisure time. They have used ICT to produce graphs of different activities, and drawn plans with a key. Key Stage 2 pupils have identified oceans and continents on a world map. They have located cities in the United Kingdom with and without using an atlas. Pupils have also studied volcanoes. Cross-curricular links are evident in the local history topic where pupils use a map of Belbroughton and identify photographs and buildings located on the map. "What's in the News' topic provides good opportunities for pupils to identify other countries in the world and find out more about their specific geographical features. Examples of this are the mudslide in El Salvador and the earthquake in northwest India. Pupils have devised a research chart for their geographical topic.



112. Teachers plan very well and use resources and subject matter that are relevant to the pupils' own experience. Pupils have a positive attitude, are enthusiastic and achieve well. Pupils with special educational needs are given appropriate help. The school has good resources for the teaching of geography. In the geography policy these are clearly listed, together with their location. The co-ordination of the subject is satisfactory. The coordinator monitors planning and a sample of work of a pupil of high, average and low ability retained each year for each year group. On-going assessments are recorded in the class teachers' notebook. This provides good information for the advancement of this subject.

## HISTORY

113. There were no lessons observed in history in key stage 1 during the inspection. However scrutiny of planning, samples of pupils work and discussions with staff indicate that all pupils including those with special educational needs are achieving well. At Key Stage 2 lesson observations, samples of pupils' work and teachers' planning indicate that by the end of year 4 pupils have made good progress and standards exceed national expectations. This represents an improvement since the last inspection.
114. Key Stage 1 pupils show an awareness of the past. They study 'At the Seaside' then and now. They are aware that people wore different clothes, used different methods of transport and played different games. However they are also aware that some things have remained the same such as Punch and Judy and donkey rides. Pupils have learnt about Florence Nightingale and thought about questions they might want to ask her. They are starting to develop research skills and try to answer some of their questions from her picture. Able pupils are able to pose questions about the past and try and answer them from resources provided by the teacher. They are able to make statements about what people had and did in the past and compare this with now. Average ability pupils are developing these skills.
115. Pupils in Key Stage 2 are developing their analytical and observational skills and making deductions from physical evidence. They examine the plans and elevations of the original school building, old and new photographs of the school. They are able to say how the school has been modified and why. They identify that the chimneys have been removed because the school now has central heating and no longer requires heating through open fires. Pupils notice that the plans show separate boys and girls playgrounds with a wall down the middle!
116. Areas studied include family trees, Victorian proverbs, and poor children in 1840. Able pupils compare children's games now and 100 years ago, identify games still played now and the materials from which games equipment would have been made then. All pupils show an understanding of how poor children lived in 1840. Lower attaining pupils describe children working long hours, rather than making comparisons. One pupil writes 'There were lots of servants who got very tired.'
117. Teachers plan well, make very good use of the local environment and use first hand evidence as well as secondary sources. Pupils are enthusiastic, explain their findings and cite the relevant evidence. The school has close links with the local History Society. A "Victorian Toys and Games Day" was held with the support of the 'Folk in Education' organisation. A local resident came into school to talk about holidays by the seaside in the past. The school was highly commended in the 2000 Millennium Local History competition.
118. The QCA schemes of work are used to structure the history curriculum and to provide continuity and coverage. They are being implemented over a period of time and modifications made where necessary. Cross curricular links are made with other subjects such as geography and ICT where appropriate. The subject has a good policy document and is well led. The co-ordinator monitors plans and keeps samples of pupils' work for the portfolio of evidence. Assessment is by observation and discussion and comments are recorded in the teachers' record books.

