

INSPECTION REPORT

PARKFIELD PRIMARY SCHOOL

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104329

Headteacher: Mr J D Withers

Reporting inspector: Mrs E W Humberstone
23810

Dates of inspection: 26th – 30th June 2000

Inspection number: 191585

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Dimmock Street
Parkfields
Wolverhampton
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Appropriate authority: Governing Body

Name of chair of governors: Reverend E Brookes

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Eileen Humberstone	Registered Inspector	Mathematics Art	What sort of school is it? The school's results & achievements What should the school do to improve further?
Saleem Hussain	Lay Inspector	Equal Opportunities	Pupils' attitudes, values & personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Bob Bissell	Team Inspector	Information Technology Geography History Religious Education	How good are the curricular & other opportunities offered to pupils?
Margaret Hatfield	Team Inspector	Areas of Learning for Children Under Five Special Educational Needs Science Design & Technology Music Physical Education	
Jo O'Hare	Team Inspector	English as an Additional Language English	How well are pupils taught? How well is the school led & managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parkfield Primary School is situated in the Ettingshall ward of Wolverhampton. The majority of pupils come from this ward. The area served by the school is one of mixed private housing, local authority rented housing and privately rented houses. It includes an area of particular social disadvantage. The number of pupils on roll is falling. It has 206 full time pupils. There is a significant proportion of pupils who move in and out of school during the school year. In the current year 22 per cent of the school's population has changed. Taken together, pupils' attainment on entry is very low compared with that found nationally. Ninety-five pupils have special educational needs; a figure higher than the national average. There are 94 pupils from ethnic minorities with 53 pupils with English as an additional language, which is a very high proportion of pupils. Eighty-six pupils are eligible for free school meals and, at 40 per cent, this is well above the national average.

HOW GOOD THE SCHOOL IS

Parkfield Primary is an effective school, which makes good provision for its ethnically diverse community. Pupils achieve well with the good teaching they receive. The headteacher, governors and staff work together well to improve the school. Set against the high unit cost, and the low number of skilled support staff for special educational needs pupils with emotional and behavioural difficulties in Key Stage 2, the school provides satisfactory value for money.

What the school does well

- The school maintains high standards of teaching and learning.
- Leadership and management of the headteacher and staff are good, characterised by a strong commitment to high standards.
- The school has implemented the literacy and numeracy strategies very well. Pupils make good progress.
- The school promotes the highest standards of tolerance and valuing of others.
- The school provides a rich variety of cultural experiences for its pupils.
- The school promotes high standards of behaviour.

What could be improved

- Standards in English, mathematics and science.
- Quality and provision of information technology.
- The provision of skilled support staff for pupils with special educational needs, who have emotional and behavioural problems, at Key Stage 2.
- Outdoor accommodation and equipment for under-fives, pupils' playtimes and physical education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been good. There are now no serious weaknesses at the end of Key Stage 2. The developments made since the last inspection in January 1997 have been sufficient to improve the teaching and learning in most subjects, but particularly English, mathematics and science. Pupils make good progress. Most of the action points from the last inspection have been tackled well. Schemes of work are now in place for most subjects. Information technology remains an area of weakness with no scheme of work, insufficient coverage and inadequate resources. Resources for all other subjects are generally satisfactory. Very good procedures are in place in English and mathematics to find out what pupils know, understand and can do, but this is not as secure in other subjects. Provision for special educational needs pupils is good overall and there are clear Individual Education

Plans for each pupil. There is strong and effective leadership, a high level of teamwork, an involved governing body, good planning for school development and a clear focus on improving standards. The school is well placed to continue its improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	E*	E
mathematics	E	E	E*	E*
Science	E*	E*	E*	E*

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The school's results indicate that standards were very low compared with the standard achieved nationally in English, mathematics and science and were in the bottom five per cent. Pupils achieved standards well below those of pupils in similar schools in English and very low in mathematics and science.

At entry to school, many pupils have very low levels in learning but, with good teaching, they make good progress and achieve a level better than might be expected. The overall trend in standards is one of improvement. There is clear evidence from inspection that standards are improving because of better teaching. The poor standards in 1999 were mainly due to the 70 per cent of pupils who had special educational needs. Inspection evidence shows that there has been an overall improvement in standards in English, mathematics and science, although standards remain below the national average. Pupils' progress in information technology is unsatisfactory. This is mainly because they do not cover the full curriculum. Pupils make good progress in religious education and in all other subjects overall, and attain standards in line with those normally attained at the end of Key Stage 2. Pupils with English as an additional language make good progress with the very good focused support they receive. Pupils with special educational needs make good progress overall, apart from pupils with emotional and behavioural difficulties in Key Stage 2. Their progress is slower. The school is well placed to exceed the suitable and challenging targets in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have mostly good attitudes to learning. They like coming to school.
Behaviour, in and out of classrooms	Pupils' behaviour is mainly good. They behave well in the classroom and their behaviour outside is satisfactory.
Personal development and relationships	Personal development is satisfactory, but there are too few opportunities for pupils to take responsibility and insufficient opportunities for them to use their initiative. Relationships throughout the school are good. Pupils show outstanding levels of respect for the feelings, values and beliefs of others.
Attendance	Unsatisfactory. A considerable proportion of absence is due to extended holidays to the Indian sub-continent. However, the school is on course to achieve a significant improvement in attendance this year.

Pupils have positive attitudes towards school. They enjoy school and their behaviour is generally good. However, there are too few quality opportunities for pupils to use their initiative and develop responsibility.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of teaching is good overall and has improved significantly since the last inspection, particularly in Key Stage 2. Three quarters of the lessons observed were good or better and a quarter of all lessons were very good. There were only two unsatisfactory lessons. In both, there was inadequate management of a minority of pupils with poor behaviour and the lesson pace became too slow. The teaching of English, including reading and writing, and mathematics, is good in under-fives and in both key stages. All teachers are competent at teaching the basic skills of literacy and numeracy. In these subjects, they plan their lessons very well, are clear about what they want their pupils to learn and the rate of pupils' learning is good. Teaching in science is generally good throughout the school. Teaching in information technology is broadly satisfactory, but there is insufficient coverage of the curriculum for pupils to make adequate progress. Pupils with special educational needs and those with English as an additional language learn well overall. However, progress of pupils with emotional and behavioural difficulties is slower because of the lack of skilled support staff to help them in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and relevant curriculum in all subjects, except for information technology, where weaknesses in resources and planning prevent the subject being fully taught. There are insufficient extra-curricular opportunities for pupils.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs overall. Pupils' Individual Education Plans are well written with clear targets and these form part of teachers' everyday classroom planning and teaching. There is good skilled support for pupils with emotional and behavioural difficulties in Key Stage 1, but insufficient in Key Stage 2.
Provision for pupils with English as an additional language	There is good provision for these pupils and they make good progress. The specialist teacher maintains thorough records of pupils' progress and these inform the next steps of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and social development. Opportunities for cultural development are very good. This makes an effective contribution to the ethos of the school. One very good feature is the positive way the school celebrates the rich diversity of cultures of its pupils, for example, in display, assemblies, music, dance and art.
How well the school cares for its pupils	The school takes positive steps to ensure pupils' health and safety. There are very good procedures for monitoring and promoting pupils' attendance and pupils' good behaviour. Procedures for assessing pupils' attainment and progress are effective in English and mathematics, but the procedures for this are underdeveloped in other subjects.

The school has satisfactory links with parents. They are supportive of the school but are less involved with their children's learning. The quality of information provided for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff with responsibilities give strong leadership to the management of the school. There is a high level of teamwork. Individuals with responsibility are clear about the work they have to do and how they contribute to improve the quality of education of the pupils.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. They are clear about the strengths and weaknesses in the school's provision. Their involvement with curriculum matters is increasing, but this lacks rigour, a systematic approach and structure.
The school's evaluation of its performance	The school has a good overview of its work. It is increasingly effective at analysing what works and why.
The strategic use of resources	Appropriate care is given to matching resources to identified weaknesses in the school's provision. Good use is made of staff, with very good use of specialists in special educational needs at Key Stage 1, English as an additional language and literacy. Material resources, time and the building are all well used and the governing body is aware of best value principles and applies these suitably.

There are sufficient numbers of experienced teachers to teach the curriculum, the levels of skilled support staff are adequate, but insufficient use is made of them for special educational needs pupils with emotional and behavioural difficulties in Key Stage 2. Indoor accommodation is satisfactory, but outdoor accommodation and equipment for under-fives, pupils' playtimes and physical education is unsatisfactory. There are now sufficient good quality resources in school to teach the curriculum, except for library books, computers and computer software.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is approachable. The school's high expectations. Their children like school. The teaching is good. The school is well led and managed 	<ul style="list-style-type: none"> The amount of homework. Pupils' behaviour. The range of extra-curricular activities.

The inspectors' judgements generally support parents' positive views about the school. The amount of homework required is adequate. Behaviour is generally good and procedures to promote good behaviour are very good. However, there is an insufficient range of extra-curricular activities for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils make good progress overall. Although the standard of work in lessons in English, mathematics and science is below average, standards in English and mathematics are only slightly below the national average. Pupils achieve well compared to prior attainment. There is a significant improvement in standards since the last inspection which is due to the great improvement in teaching particularly in Key Stage 2. There are now no serious weaknesses at Key Stage 2.
2. In 1999, the results in national tests were poor. These results were partly due to the 70 per cent of pupils with special educational needs who took the test. Results in the national tests for 11 year olds rose dramatically in English from 28 per cent in 1996 to 60 per cent in 1998. In mathematics they have risen gradually from 26 per cent to 40 per cent. There was no improvement in science with 31 per cent in 1996 and 28 per cent in 1998. In 1999 results fell back in English and mathematics with 25 per cent in both subjects and rose slightly in science with 36 per cent. This put pupils' results in the bottom five per cent nationally. These results were well below those in similar schools in English, and very low in mathematics and science. There were other factors that affected pupils' low attainment at 11. This group of pupils had many changes of teacher and a third of the group joined the class after reception.
3. At Key Stage 1, results in the national tests for seven year olds in 1999 were very low in reading and writing, and in the bottom five per cent nationally. They were well below national standards in mathematics. These results were well below similar schools in reading, writing and mathematics. Results in national tests have fallen in reading, writing and mathematics since the last inspection. In 1999, these low and well below average results were partly due to the significant number of pupils with special educational needs. At the time of the last inspection, teacher assessment of pupils' work was very poor. It has improved considerably in English and mathematics and now gives a much more accurate picture of what pupils can do. In addition, with the considerable mobility of pupils, it is difficult to make valid comparisons between different year groups.
4. The headteacher and staff made a careful analysis of results in the national tests in 1999, and made plans to highlight weaknesses in pupils' learning and improve provision as quickly as possible. The main concentration was quite rightly focused on the basic skills. Much work on planning and assessment in English and mathematics has helped improved teaching and subsequently raise standards. Also, the close attention given to writing in English and mental arithmetic in mathematics is helping improve standards in these subjects. While standards in English and mathematics are currently below average, there is evidence to show that the school will exceed the well considered and suitably challenging targets in English and mathematics this year.
5. Standards in literacy and numeracy are below the national average but pupils make good progress. Pupils of all levels of prior attainment make generally good progress in developing their skills in speaking and listening, reading, number, using and applying mathematics and writing throughout the school. Standards in science are below the national average at both key stages, but pupils make good progress in all areas of learning. Skills in information technology are not sufficiently developed in Key Stage 1 and 2 and pupils' progress is unsatisfactory.

6. Children under five enter school with a wide range of ability, but for many children their attainment is very low in all areas of learning. In the reception class, children make very good progress in their personal and social development. They make good progress in language and literacy, mathematics, and knowledge and understanding of the world and creative development. In their physical development they make satisfactory progress in their learning. Progress of their upper body movement is limited by a lack of suitable equipment and a safe place to use it. Pupils make good progress in their learning in art in Key Stage 1, with strengths in their observational drawing, and in religious education and history in Key Stage 2. Pupils make good progress in their learning at both key stages in design and technology, music and physical education. They make satisfactory progress in their learning in all other subjects.
7. Throughout the school, pupils with special educational needs achieve well overall in comparison to past attainment. At Key Stage 1, they are supported very well in the classrooms by the teaching staff and by additional support staff. They are given work that they understand, yet which is still challenging to them and they make good progress towards the targets set in their Individual Educational Plans and annual reviews. At Key Stage 2, the overall progress of pupils with special educational needs is satisfactory. However, the progress of those pupils with special educational needs who have emotional and behavioural difficulties is slower because of a lack of skilled support for them in the classroom. Progress for pupils with English as an additional language is good with the very focused support they receive. Higher attaining pupils' progress appropriately. There is no significant difference in progress between boys and girls.

Pupils' attitudes, values and personal development

8. Pupils' attitudes and behaviour have improved considerably since the last inspection. The school remains a harmonious multicultural community. Attendance has improved slightly.
9. Pupils' attitudes to the school are mostly good. They are keen to come to school and enjoy school life. They co-operate well with teachers and mostly show good levels of interest and enthusiasm in their work. They apply themselves well to tasks. They show good levels of concentration and take pride in their achievements. Pupils are keen to answer whole class questions, and participate fully in their lessons. For example, in a reception class literacy lesson, pupils were very enthusiastic in suggesting names for characters in whole class story reading. The under-fives are developing positive habits in their learning. They share role-play areas and equipment with good consideration for each other and generally play and work well together. The under-fives are developing personal and social skills well as they progress through the reception class.
10. Behaviour, including that of the under-fives, is generally good. This makes a considerable contribution to pupils' progress in lessons and to the ethos of the school. The school is a friendly and orderly community. Pupils are courteous and show respect for staff and visiting adults. They behave well in classrooms on the whole. There are a small number of pupils in Key Stage 2 who occasionally misbehave. They have special educational needs and would benefit from additional skilled classroom support. Behaviour at break times is not as good as in lessons, but is satisfactory. Bullying is not a significant problem. When it occurs, the school has good procedures in place that address the issue immediately.
11. Behaviour management by staff is good, with a consistent whole school approach. Through this, reflection at assemblies and pupils' work in developing classroom rules,

pupils have a good and clear understanding of the impact of their actions on others. Pupils are fully aware of the system of rewards and sanctions and believe them to be fair. There were four fixed period exclusions in the last academic year. Records show that these exclusions were for serious cases of unacceptable behaviour.

12. Relationships are good. Pupils work together effectively in pairs and small groups. Many examples were seen in many lessons. For example, in a Year 3 and 4 science lesson about 'Forces' there was good collaboration in making and testing parachutes. Pupils show outstanding levels of respect for the feelings, values and beliefs of others. This is a great strength and characteristic of this school. For example, during a Year 3 and 4 religious education lesson about comparing methods of 'giving' in different faiths, a pupil's account of the requirement to pay 'poor tax' in Islam was received with exceptional interest and respect.
13. The pupils at this school are trustworthy and generally show care for property. They respect their own property and that of others. Pupils are sometimes careless in dropping litter in the school play-areas. They all share equipment and learning resources sensibly in lessons.
14. Personal development is satisfactory. A few examples were seen of pupils using their initiative in learning. For example, in a Year 3 and 4 mathematics lesson, pupils show they can use aids, such as 'digital strips' and analogue clocks, independently to solve problems in time conversions. The school offers a few opportunities for pupils to take responsibility. When it is given, pupils accept it very well. For example, classroom and other monitors perform their tasks in a helpful and effective fashion. Pupils are keen to help teachers and each other by distributing learning resources in lessons. The school should review the range of opportunities for taking responsibility since there are too few of high quality. Although research tasks are occasionally set for homework, the school makes insufficient use of information technology to develop pupils' skills of research and use of initiative.
15. Pupils make a very valuable contribution to the community. For example, they support charities and good causes very well through fund-raising. Year 6 pupils maintain the school's strong tradition of supporting 'Blue Peter' appeals and they take a strong lead on these occasions in activities such as letter writing. Clearly, pupils care for the community and those less fortunate than themselves
16. Attendance is unsatisfactory. The rate of attendance is considerably below the national average for this type of school. Authorised and unauthorised absence is above the national average. A considerable proportion of absence is due to extended holidays to the Indian sub-continent. Much of the unauthorised absence is attributable to a very small number of pupils. Punctuality is good and registration periods are used as effective learning opportunities.

HOW WELL ARE PUPILS TAUGHT?

17. The school has a strong team of teachers and classroom assistants who work well together. The quality of teaching is good or better in over three quarters of lessons observed. Three per cent of teaching was unsatisfactory. Since the previous inspection report, there has been good improvement in the quality of teaching, which has impacted positively upon pupils' progress and their subsequent attainment. The quality of teaching has improved greatly in Key Stage 2, and for Key Stage 1 and children under five, the school has maintained the predominantly good and above quality of teaching. The very good staff development and the implementation of the school's teaching and learning policy by the staff are the main reasons for these

improvements. All staff are committed to looking for ways to build upon and improve what they have to do. The teachers plan together, share their ideas and evaluate their success and weaknesses. The teachers' lively enthusiasm is transmitted to the pupils. Clear explanations enable the pupils to understand what they have to do. Lessons proceed at a good pace and are well structured to maintain the pupils' interest.

18. The teaching of English and mathematics is good and has some very good features. The teachers prepare their work thoroughly and identify learning targets, which are clearly conveyed to the pupils in most lessons. The teachers' competency in teaching phonics and basic skills is very good and promotes good rates of learning. The pace of the lessons is sustained in the independent work by the teacher setting targets for the completion of tasks. The teachers' planning is very good and builds well on what the pupils have done before. In a very good lesson in Year 5, the pupils were able to write their own poems after studying one to identify those elements that grasped their interest and were particularly effective. As a result, the pupils worked with concentration and considerable enjoyment, producing good work. The teachers provide a very good model in reading aloud and this is reflected in the pupils' good expression when they read. In most literacy and numeracy lessons, the teachers successfully focus on the targets for learning when reviewing progress with the pupils.
19. The teaching of target and booster groups in English and mathematics addresses the precise needs of the pupils effectively. Pupils with special educational needs and those for whom English is an additional language, make good progress as a result of effective teaching that takes account of their needs. However, there are a few occasions in Key Stage 2 where a small minority of pupils who have emotional and behavioural problems cause disruption because their support is not sufficiently skilful to manage them. In these lessons and, occasionally, where the teacher has no support from an effective assistant, these pupils limit everyone's progress, while these situations are being resolved. Nevertheless, those pupils who display challenging behaviour are generally managed well by the staff.
20. There is good teaching in most subjects. The teachers' positive and consistently high expectations of work and behaviour contribute significantly to the good progress made by the pupils. There is a calm and purposeful atmosphere in the classrooms. The teachers' high expectations of behaviour are reflected in the way in which the pupils settle quickly to work and maintain their concentration even when not directly supervised. The pupils are given good feedback on their work and how they may improve it, both in lessons and through comments in their books. The teachers' use of language and skilful questioning extend the pupils' vocabulary and enables them to voice their ideas more fully. The pupils' own experiences and prior learning are used well to make the work more relevant. In a very good lesson in English with Year 6, the teacher prompted the pupils to consider what they learned from a previous lesson, on how the author created a mood through using apt words. They, in turn, were able to use words and phrases to good effect in their own writing, suggesting, for example, *'dark, cob-webbed corridor led to the drawing room'*, to create an atmosphere of mystery and suspense. The teachers encourage the pupils to try out their ideas and to think for themselves. This is particularly evident not only in lessons, but also in assemblies where they are involved in making thoughtful contributions, expressing their points of view on sensitive issues of life.
21. In the two lessons in Key Stage 2 where the teaching was unsatisfactory, there was a lack of challenge in the geography lesson and an insufficient number of picture resources in the art lesson. In both cases, teachers did not manage the poor response of a minority of pupils with emotional and behavioural difficulties well. The

lesson pace slowed to an unacceptable level for all the class. A weakness in teaching is the lack of planned opportunities for the pupils to use information technology. The teachers' subject knowledge, whilst strong in other subjects of the curriculum, is weaker here.