## INFORMATION AND COMMUNICATION TECHNOLOGY

119. Provision for ICT is good. A limited amount of direct teaching of ICT was seen during the inspection. However from the lessons seen, pupils observed using the computer and work examined, standards exceed national expectations. ICT is planned across the curriculum. Pupils with special educational needs use Word Shark and Number Shark to develop their knowledge of letter sounds and blends, key words and numeracy skills. They work confidently on these and other programmes, with support where needed. All pupils are achieving well.
120. Key Stage 1 pupils build on the skills developed while in the reception class. They use the mouse and cursor confidently. Pupils use the 'Early Bird' programme to produce tessellating hexagons. They join other shapes creating patterns on the screen. They use the toolbar to select colours and shapes. Years 1 and 2 have used 'Early Bird' and 'Dazzle' to paint pictures of animals in their homes. They have used ICT to find out about animals. Pupils use Dreamwriters confidently. In science computers are used to produce charts, diagrams and to write up experiments.
121. Younger pupils in key stage 2 identify different ways of sending messages. With their knowledge of modern technology they suggest, phone, fax and e-mail. They understand that messages can be sent over long distances, in a very short time by e-mail. Pupils are excited that they have received 11 messages by e-mail from a school in their area. Pupils learn how to open an e-mail and reply to it. Pupils on the computer read the screen message, work collaboratively, take turns and discuss possible questions to ask in the reply. They use the keyboard confidently to key in information about themselves. Pupils have used computers to present work in different curriculum areas such as their Oyster and Octopus poems in literacy.
122. Older pupils in Key Stage 2 use Dreamwriters regularly, particularly in literacy lessons. Work samples show evidence of pupils writing stories using MS-Word, using bold font to emphasize text, using cut and paste to put instructions in order and altering the size and pattern of a brush tool. Pupils have experience of data collection; they have produced bar graphs, pie charts and pictograms showing eye colours. They are able to formulate and answer questions about the information gathered.
123. Pupils are well motivated and enthusiastic about hands-on experience of computers. They share well, collaborating and helping one another, with good standards of behaviour. A positive attitude at all levels of ability contributes to their learning. Pupils make good progress.
124. Teaching of ICT observed was good. This is an improvement since the last inspection Teachers plan carefully for ICT across the curriculum using the QCA schemes of work, modified if necessary. Teachers keep good records of pupils' access to, and experience on, the computer. Resources are used well except for the listening centres in classrooms, the use of which appear underdeveloped except in the reception class. All classes have at least 2 or 3 computers plus the Dreamwriters. There is a wide range of software covering different areas of the curriculum. ICT has been a major area for development this year. Extra PCs have been provided and the school is now networked so that all classes can access the Internet. Teachers are currently undergoing training to increase their knowledge and expertise using National Opportunities Funding and this is having a positive impact upon standards of attainment.
125. The co-ordinator monitors plans and pupils' work. Samples of work are collected throughout the year as evidence of work covered. Pieces of evidence of pupils' attainment are selected for the co-ordinator's file. The subject is well led. Teachers keep notes and observations of individuals in the class record book. New class assessment grids are about to be introduced and this will have a positive affect on pupils' attainment and progress.

## MUSIC

126. It was not possible to see any music lessons during the week of the inspection. However, from evidence of observations in assemblies, discussions with staff and pupils, scrutiny of planning and some recorded previous work the indications are that the standards of attainment are above average and the high standards of attainment recorded at the time of the first inspection have been maintained.
127. By the age of seven, pupils sing an appropriate variety of songs from memory tunefully and with enthusiasm. They maintain a steady beat and show improving control over tempo and dynamics, reflecting the mood of the songs. They respond appropriately to differing extracts of music. They experiment with untuned percussion instruments. The visiting music specialists provide good tuition and the choir leader from the British Federation of Youth Choirs has had a good impact on supporting the teaching of music throughout the school but particularly in Key Stage 2.
128. All pupils sing well in assembly showing good control of pitch, dynamics and rhythm. They sing sweetly both in the round and without being conducted, the younger pupils taking their lead from the older pupils. They enjoy performing and the schools in the area regularly join together to give concerts before the pupils transfer to Hagley Middle School. All pupils are taught to play the recorder by a visiting teacher. All pupils achieve well.
129. There was insufficient evidence to make an overall judgment on the quality of teaching. However, from scrutinizing the teachers' planning the use of a comprehensive published scheme is providing teachers with good support for their teaching in the area. The subject benefits from a range of instruments and other resources including instruments from other cultures.
130. The subject is led well. The co-ordinator has good subject expertise and has used this well in ensuring that the published scheme of work meets the requirements of the revised National Curriculum. The scheme of work supports teachers well in their planning, especially in making good links with other subject. The pupils have opportunities to extend their interests by playing recorders and having individual instrumental tuition for the violin. The subject promotes pupils' spiritual, moral, social and cultural development well. The co-ordinator ensures that there are opportunities for the pupils to play instruments from different parts of the world. She has planned a series of in-service training sessions using the Local Education Authority personnel for the next academic year to ensure that the standards in the subject continue to be raised.