22. As a result of the good teaching at Key Stage 1, pupils with special educational needs make good progress in comparison with their prior achievement. At Key Stage 2, pupils with special educational needs make satisfactory progress overall. Those with learning difficulties make good progress. Whilst those with emotional and behavioural difficulties make broadly satisfactory progress, it is slower because of a lack of skilled support for them in the classroom.
23. The teaching of pupils with English as an additional language is good through appropriate and specific of skills to meet their needs. A particularly good feature of these arrangements is the close liaison with class teachers and with other assistants. The EAL teacher maintains comprehensive records of these pupils' progress. Information from these is used to plan next steps of learning for them. The close work between all adults, including parents, results in good and often very good progress for these pupils. Their attainment is close to the national norm.

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

24. The school provides a broad curriculum that fulfils statutory requirements in covering the nationally recommended areas of learning for children under five. At Key Stage 1 and 2 it provides a broad and relevant curriculum all of the subjects of the curriculum and religious education, except for information technology, where weaknesses in resources and planning prevent the full delivery of the programmes of study.
25. The curriculum for children under five is carefully planned to meet the needs of individuals, with opportunities for children to develop their ideas through imaginative play and to make choices about what they will do. There are good opportunities for children to talk and to develop their learning through activities which encourage discovery and experimentation. The previous inspection report commented upon the lack of suitable large body play resources and this is still the case, as is the lack of a safe outside play area for children.
26. The school does not meet statutory requirements in information technology at Key Stage 1 and 2. This is because the information technology curriculum does not currently include sufficient provision for pupils to develop skills in modelling, handling and controlling information. There is insufficient suitable hardware and software and no fully developed scheme of work. The opportunities on the timetables for pupils to develop their information technology skills vary between year groups. There is insufficient use of information technology to support work in other subjects.
27. A significant improvement since the previous inspection has been the completion of schemes of work in English, mathematics, science, design and technology, history, geography and physical education, to ensure that what each year group learns builds effectively on their previous learning. The headteacher has a very clear understanding of the position of the school in terms of levels of attainment in English and mathematics. This priority, which is shared with the staff, is reflected in the high standard of curricular planning in English and mathematics that has taken place. The strategies for teaching both literacy and numeracy skills are good and have resulted in improved levels of attainment and progression in both subjects. Provision for pupils with special educational needs and those for whom English is an additional

language are good overall. It is good for children under five and pupils at Key Stage 1, both in the levels of well focused specialist support and support given by class teachers. Both groups of pupils make good progress as a result of this. This additional support for children with special educational needs is not continued at Key Stage 2, where pupils with emotional and behavioural difficulties make slower progress.

28. The school fully meets statutory requirements in terms of religious education. The governors have devised a policy for sex education that is incorporated into science and is enhanced by a programme of health education and a drugs awareness strategy within the science curriculum. Provision for extra-curricular activities is limited. The dance and art clubs make good contributions to pupils' achievements in these subjects but, other than a football club, there is little more.
29. The school has developed links with the local and more distant community, which contributes well to pupils' learning in many subjects. These include local walks, which enhance pupils' mapping and observation skills in geography, visits to museums and places of historical interest and to local churches and temples as part of pupils' religious education. Boys and girls enjoy these activities equally. The school's dance group has performed to parents and other guests as well as at Green Park, a local special school, and the Diwali celebration has been taken to a school in Dudley, where pupils performed in traditional costumes. The school maintains good links with Windsor Nursery School and Parkfield High School, with visits made by specialist physical education teachers. Year 6 pupils take part in a programme at the High School, to develop their skills in information technology.
30. The previous inspection identified that the school does not fully comply with the Code of Practice for pupils with special educational needs. The school has taken action to rectify this and arrangements for identifying pupils with special educational needs are good. The school keeps an appropriate register of special educational needs. Pupils' Individual Education Plans (IEPs) are well written with clear targets and these form a part of teachers' everyday classroom teaching and planning.
31. Curriculum opportunities are good for EAL pupils. They have equal access to all areas of school life. One very good feature of these arrangements is the way the school celebrates the rich diversity of cultures of their pupils. A very good example of this was an assembly celebrating Punjabi music, dance and language in which other pupils were able to take part. The headteacher deliberately uses music from other cultures to effectively widen all pupils' understanding. As a result, there is mutual respect, which is evident in the life of the school.
32. Provision for pupils' spiritual, moral and social development is good. Opportunities for cultural development are very good. These factors make a considerable contribution to the ethos of the school. As a consequence of the high quality of provision, pupils grow to be well rounded and balanced individuals. The school has maintained the good quality of its provision since the last inspection and improved opportunities for cultural development from good to very good.
33. Many good examples of spirituality were found in the work done by pupils and in the planned opportunities across the whole curriculum. Where teaching is most effective, for example, story telling in literacy lessons, it enthralled pupils and allows them to respond at a deep level concerning life and living. The same excitement was evident in a Year 1 information technology lesson. Pupils saw a programmable toy for the first time and marvelled at its response to their instructions. Matters of growth and existence are well promoted in science and opportunities are taken to study minibeasts and pondlife to be found around the grounds. In geography and history,

pupils learn about human suffering. In art and science, they learn about the inspirational nature of human achievement. They experience religious spirituality as they learn about the major world faiths. There are good opportunities for pupils to reflect in assemblies and also as they say the school prayer at the end of the school day.

34. Pupils' moral development is well provided for. Teachers are good role models and they constantly give pupils clear guidance about the moral aspects of behaviour. Assembly themes are well developed and tackle many past and current moral dilemmas and injustices. For example, during the week of inspection pupils considered apartheid and the events in Nelson Mandela's life. Moral values are frequently reinforced through stories, fables and discussions. Pupils in each class are well involved in devising class rules at the start of the school year and this promotes a good sense of ownership about the behaviour they want to see. Religious education allows pupils to learn about and discuss religious events and stories with clear moral messages.
35. There are many opportunities for pupils' social development. Pupils collaborate well on tasks and this was seen often in lessons such as science and physical education. All staff are good role models for pupils to base their own behaviour and relationships on. There is much opportunity for pupils to learn social conventions through contact with adult visitors to the school. For example, the community police officer and staff from 'Primary Compact' give talks to pupils about various aspects of citizenship. The school's good links with other schools enable pupils to mix with other pupils regularly. For example, Year 6 pupils took part in an overnight residential trip in France with pupils from Parkfield High School last year.
36. The visits undertaken by pupils, particularly to France, contribute well to pupils' cultural development. Pupils also visit local art galleries, museums, churches and temples. Visitors to the school include theatre groups, dance groups and musicians. In art lessons, pupils learn about major artists and the cultural influences on their work. Pupils have recently designed and made Egyptian facemasks and learnt about life and times in ancient Egypt. They have also drawn in the style of Van Gogh and Monet. Many opportunities are taken by the school to introduce music from around the world to pupils, for example, at assemblies. Excellent use is made of the cultural background of pupils. For example, in religious education lessons pupils often bring cultural artefacts and share their experiences with each other and this enhances such lessons very much.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has maintained the good quality of provision since the last inspection and also addressed the health and safety issue that was identified.
38. The school takes positive steps to ensure pupils' health and safety. The level and quality of support in this regard are good. The educational and personal support and advice given to pupils is good. This provision contributes significantly to the caring and family ethos of the school and is effective in supporting pupils. Parents feel that the school's staff have the pupils' welfare at heart and that they work hard to enable pupils to achieve their best.
39. Provision for pupils with special educational needs is good overall. These pupils receive a good level of skilled support in the classroom from support assistants in Key Stage 1 classes, but there is a lack of such support in Key Stage 2. Here, it is especially missed with regard to pupils who have emotional and behavioural support

needs. This sometimes results in unsatisfactory progress in lessons for these pupils, although their progress is satisfactory overall. Pupils with special educational needs receive an appropriate level of support from external agencies.

40. Arrangements for child protection are sound. The school follows the local education authority's policy and procedures. The designated officer is appropriately trained and effective in dealing with any issues. The school also has another member of staff fully trained in procedures, to cover absence of the designated officer. Monitoring arrangements are sound and staff are vigilant regarding any possible concerns. The school has effective relations with external agencies.
41. The school follows the local education authority's health and safety policy and procedures. Staff from the local authority undertake risk assessments regularly. Arrangements are made to ensure that equipment and appliances are regularly tested. Accident and emergency procedures are very well developed and effective in dealing with problems. Three staff are trained and qualified in administering first aid. Fire drills are carried out regularly and are appropriately recorded.
42. The school works very closely with external agencies in raising awareness of health and safety matters. The school nurse is a frequent visitor and monitors pupils' general health and gives much advice to families and pupils. The nurse makes a good contribution to sex education by giving talks for Year 6 pupils. The road safety officer works closely with the school to provide advice for pupils and also leads cycling proficiency training for Year 5 and 6 pupils each year.
43. There are very good arrangements to monitor pupils' attendance. Very good use is made of a computer-based system of information. There is a good partnership with the educational welfare officer who works with the school. The school has very good arrangements to promote better attendance and punctuality. Staff take many informal opportunities to speak to parents about the importance of good attendance and there are regular reminders in newsletters. The school presents certificates for 100 per cent attendance each term and takes part in the local education authority's 'gladiator' scheme to encourage better attendance. These procedures have resulted in higher attendance at the school since the last inspection. The school is on course to achieve a significant improvement in attendance in this academic year.
44. The school's procedures for monitoring and promoting good behaviour are very good. There is a good quality behaviour policy in place. Detailed records are kept of any incidents of bad behaviour. The school uses this information very well in monitoring and tracking progress in individual cases. There are good arrangements to tackle bullying. This includes discussion at assemblies and talks from external agencies on how to deal with bullying. Very good use is made of a range of rewards and sanctions. Rewards include merits, stickers and certificates, which are valued by pupils. These factors are effective in maintaining high standards of behaviour.
45. The school has sound procedures to monitor the personal development of pupils. Pupils' annual reports are effective in identifying any personal and social development needs so that future support can be given where necessary. Staff know pupils well and this makes a good contribution.
46. Since the time of the last inspection, the school has developed effective practices in the assessment and monitoring of pupils' performance in English and mathematics. Detailed records are kept in these subject areas, which are taken into account when planning the next stage of pupils' learning. The school has begun to analyse the results of tests in numeracy for Year 6 pupils and this has informed pupil groupings within classes and is used by teachers to develop lesson planning. This meets

individual pupils' needs and is effective in raising their achievement in numeracy. The school intends to extend this to other year groups and to analyse similarly the results of literacy tests taken by pupils at both key stages. Test results are currently used to target individual pupils' present attainment in literacy and numeracy, to monitor and support their progress and to predict their end of key stage levels of attainment.

47. There are no procedures, however, for assessing pupils' progress in the other subjects of the National Curriculum and within religious education, and this weakness was identified at the previous inspection. Neither does the school maintain portfolios of pupils' work with comments by teachers for the core or foundation subjects, from which progress may be monitored. Class work is marked regularly. There are some good examples of written comments, for example, in science and mathematics in Year 6, that help pupils to improve their work. Pupils are not yet involved in setting their own targets for improvement.
48. All pupils with special educational needs have Individual Education Plans with clear targets for improvement and this information is used in weekly planning for English and mathematics, which enables them to make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. There is very good practice for assessing the development of pupils for whom English is an additional language, enabling them to make good progress in both key stages.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents have mainly positive views of the school. Replies to the inspection questionnaire, responses given at the pre-inspection meeting and meetings with parents during the week of the inspection were all generally positive. Parents have a high level of confidence in the school, the headteacher, the quality of education provided and the achievements of their children. They have a high regard for teachers and the quality of teaching. Parents are very confident about approaching the school regarding any problems. They feel that the school has high expectations for their children and that their children enjoy school. The vast majority of parents are pleased with their children's progress and feel well informed about this.
50. A small number of parents were concerned about a few issues. These issues were fully investigated by inspectors and most were found not to be significant. However, there are insufficient extra-curricular activities for pupils.
51. The quality of information to parents, especially about pupils' progress, is generally good. The school has improved the quality of information since the last inspection and addressed the weaknesses identified. Notice boards are well placed around the school and are well used to highlight many matters. Parents receive a good quality prospectus telling them about the school, its policies and procedures. The school issues newsletters regularly and these effectively keep parents abreast of dates, events and developments in the life of the school. They are well used to celebrate pupils' achievements. Curriculum information letters are provided for each class for each forthcoming term. They provide details about topics, areas of study and trips. Pupils' annual reports are of sound quality. They are effective in informing parents about their children's achievements and important aspects of personal development. They provide parents with clear information about what their children know, can do and understand. A good feature is target setting for future work, but this is not yet being used as well as it could be in all areas of learning.
52. Parental involvement in the work of the school is sound. This is a similar picture to

that of the last inspection. Parents report that the school works closely with them and that relationships between parents and staff are good. The school holds three parents' evenings each year where parents can talk with staff about their children's progress. The school also holds information sessions at school on a regular basis but attendance is sometimes poor. A few parents help in school on a regular basis. For example, they help in preparatory work for lessons, listen to readers and accompany pupils on school trips. Parent helpers are well briefed on their role. Most parents of pupils with special educational needs are soundly involved in reviewing Individual Education Plans for their children and setting future learning targets. Home/school diaries show that parents are effectively involved in their children's learning at home. They give sound support in listening to their children read. Records also show that parents support the school effectively in addressing any individual behavioural problems. All these factors contribute appreciably to pupils' learning.

53. Parents of EAL pupils are regularly and frequently informed about their children's progress. They are also asked to help with homework. These also make a good contribution to pupils' overall learning. Where there are problems, the parents are invited to check with the class teacher on a daily basis, as was observed at the time of the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides a strong and effective leadership. He has established a clear educational direction for the school and has put in place very good strategies for moving the school forward and raising standards. The senior management team ably supports the headteacher. Through careful delegation of management responsibilities, he has enabled the senior staff to develop their skills to good effect. The headteacher values the contributions of all his staff and has successfully created a climate of openness whereby they can all be involved in the work of the school. A feature of the school is the very good teamwork. As a result, there is very high commitment to improvement and capacity to succeed. This is reflected in the positive response made by the headteacher and governors following the previous inspection. The focus for improvement now lies much more on the standards that the pupils attain. The review of practice and the impact on the quality of education provided and the improving standards achieved, is evident in the school's work. Effective support is provided for teaching and curriculum development. The headteacher and senior management team observe teaching and provide useful feedback. As yet, these observations have not been formalised in that they have not been systematically recorded for future staff development. However, appraisal interviews are held regularly whereby teaching and non-teaching staff set targets for improvements regarding their own performance. Staff reflect critically on what they can do to improve teaching and learning. The school is, therefore, well placed to continue its improvements.
55. The school has been successful in receiving the Investors in People award. This is seen by the headteacher and staff as a further and continuing school improvement. Both literacy and numeracy strategies have been very effectively implemented. As a result, these have had a positive impact upon pupils' progress and subsequent attainment.
56. Governors have a clear understanding of the strengths and weaknesses of the school. They fulfil their statutory duties to ensure that the school delivers the National Curriculum except in information technology. They demonstrate a commitment to supporting the work of the school and committees have been

established for each area. Recently, link governors have been appointed for subjects as part of the continuing development of their roles. The literacy governor visits classes regularly and the literacy and numeracy governors are aware of the strengths and weaknesses in these areas. The school's development planning is effective and focuses on raising standards and improving teaching and learning. The staff evaluate the progress towards the targets set and the governors are beginning to be more involved in this evaluation.

57. The school has responded well to most of the issues raised in the previous report. The good rate of progress is seen in improving standards in the core subjects. There are now schemes of work for all subjects except for information technology. Procedures for the assessment of pupils' progress in English and mathematics are very good, but not yet secure for other subjects. The main concentration of developments have been rightly focused on the basic skills. While pupils' progress is good overall, progress in information technology has been slower, with much work yet to be done in raising the pupils' attainment.
58. Effective work has been undertaken to develop the roles of the curriculum co-ordinators. They provide advice and support for colleagues and contribute action plans to the school development plan. The co-ordinators for English and mathematics have a secure view of provision and practice across the school and this has a positive impact on the standards achieved by the pupils. The management of special educational needs and English as an additional language is good. The headteacher has a good overview of the progress of pupils with English as an additional language and discusses all concerns with staff, parents and the pupils themselves. They are aware that they are valued in the school and, therefore, feel happy and secure in their surroundings. There are displays celebrating multi-culture in the school. There are very good systems in place to monitor and track these pupils' progress and action is taken on the basis of analysis of information from these. The work of the support staff for these pupils and for those with special educational needs is well co-ordinated, but there is insufficient skilful assistance given to pupils with emotional and behavioural problems in Key Stage 2. While the teachers work hard and mostly effectively to maintain discipline, on occasions these pupils disrupt lessons and limit other pupils' progress in lessons.
59. Education priorities are supported well through careful financial planning and extend over a three-year period, with clearly identified time scales, costing and success criteria. This was a key issue of the previous inspection and has been dealt with effectively. The school is aware of the need to develop a formal system for monitoring the effectiveness of actions taken and the progress made towards targets, and the governing body is in the process of introducing measures to achieve this. It is aware of the need to involve itself more formally in the strategic management of the school. The main recommendations of the latest auditor's report have been dealt with appropriately. Efficient day-to-day administration by the school secretary enables classroom teachers and the headteacher to concentrate on their work. Systems for financial control are appropriate and up-to-date budget information is available for the senior management, governing body and the finance committee.
60. The school's use of new technologies is unsatisfactory. Except in support of administrative activities, where the new computerised systems are well used, the school lacks provision in information technology resources, especially multimedia, and has yet to introduce the use of electronic mail or to access the Internet to support pupils' learning. The governing body is aware of these deficiencies and supports the headteacher in prioritising the information technology development plan. Budget forecasting makes use of sound techniques that ensure that financial decisions are based on the best information available. Governors receive regular reports from the

headteacher that enable them to perform their monitoring duties. The school is aware of the “best value” principles of comparison and competition and uses these appropriately with decision making.