## **PHYSICAL EDUCATION**

131. Overall the pupils are exceeding the expected levels at the end of Key Stage 1 and standards are in line with the appropriate levels by the end of Year 4. This is an improvement in Key Stage 1 since the last inspection. The pupils cover all aspects of the subject, including outdoor adventure activities and swimming.
132. At Key Stage 1 pupils are making good gains in games skills as a result of good teaching. In a year 1/2 lesson, for example, structured teaching at the start of the lesson ensured that the pupils had knowledge of how to work safely. The pupils are developing appropriate control and co-ordination and indicated that they are at an appropriate stage in understanding the effects of physical exercise on their bodies. Clear explanation of activities and the appropriate use of pupil demonstration enabled pupils to have a clear understanding of their tasks. They are able to roll balls with suitable accuracy at targets and use bats and balls purposefully in partner activities. The teacher ensured that the pupils warmed up before starting the lesson and that they cooled down at the end of the lesson. The pupils knew why they needed to warm up before exercise and were familiar with the routine for this. At Key Stage 2 pupils are making satisfactory gains in the development of dance skills. They are able to move in time to the music and change speed and direction when necessary. The one lesson seen had an appropriate pace and structure and the pupils made satisfactory progress as the teacher carefully built upon their skills with a constant emphasis on improvement. Most of the pupils have good control. The pupils listen and follow instructions well. Pupils of all abilities achieve well.

133. The subject is managed well. It is supported by a clear policy and the QCA scheme of work. The scheme of work provides guidance for each strand of the physical education curriculum. The teachers are aware of the need to include opportunities for the pupils to plan, perform and evaluate their work. Appropriate attention is paid to health and safety issues. As yet no formal assessment procedures are in place. The large hall and hard and grassed areas outside provide good facilities for all aspects of the curriculum.
134. The school enhances the curriculum through regular swimming lessons during the summer term. Extra curricular activities in the form of gym club and football coaching are available for the pupils but these are organized by outside people and the pupils have to pay for them. Pupils demonstrate their country dancing skills at school events, all of these aspects have positive impacts upon attainment and achievement in the subject.
135. Timetables and planning documents show that appropriate time is allocated to the subject and that all pupils cover all the strands of physical education. This is an improvement since the first inspection.

## RELIGIOUS EDUCATION

136. Pupils' attainment in religious education exceeds those outlined in the locally agreed syllabus, maintaining the standards indicated at the last inspection. Although no lessons were observed at Key Stage 1, analysis of pupils' work and discussions with staff and pupils indicate that they are achieving well and all pupils make good progress. The subject makes a significant contribution to the pupils' personal development.
137. Key Stage 1 pupils make up their own prayers, are able to explain that parables are clever stories that tell us something about God. They know that the Bible is made up of different books and have learnt about some of the stories in the Old Testament such as Joseph and his dreams. The pupils show that they have thought about why the psalms were written, how they can be used and are ways to pray to God in good times and bad times. In picture form they show psalms are about praising God, thanking God, trusting God and remembering God. Pupils know the story of Christmas. They illustrate the story of Holy Week in pictures. Able pupils work shows an awareness of the need to say sorry and forgive others especially in the story of the Prodigal Son. Average ability pupils are able to identify ways we can show love for one another.
138. Key Stage 2 pupils identify practices associated with Divali and are developing an understanding of symbols and how they relate to different faiths. They know that candles are lit for Christians to remember Jesus at Christmas and Easter, for Hindus to celebrate Divali and to remember the Rama and Sita story. Pupils are developing knowledge of religious language such as festivals, symbols and beliefs. The pupils have a growing understanding of the feelings and experiences of others with different beliefs. They reflect on their feelings sitting quietly in a circle around the lit diva lamp. One pupil says it makes her feel like a Hindu person.
139. Older pupils identify the different characteristics of Hindu gods. Through thinking about their own different roles in life, daughter, brother, footballer, musician, they develop an understanding of the idea that one person has many characteristics. This helps pupils to acquire the concept that the supreme Hindu god is represented in all the figures of the gods they have been learning about. Pupils show feelings of empathy when completing their Holy Week diary, written as if they were one of the disciples. Able pupils and average ability pupils show an understanding that Hindus have different beliefs from Christians, understand that Divali is a festival of celebration for the safe return of Rama and Sita. Lower attaining pupils and pupils with special educational needs are not completely clear about the Rama and Sita story.
140. The quality of teaching religious education is good and teachers plan effectively using the locally agreed syllabus. The very good questioning strategies of teachers have a positive impact on pupils' learning. The teachers demonstrate good subject knowledge and through displays and the

use of artefacts are able to create a positive learning environment for this subject. Pupils listen well and enthusiastically answer questions. They show respect for other beliefs and are able to explain what they are doing and how Christians and Hindus worship.

141. The newly appointed co-ordinator is undertaking her responsibilities conscientiously. Currently ideas are being collected about what work has been studied and what happens in the classroom. There are plans to start and collect work samples during the summer term. The QCA schemes of work are being matched with the locally agreed syllabus and modified where necessary.