61. The school enjoys funding levels that are higher than the national average for schools of similar type. Funding to support pupils for whom English is an additional language is very well targeted. Funding for pupils with special educational needs is well used to increase the provision of classroom support assistants which is good in Key Stage 1, but unsatisfactory in Key Stage 2.
62. There is a good match of teachers to the number of pupils on roll and the needs of the school. There is a good range of experience and satisfactory range of subject expertise. There are an adequate number of experienced and qualified support staff who work effectively. However, these are mostly deployed in classes in Key Stage 1. Here, they make good and often very good contributions to pupils’ learning as observed in the reception, Year 1/2 and Year 2 classes. The deficiencies in support staff in Key Stage 2 for special needs pupils with emotional and behavioural difficulties means their progress is slower.
63. The main school building is adequate in size. Additional spaces in areas of main corridors are satisfactorily used for library and small group teaching, but the outdoor accommodation is unsatisfactory. The present playground area is bare. There is no safe area for children under five to play, it is a restricted area for physical education and there is limited provision for pupils’ playtimes. The headteacher, staff and governors are aware of the problem. The governors are suitably in negotiation with the local authority regarding the removal of two of the three demountable classrooms. There are appropriate plans to enhance the playground and at the moment monies are being raised to resolve this situation.
64. Resources have been considerably improved since the last inspection and, with the exception of information technology, are now satisfactory. At the moment there are too few computers and insufficient computer software. There are now good quality books in the school library, but these are insufficient in quantity and range for the number of pupils in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To maintain the pace of improvement already identified in the school, the headteacher, members of staff and governing body should:-
 - 1) **Raise standards in English by:**
 - improving teachers’ planning by deliberate use of literacy, including speaking and listening, across all subjects;
 - improving the number and range of books in the school library.
(Paragraphs: 100 and 101)
 - 2) **Raise standards in mathematics by:-**
 - improving teachers’ planning by deliberate use of numeracy across all subjects.
(Paragraph: 110)
 - 3) **Raise standards in science by:-**
 - teachers planning for scientific investigation more systematically and consistently;

- assessing and recording pupils' attainment regularly to plan the next steps in learning.

(Paragraphs: 114 and 116)

4) Raise standards in English, mathematics and science by:-

- creating portfolios of pupils' levelled and annotated work from which progress may be monitored.

(Paragraphs: 47, 110 and 116)

5) Raise standards in information technology by: *

- improving the quality and quantity of computers and software;
- providing training for all staff in using the new technology;
- ensuring that information technology skills are planned into all curriculum areas.

(Paragraphs: 143, 145 and 146)

6) Refocus the use of skilled support staff to give more help to special educational needs pupils with emotional and behavioural difficulties in Key Stage 2.

(Paragraphs: 10, 62, 98, 109 and 114)

7) Improve outdoor accommodation and equipment for children under five, pupils' physical education and playtime. *

(Paragraphs: 10, 25, 63, 83 and 154)

Additionally the following minor issues would enhance the work of the school: -

- continue the present good practice to promote pupils' attendance * *(Paragraphs: 16 and 43)*
- provide more extra-curricular activities. *(Paragraph: 28)*

* The school is aware of this problem and has plans to address it

PART C: SCHOOL DATA AND INDICATORS

66. Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	41

67. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Un-satisfactory	Poor	Very Poor
0	26	51	20	3	0	0

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

68. Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	206
Number of full-time pupils eligible for free school meals	N/a	86

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	95

English as an additional language

	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	29

69. Attendance

Authorised absence

	%
School data	7.91
National comparative data	5.4

Unauthorised absence

	%
School data	1.89
National comparative data	0.5

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

70. Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	12	8	20
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	6	5	8	
	Girls	5	5	7	
	Total	11	10	15	
Percentage of pupils at NC level 2 or above	School	55 (59)	50 (64)	75 (67)	
	National	82 (80)	83 (85)	87 (83)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	6	6	8	
	Girls	5	6	3	
	Total	11	12	11	
Percentage of pupils at NC level 2 or above	School	55 (58)	60 (82)	55 (81)	
	National	82 (80)	86 (83)	87 (81)	

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

71. Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	19	17	36
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	5	5	9	
	Girls	4	4	4	
	Total	9	9	13	
Percentage of pupils at NC level 4 or above	School	25 (60)	25 (40)	36 (28)	
	National	70 (63)	69 (62)	78 (68)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	5	9	6	
	Girls	4	5	5	
	Total	9	14	11	
Percentage of pupils at NC level 4 or above	School	25 (44)	39 (40)	31 (40)	
	National	68 (63)	69 (64)	75 (68)	

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

72. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	0
Black – other	0
Indian	53
Pakistani	2
Bangladeshi	0
Chinese	0
White	112
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

73. Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	2	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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.

74. Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	144

75. Financial information

Financial year	1999/2000
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	£
Total income	408,054
Total expenditure	418,099
Expenditure per pupil	1,707
Balance brought forward from previous year	50,113
Balance carried forward to next year	40,068

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

Questionnaire return rate

Number of questionnaires sent out

206

Number of questionnaires returned

31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	61	29	6	0	4
Behaviour in the school is good.	39	39	16	6	0
My child gets the right amount of work to do at home.	45	32	13	10	0
The teaching is good.	52	39	0	6	3
I am kept well informed about how my child is getting on.	45	42	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	39	42	13	0	6
The school is well led and managed.	55	33	6	6	0
The school is helping my child become mature and responsible.	55	23	16	6	0
The school provides an interesting range of activities outside lessons.	26	26	16	6	26

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

77. At the time of the current inspection there were two children who were under five attending school in the reception class, together with pupils who had already had their fifth birthday. Older children start in the reception class in the September of the year in which they are five and younger children start in the following January, in line with local education authority agreed procedures. Satisfactory arrangements are in place for children to attend for short times prior to this to ensure a smooth entry into school. There are good links with the feeder nursery school, which most children attend. They settle into classroom routines quickly and come happily to school each day. They respond well to the friendly, structured environment of the reception class. Attainment on entry is very low. This is borne out by the results of the local authority baseline assessments, administered during the children's first term at school. Progress is good overall in all the areas of learning, except in personal and social development, which is very good. By the age of five, attainment in all areas of learning is below average except in personal and social development where it is average. This represents a decline in standards reported in the last inspection, which judged that planning was good, children made rapid progress and attainment met national expectations by the age of five.
78. The curriculum is broad and is appropriately based on the Desirable Learning Outcomes for children under five. It is currently being reviewed to meet the demands of new curricular arrangements for September. This will address the need to provide a timescale to address the new Early Learning Goals and ensure a structured approach in the planning and delivery of these. The baseline assessments are used well to plan suitable programmes of work. However, assessment and recording procedures are inconsistent and need to be improved in order to enable staff to gain a clear picture of what children know, understand and can do. The quality of teaching is good overall. During inspection week it was at least satisfactory and examples of very good teaching were observed. This has a positive impact on the progress children make. The teacher and support staff work well as a team to provide a good range of activities. Teaching of the basic skills is clear and accurate, particularly in literacy and numeracy, and impacts well on children's good progress in learning. Expectations of the children's involvement in their work and behaviour are high and motivate them well in trying hard to do well. Activities are appropriately challenging, contributing effectively to the children's acquisition of skills. The caring approach of the staff and their effective interaction with children encourage them to listen, concentrate and behave well. Lessons are planned well and effective use is made of an appropriate range of resources. Children with special educational needs and those who speak English as an additional language are very well supported and make good progress towards their learning targets.

Personal and Social Development

79. The quality of teaching and learning are very good. Children make very good progress and by the age of five, achieve the expected outcomes for their age in this important area of learning. Staff encourage children to share ideas and equipment, fostering fairness and respect. Constructive relationships between children and staff motivate the children well, encourage very good progress within lessons and contribute to their positive attitudes to learning. Staff provide good opportunities for them to develop responsibility, for example, in helping to clear away equipment and in being register monitors. Children behave well and develop positive attitudes to learning. Most are aware of what is acceptable behaviour in the classroom and playground, and what is right and wrong. They learn to work co-operatively and

when answering questions in large groups, for example, they learn the importance of taking turns. Children listen appropriately, but many cannot concentrate for long. Most respond positively to the well-established, daily classroom routines, which give them confidence and security.

Language and Literacy

80. Overall, the quality of teaching is good and as a result of this, together with high quality, very focused input into small groups by support staff, children make good progress in their acquisition of language skills. Lessons are planned effectively, following literacy strategy guidelines. A significant number of children enter school with underdeveloped and immature speaking skills. Very good interaction by staff and the quality of talk and questions have a positive impact on the good progress children make in speaking and listening. Although some opportunities are missed to extend language in daily 'home corner' activities, good opportunities are provided in planned 'role-play' lessons, for example, when children act the story of 'The Enormous Turnip', with limited, but developing, confidence. There is a strong emphasis on learning about the letters of the alphabet and the development of phonic skills and this has a positive effect on the good progress children make in learning to read. Some understand print carries meaning and follow text as their teacher reads the Big Book 'The Enormous Watermelon' and 'read' aloud, with the teacher. Teaching and support staff make very good use of opportunities to extend and develop language. Children make very good progress in learning to handle books and to form letters. Standards of attainment are below average by the age of five. Higher attaining children achieve average standards.

Mathematics

81. The quality of teaching is good and leads to the children making good progress in their mathematical development. By the age of five, standards of work are below average. The teacher and support staff provide a suitably wide range of opportunities for children to develop mathematical skills and vocabulary through effective use of practical activities, number rhymes, games and songs, such as 'Five little speckled frogs'. Planning is effective, with appropriate learning objectives. Staff continually check the children's understanding, encouraging them to try hard and do their best. Expectations are generally high, with good levels of challenge in activities that lead children on. By the age of five, many count to five, and the higher attaining children count to ten and beyond, with sound understanding. They begin to sort 5 objects into 2 sets and higher attainers sort 10 objects into 2 sets, with increasing understanding. They are beginning to recognise written numbers. Higher attainers develop an awareness of 'adding on' and 'taking away' operations. They create simple patterns using shapes. They identify basic shapes with limited success and explore capacity through appropriate sand play.

Knowledge and understanding of the world

82. The teaching of knowledge and understanding of the world is good overall. Children's attainment is below the Desirable Learning Outcomes by the age of five, but they progress well. They are given a wide variety of interesting experiences, enabling them to learn about the world in which they live. They observe and talk about their sunflower seedlings on their 'growing' table with increasing understanding. They learn about the life cycle of a butterfly through the effective use of the story 'The Very Hungry Caterpillar', and some children develop basic understanding that living things change. They talk happily about their past experiences, their families, homes and the different ways they come to school, many with a limited awareness of direction, distance and time. They use a computer with increasing confidence, with adult support.

Physical Development

83. Teaching in this area of learning is satisfactory and leads to children making satisfactory progress. A range of suitable opportunities are provided for the development of children's fine physical skills. They handle small apparatus and writing implements with increasing, but limited, skill and control. In physical education lessons, the children are effectively developing awareness of space and of others. They begin to move confidently, safely and imaginatively around the hall, with increasing co-ordination. However, the development of their large bodily skills and opportunities for structured, outdoor, imaginative and co-operative play are limited by a lack of suitable equipment and a secure place to use it. By the age of five, children attain below the expected outcomes for their age.

Creative Development

84. The teaching and learning of the creative areas of development are good overall and, as a result, children make good progress. Overall attainment is below average by the age of five. They are given suitable opportunities to learn a variety of techniques, such as painting, drawing and printing. They use an appropriate range of materials and equipment to express themselves. They have suitable opportunities to participate in imaginative role-play in the class 'Home Corner'. Planned opportunities for role-play, for example, acting the story of 'The Enormous Turnip', effectively develop children's confidence and imagination, as well as enhancing their language skills.

ENGLISH

85. The results of the National Curriculum tests for 1999 show that the standards attained by the end of Key Stages 1 and 2 were well below the national average. Similar schools comparisons also indicate that standards were below in Key Stage 1 and very low in Key Stage 2. Trends over time indicate that standards in reading and writing appear to have fallen in Key Stage 1, but the trends for Key Stage 2 show improvements between 1997 and 1998, but then a dramatic drop in 1999. This is attributed to the fact that seven out of ten pupils in Year 6 had special educational needs. Furthermore, there was a significant number of pupils who joined the school in that key stage and who experienced a great deal of turbulence in their education. These factors, together with poor prior attainment, all contributed to the poor performance of pupils in that year group. There is also considerable mobility of pupils, which adversely affects the overall standards achieved by them. Valid comparisons cannot be made between the cohorts of pupils.
86. Following a careful analysis of results in the pupils' performance in 1999, the headteacher and staff have put into effect plans to rectify matters as urgently as possible. These include a stronger emphasis on the development of writing skills and regular opportunities for sustained writing throughout the school. The appointment of additional literacy assistants and teaching staff to give specific and targeted help to pupils have also effectively aided pupils' progress. These changes have been effected in addition to the daily literacy hour and have also included regular homework for all pupils. Pupils with special educational needs make good progress through direct and appropriate teaching of specific skills to match their abilities. They attain satisfactory standards in relation to the targets set for them in their Individual Education Plans. Those pupils for whom English is an additional language make good progress through the effective and targeted support they receive in lessons. There is little difference in the standards attained in English between boys and girls or pupils from ethnic minorities. There is good evidence to show that pupils in Year 6 will exceed the school's target of 59 per cent reaching the national average.

87. Inspection evidence indicates that pupils' attainment in English is below average by the end of both key stages. However, there is evidence that overall, pupils are making good progress through good, and sometimes very good, teaching. Another factor contributing to pupils' good progress is the quality of assessment, which all teachers maintain for all aspects of the subject. Information from this is then used to plan lessons and for grouping of pupils to maximise learning opportunities. In this respect, the school has made good improvements from the previous inspection report. There are now good schemes of work, which give guidance to progression in learning for all groups. However, while teachers provide opportunities for pupils to consolidate and extend their literacy skills in other subjects, these are not specifically planned for in all classes. Teachers do not often use information technology for the development of pupils' skills in English. Consequently, opportunities are lost for pupils to extend their skills to the expected level.
88. By the end of Key Stage 1, standards in speaking and listening in English are generally below average, with a few reaching appropriate levels for their age. Most are able to participate in class discussions and to contribute to observations in assemblies. They talk about aspects of their work, as was observed in a very good lesson in Year 2. The pupils were able to explain past tense of various verbs and to explain punctuation marks being used.
89. By the end of Key Stage 2, pupils' attainment in speaking and listening is average. The younger pupils use an increasing range of vocabulary to express ideas and opinions in detail. Teachers and classroom assistants improve the pupils' learning through skilful questioning and by giving good explanations to clarify meanings. In one class, in a mixed Year 3/4 group, the visiting part-time teacher used various resources to stimulate her pupils. Her questions included open-ended ones, such as *'What would you do...?'* to involve her pupils in the discussions. Older pupils make good progress in the acquisition of speaking and listening skills. Teachers seize opportunities for this development in literacy lessons. In Year 5, for example, the pupils participated in choral speaking, in small groups. They asked relevant questions of other pupils as to how decisions were taken regarding their performance. The teacher built on these questions by probing further and asking, *'What did this group try to do with voices?'* In a very good lesson in Year 6, the pupils were excited about experimenting with words and phrases to create different atmosphere from that of the author. In both lessons, the pupils were made clearly aware of the power and richness of English language.
90. A factor in raising standards in speaking and listening is the encouraging environment in which pupils learn: adults working with them value their contributions and there is mutual respect for each other's opinions.
91. By the end of Key Stage 1, standards in reading are average and pupils make good progress. Pupils have a secure knowledge of letter sounds to read words that are unfamiliar. At the time of the inspection, Year 2 pupils read a variety of texts fluently in the literacy lessons and in small group reading sessions. Pupils' enjoyment of reading is encouraged in all classes through whole class reading activities using the 'Big Book' where they can share in the joy of stories with others in the class. Many pupils in this year group read well and with expression and talk about characters they have read and about their favourite books. As they go through the key stage, the pupils acquire a range of reading strategies and skills to enable them to read and understand unfamiliar text.
92. At Key Stage 2, the pupils make good progress in reading, but their attainment is below average. Older pupils in this key stage have not had the advantage of

systematic teaching of literacy all the time they have been school. The good progress these pupils have made in their reading is also attributed to the improvement in the quality of teaching. Nevertheless, some pupils achieve the higher levels. In this group, they read with enthusiasm and obvious enjoyment difficult text such as 'The Hobbit'. However, for younger pupils in this key stage, their attainment is low. They are not sufficiently fluent in their reading and few are able to read with relevant expression. In Year 5, most pupils are on line to achieve the appropriate levels by the end of the key stage. They are able to read complex texts with enjoyment and understanding. In Year 6, while the overall standard is below average, few pupils achieve higher levels. There are examples of pupils reading books by C. Dickens, J. R. Tolkien and modern writers such as Roald Dahl and J. K. Rowlings. They use the public library in Wolverhampton where they choose books by various authors. In Year 6, pupils are beginning to use skills such as skimming and scanning for information in their reading.

93. Throughout the school, pupils use dictionaries and thesauruses to aid their learning. There is a good literacy environment where carefully chosen books are invitingly displayed in classrooms and in corridors. Through these attractive displays, the pupils learn to value and treasure books.
94. Writing standards are below average by the end of both key stages. However, pupils make good progress, particularly since September, due to the strong focus the teachers are placing on writing. Regular sessions, when the pupils can put into use their newly learned skills to extend their writing, have also contributed to their good progress.
95. In Key Stage 1, pupils write for different purposes, including stories, poems, instructions, letters and newspaper reports. They are beginning to use punctuation marks correctly and they are becoming increasingly imaginative. In Year 2, for example, the pupils used their developing writing skills to record investigations on living and non-living things and compose verses about Mother's Day in religious education. Their spelling is beginning to be increasingly accurate and their handwriting is legible, letters evenly formed, neat but mostly printed. At the time of the inspection, there was evidence that teachers use many opportunities to encourage pupils' skills in writing. These factors, together with the pupils' very good attitudes, impact positively on the good progress they make.
96. In Key Stage 2, pupils' attainment in writing is below average, but there are examples where pupils reach the higher levels, for instance, in extended writing. In this group, the pupils are beginning to arrange their writing into paragraphs, with complex sentences appropriately punctuated. They use words to good effect as seen in Year 5, where they created their poems about animals with a secret weapon. They used lively vocabulary to express the irritation that mosquitoes can cause to people. Two pupils, working together wrote:
*'Neither poison nor claws have I
But I seek human beings
And I bite, bite, bite.'*
97. By Year 6, the pupils' writing skills are beginning to be used in other subjects. There are examples in history where they undertake the roles of unemployed men in Britain in the thirties. They showed that they can successfully research and abstract information about that period and use it to express the despair felt by that generation. For a large proportion of pupils, their writing is well formed, fluent and neat and often in ink.

98. The overall quality of teaching is good, with half of the lessons observed being very good. The best teaching was observed in Years 1, 2, 5 and 6. In those classes, lessons were characterised by thorough planning, brisk pace, infectious enthusiasm and imaginative tasks that extended the pupils' learning in English. For pupils with special educational needs, teachers modify tasks to meet these pupils' needs. Support staff are suitably deployed and give good assistance to small groups to aid their learning. Pupils for whom English is an additional language are very well supported through a skilled and effective teacher who maintains very good assessment records and works closely with class teachers. Additional assistance from a part-time, recently appointed, teacher is particularly effective. Her highly developed skills of teaching literacy are evident and should begin to impact on the progress of the targeted group. Teachers manage their pupils well, making demands on them and expecting them to do their best. This results in pupils concentrating on their task, behaving in lessons and working well together, in pairs or in groups as required. However, there is a small minority of pupils in Key Stage 2 whose behaviour is unsatisfactory and slows other pupils' progress as a result. In those lessons where there is insufficient, skilled assistance, the pupils with emotional and behavioural problems disrupt the pace of learning, particularly when they are withdrawn for small group work.
99. Since the previous report, teaching has improved overall, but particularly in Key Stage 2. No unsatisfactory lessons were observed in English. Teachers' subject knowledge is now very good. This has been achieved through good in-service training and whole school approach to the teaching of English. The co-ordination of the subject is good and is another factor in the effective implementation of literacy throughout the school. There are good assessment procedures, which are well used to inform step-by-step planning for different abilities. Teachers maintain good records of pupils' progress and share these with other staff as pupils move through the school. Homework diaries help the pupils and promote good work habits. Where homework is completed regularly, pupils benefit and make good progress. Teachers' marking is regular and meaningful, in that the pupils are given good help on how to improve their work
100. The school has recently audited and discarded books that were old and in a dilapidated state. Whilst the overall quality of resources is satisfactory to implement the literacy hour, there are very few books in the library and stock is in need of urgent replenishment. At present, while the area for the library has recently been altered, it cannot be used effectively to encourage the pupils to undertake independent research because of the poor quantity of books for the number of pupils in the school. This is detrimental to their overall use and extension of their literacy skills.
101. The good co-ordination of English is effectively improving standards. The careful analysis of the pupils' performance has enabled the school to focus on areas of weakness and to address these through appropriately targeted teaching. Pupils' progress is monitored well. The co-ordinator has a good overview of provision and standards throughout the school. While planning of lessons is very good, in that it builds systematically upon pupils' previous learning, it does not always include the use of English in other subjects. The next stage of staff in-service in September features planned opportunities for speaking and listening across all areas of language development.

MATHEMATICS

102. Pupils are making good progress and at seven the standard of work in lessons is now similar to other schools. At eleven standards are just below average. The older

pupils in this key stage have not had the advantage of systematic teaching in numeracy all the time they have been in school. However, the quality of teaching has risen significantly since the last inspection, particularly for pupils aged seven to eleven, and this is helping raise standards. Teachers have improved their lesson planning and put a strong focus on developing pupils' mental arithmetic skills. Results in the national tests for eleven year olds have risen gradually from 1996 with 26 per cent reaching the national average, to 1998 when 40 per cent reached the average. In 1999 they fell back and only 25 per cent reached the average. This put their results in the bottom five per cent compared nationally and with similar schools. This was partly due to 70 per cent of pupils with special educational needs and the low attainment of many of the pupils when they were seven. Pupils also had many changes of teacher between Year 2 and Year 6 and nearly a third of the pupils joined the school after the reception class.

103. Results in the national tests for seven year olds have fallen from 1996 when they were similar to other schools, to 1999 when they were well below average. In that year there were a significant number of pupils with special educational needs. Since then the high level of training and support for all teachers has improved teaching and helped pupils make better progress. Pupils with special educational needs make good progress except for those pupils in Key Stage 2 with emotional and behavioural problems. While their progress is satisfactory overall, it slows down in this key stage because of the lack of skilled support. Pupils who speak English as an additional language are doing well because the support they receive is so well targeted. There is very good evidence to show that pupils in Year 6 will exceed the school's target of 55 per cent reaching the national average. This will be a significant improvement in standards from previous years.
104. Pupils achieve well because of good teaching. The youngest pupils in reception and Year 1 are eager to have a go at solving simple problems. By Year 2, they have achieved well from their low start and most attain the national average. In Year 3, 4, 5 and 6 pupils make good progress, but progress is slower for the minority with emotional and behavioural problems. Teachers have successfully focused on the gaps in older pupils' learning and significantly improved their achievement. Higher attaining pupils progress appropriately. Boys did better than girls in the 1999 national tests, but this is not the case every year.
105. Teaching and learning are good throughout the school. Over 75 per cent of lessons were good or better and a third were very good. Teaching is slightly stronger for the younger pupils, but not significantly overall. There was no unsatisfactory teaching. The co-ordinator has led very well in improving teaching. She has worked closely with the local authority mathematics consultant and arranged for staff to observe skilful teachers in other schools. She has successfully helped staff share good practice by observing each other and planning in pairs. She keeps a very good check on the subject by regularly looking at teachers' planning, watching teachers teach and checking pupils' work. All this has helped improve pupils' learning.
106. Teachers have a good understanding of the National Numeracy Strategy. They know what they want pupils to learn and their planning is very good. They plan suitable activities for different groups of pupils. One of the strengths in the planning is the way teachers find out what pupils know and use that information sensibly to plan the next lesson. The strong emphasis on developing pupils' mental calculations is very effective in improving pupils' basic skills. In reception, pupils can add and subtract numbers to 10. Pupils in Year 1 use methods in their heads quickly to add 9. Pupils in Year 2 can easily add the cost of two objects and work out change from 50 pence. In Year 4, pupils use their knowledge of counting in 5s and 10s to count across the hour, for example, from 11.40 to 12.05. Pupils in Year 5 show a good

understanding of inverse relationships when they add and subtract two and three digit numbers in their heads such as $135 + 65 = 200$, $200 - 65 = 135$. By the time the pupils are in Year 6 they use their good knowledge of place value as they multiply and divide three and four digit numbers by 5 or 10. Pupils loved the rapid questions and respond with enthusiasm and confidence. The majority of pupils had good attitudes in mathematics lessons and behaved well.

107. Where teaching was very good, teachers actively involved the pupils in the lesson. They shared the targets for learning. This helped give a strong focus to pupils' work and aided their concentration. As a result, they put a lot of effort into their work. Teachers encouraged pupils to share their strategies of working things out in their heads with other pupils. This made a very good contribution to pupils' confidence and positive attitudes to the subject. In the end of lesson sessions the main target for learning was suitably revisited and reinforced.
108. At Key Stage 1, teaching and learning were never less than good, with the best teaching in Year 1 and 2. Lessons proceeded at a good pace with a high level of challenge. Pupils responded with enthusiasm and considerable effort and a lot of work. Pupils progress in all areas of mathematics including shape, space and measure and problem solving. By Year 2, they know how to sort and label shapes, measure accurately with centimetres, record time to quarter hours and show symmetry in different shapes. For example, in a Year 2 class, pupils showed good progress in their understanding as they solved problems comparing different group sizes and numbers of boys and girls. Most could sort and organize and record the information in a variety of ways including tally charts, sets, tables and block graphs. They were able to explain their findings very well.
109. At Key Stage 2, teaching and learning were good in 60 per cent of lessons, and in Year 5, teaching and learning were very good. Pupils made good progress overall and standards in lessons were generally in line with the national average. By Year 6, for example, many pupils can multiply and divide decimals to two places, draw angles to the nearest degree and identify congruent shapes. The Year 5 teacher worked very effectively with targeted pupils in this class in booster classes for 16 weeks in the spring and early summer term. This improved pupils' attainment conspicuously and brought about two thirds of the pupils up to the national average. However, from the scrutiny of work, there are still a number of lower-middle attaining pupils who are not securely attaining a national average. A minority of pupils are well placed to achieve the higher levels. Where the teaching was very good, the class teacher used very good strategies for helping the pupils to recall number facts in their heads: for example, they wrote these on whiteboards and were able to share their answers with each other. There was a good pace and a very good warm, supportive relationship. The starter mental arithmetic sessions were well led in all classes. As a result, pupils showed a lot of effort, concentration and achieved well. Teaching was never less than satisfactory. Where there were unsatisfactory elements, this was usually due to lesson pace slowing during group time as teachers attended to the needs of special educational needs pupils with emotional and behavioural difficulties. The quality of teachers' marking is satisfactory overall, with some good quality marking in Year 6 which suitably informed pupils about their work.
110. There were good examples of pupils using their numeracy skills successfully in science and design and technology, but generally there is insufficient planned use in other subjects. At present there are no examples of pupils' work which are annotated to National Curriculum levels of attainment as another aid to help teachers monitor pupils' progress. There was good use of developing formulae on spreadsheets in Years 5 and 6, but there was too little use of information technology overall to

support learning in mathematics. Mathematics resources have improved since the last inspection and are now satisfactory.

SCIENCE

111. Pupils of all levels of prior attainment currently make good progress in their learning throughout the school. Attainment at the end of Key Stage 1 is slightly below average, and at the end of Key Stage 2 is below average. This is still an improvement on last year's results and reflects an upward trend. In Year 6, there is an increased proportion of pupils likely to attain or exceed the national average. However, there is a significant proportion of pupils who are unlikely to attain the national average, although this proportion is considerably smaller than in previous years. Concerns in the previous report included pupils' progress, teaching, planning and provision for higher attaining pupils, all of which have been improved.
112. The results of Teacher Assessments in 1999 at the end of Key Stage 1, reflected levels of attainment that were very low in comparison with the national average. They were well below the average for similar schools. Standards of pupils currently at the end of the key stage are slightly below average, which indicates an upward trend. In 1999, 36 per cent of pupils at Key Stage 2 attained the expected level (Level 4) for eleven-year-olds. This indicates an improving trend, compared with 1997 and 1998, when a consistent 28 per cent of pupils in each of those years attained Level 4. However, the attainment last year is still very low in comparison with both the national average and the average for similar schools. This is mainly because of the high proportion of pupils with special educational needs in that cohort of pupils and the high level of numbers of pupils moving in and out of the school. While progress is currently good overall, a significant lack of progress in the long term, due to unsatisfactory teaching in the past, has left many pupils, particularly in the oldest classes, with much catching up to do. Pupils in Years 5 and 6 have not had the advantage of experiencing an appropriate curriculum all the time they have been in school. An upward trend in standards is indicated, mainly due to the improved quality of teaching, improved curricular provision since 1997 and also to the good leadership and management of the subject. Boys do better than girls in tests at the end of Key Stage 2, but there was no evidence to support this in the work or lessons seen.
113. The majority of pupils in Key Stage 1 are currently well placed to achieve most of the targets for pupils of this age. However, there are still a number of pupils who are not well placed to achieve the national average, although this percentage is lower than last year. Most pupils achieve well and build on their previous learning in a structured way as a result of consistently good teaching. They achieve well in their knowledge and understanding of the living processes of both plants and animals. During the inspection, Year 1 pupils carried out investigations of the school grounds to observe and describe mini-beasts and their habitats. Pupils in Year 2 begin to understand that a balanced diet and taking exercise helps to keep humans healthy and sort food into healthy and unhealthy foods. Pupils investigate a range of materials and their textures to test the best 'road' surfaces for toy cars. They have a suitable understanding of which materials are attracted, or not attracted, to magnets. They understand well that a number of everyday appliances use electricity. Higher attainers use simple equipment to make an electrical circuit. They recognise and name a range of sources of sound and compare loud and quiet sounds with some success. They describe and record their observations in writing and in simple tables and charts, using appropriate scientific language. Higher attaining pupils begin to use their knowledge and understanding to explain their findings. Pupils with special educational needs and those pupils who speak English as an additional language are

well supported through very good use made of skilled, experienced support staff. This enables them to make good progress and attain well in comparison to their prior attainment.

114. At the end of Key Stage 2, many pupils are well placed to achieve the national average, with some pupils achieving the higher level. However, from the scrutiny of work, there are still a good number of lower attaining pupils who are not securely achieving the national average. Therefore, whilst attainment is higher than last year, it is below the national average. Strengths in pupils' improving standards are reflected in their understanding and use of appropriate scientific terms, such as 'hypothesis', 'observations' and 'nutrition', especially in Year 6. Most pupils achieve well during lessons as a result of the overall good teaching throughout the key stage. Some pupils achieve well in carrying out investigations and recording their findings in a variety of ways, including line graphs. Year 3 and 4 pupils show a sound level of knowledge of air and water resistance to slow objects down, carrying out 'fair' tests with appropriate understanding. Pupils in Year 5 investigate how sounds travel through different materials to the ear, with good success. The majority of pupils effectively consolidate and extend their previous knowledge and understanding of aspects of life processes and living things. They have an appropriate knowledge of 'keys' and higher attainers in Year 6 explain how plants can be classified using 'keys'. In studying materials, Year 6 pupils are aware of the dangers to health of smoking, alcohol and drugs. Year 6 pupils are able to describe their experiments to separate simple mixtures by filtration and some understand the processes of evaporation and condensation. Many make predictions and understand the need to use a 'fair' test. They make relevant observations and measure, using simple equipment appropriately. Higher attainers know measurements have to be repeated to compare results and draw conclusions. When writing down their findings, standards of presentation are mainly good. Although pupils generally experience an appropriate range of practical investigations, progress at both key stages is slower in this aspect of science because it is not systematically or consistently addressed. Pupils with special educational needs are well supported by teaching staff. Although this enables most of these pupils to make good progress overall, those pupils with special educational needs who have emotional and behavioural difficulties make slower progress because of the lack of skilled support staff at Key Stage 2. Pupils who speak English as an additional language are well supported and achieve well because of this effective, focused support.
115. The overall quality of teaching throughout the school is good. At Key Stage 1, it is consistently good. At Key Stage 2, teaching varies from satisfactory to good, and is mainly good, which is a significant improvement since the previous inspection. As a result, pupils in both key stages make good progress. Teachers' subject knowledge is secure and impacts positively on the good progress made in pupils' acquisition of skills, knowledge and understanding. Planning is effective, with clear targets for learning and lesson structure. Teachers consistently manage their pupils well, eliciting a good response from them. Where the teacher has very high expectations, levels of challenge match pupils' prior learning and contribute well to good progress, for instance, when Key Stage 1 pupils investigate the effect of exercise on their bodies through increased pulse rates. Teachers use a good range of resources for pupils to gain first hand experiences, for example, when Year 5 pupils carry out 'fair' tests to find out about how sounds travel. The quality of marking, generally, is sound, and is helpful to average and above average pupils, especially in Year 6. It is less helpful for lower attaining pupils. Where teaching is less effective, pace is lost and pupils lose interest, and opportunities are also missed to give pupils responsibility for their own learning. As a result of the good teaching, pupils in both key stages have good attitudes to learning. They behave and concentrate well and try very hard to do their best, especially when engaged in a high level of practical activities. They enjoy

experimental activities, demonstrating great enthusiasm and interest in the 'hands on' approach to science. In group activities, they work well together with growing confidence. Very good relationships motivate pupils of all abilities and make a significant contribution to the good progress made within most lessons.

116. The curriculum is planned effectively to include an appropriate balance between all areas of learning, ensuring that the subject meets statutory requirements. It is currently being reviewed in the light of new curricular requirements planned for September, and to improve progression. The school is aware that assessment and recording procedures are targets for development as currently they do not give teachers a clear picture of what pupils know, understand and can do. Assessment is not consistently used to plan what the children should learn next. There is no collection of samples of pupils' assessed work to assist teachers to come to consistent judgements about pupils' attainment levels. Links with literacy and numeracy are effective: for example, pupils often record their observations in writing. Teachers encourage the use of appropriate scientific vocabulary, using such words as 'forces, air, water resistance'. A particular strength at Key Stage 1 is that work in science is beginning to be used to support the development of extended writing. Pupils measure and count in a range of contexts and use tables, charts and graphs to record findings. CD-ROMS are available as a source for research, but little use of information technology was seen during the inspection. The leadership and management of the subject are good. The co-ordinator has good subject knowledge. The monitoring and evaluation of teaching and learning are being developed positively. Science resources, including books, have improved since the last inspection and are adequate. They are well organised and are accessible to staff and pupils. The school grounds are used very effectively as a resource for investigative work. The curriculum is enriched by good use made of visits, for example, to a farm and to Wolverhampton Science Park.

ART

117. At seven and eleven years old, the standard of pupils' work is typical for their age. In Key Stage 1, pupils of seven achieve good standards in observational drawing.
118. Pupils make good progress from their below average start. This is mainly due to the consistently good teaching for five to seven year olds and overall satisfactory teaching for seven to eleven year olds. In addition, there is a good scheme of work and the co-ordinator leads well. Pupils achieve satisfactory drawing skills by the age of eleven. This is a significant improvement from the last inspection when these were weak. Even so, progress is uneven. Pupils in reception listened attentively to their teacher as she skilfully guided them to look closely at the detail in the fruit. These pupils and those in Year 2 did very sensitive drawings of fruit using a good range of drawing materials. Progress slows down in Years 3 and 4, where teaching is not as strong but still satisfactory overall. In Year 5, pupils' progress in drawing is good with very good teaching. In Year 6, the standard of work is typical for their age. Pupils achieve satisfactory standards in all other aspects of art including textiles, knowledge of artists and three-dimensional work. Pupils in Year 5 achieve good standards in their artwork with the very skilful teaching of the art co-ordinator. Most pupils with special educational need progress well, although progress for pupils with emotional and social difficulties is sometimes slower. Pupils with English as an additional language progress well with the good support they receive.
119. Teaching and learning are good in Key Stage 1 and satisfactory overall in Key Stage 2. There was one unsatisfactory lesson in a Year 3 and 4 class. All teachers plan their lessons well and are mostly successfully in involving pupils in challenging work.

In the best lessons in Years 1 and 5, teachers made it very clear what they wanted the pupils to learn. They organised their classrooms efficiently, demonstrated and explained techniques thoroughly and provided good quality resources. This gave the pupils a purposeful classroom. Pupils put much creative effort into their work with good results. They showed great enjoyment, concentrated well and used various techniques with confidence. For example, pupils in Year 1 looked at the sunflowers in the pot with care and used their pastel crayons in different ways to effectively show line, tone and texture. In Year 5, pupils were rightly proud and enthusiastic about their work. They confidently developed their designs from their sketchbooks onto their pots and fabric. There was a marvellous sense of real workmanship and achievement in the class. Pupils organised themselves well. They were sensible with tools and materials and helpful to each other. Teachers plan a good range of activities, which make a good contribution to pupils' cultural development. For example, in Year 1 pupils do inspirational drawings after they have looked at the work of Monet and Van Gogh, and in a Year 3 and 4 class pupils make wonderful Egyptian masks as part of their study in history.

120. The co-ordinator is very aware of strengths and weaknesses in the provision. She has a very good grasp of the subject, as it was part of her initial training. She has not watched teachers teach so is not able to help those who find teaching drawing difficult. There is no collection of pupils' work to show teachers the expected standards in all areas of artwork.

DESIGN AND TECHNOLOGY

121. It was not possible to observe lessons at Key Stage 1 during the inspection and, therefore, no judgement can be made on the overall quality of teaching and learning at Key Stage 1. Judgements are based on scrutiny of pupils' work and displays, teachers' planning and discussions with pupils.
122. Most pupils, including pupils with special educational needs and those for whom English is an additional language, make satisfactory progress overall, and attain standards expected for their ages at both key stages. This has improved since the last inspection, when standards in Key Stage 2 were below average. The improvement is a direct result of improved teaching at Key Stage 2.
123. At Key Stage 1, pupils generate ideas through handling materials and use pictures to show what they want to do. Suitable opportunities are provided for pupils to work with, and select from, a variety of materials and to develop appropriate cutting, shaping, joining and sticking skills. Year 1 pupils design and make models of a range of mini-beasts with moveable joints. They experience food technology and design their own 'healthy diet'. Pupils in Year 2 design and make a simple box to hold a picnic. Pupils' work scrutinised indicates that good progress is being made. At Key Stage 2, skills, knowledge and understanding are built on and extended appropriately. Year 3 and 4 pupils design sandwich fillings and investigate various packaging. Year 5 pupils design a model shelter for a specific purpose. They produce suitable plans and labelled diagrams to show how they will be assembled. They select materials, and build on their previous learning to generate ideas, discussing and clarifying their plans and taking into account the purpose and use of finished products. Year 6 pupils design and make structures. They explore materials, investigating which material will be suitable to cover their structure, and find ways to strengthen their structures, evaluating their work as they progress. Good links were made with both science and mathematics in this lesson, when higher attainers used Newton meters to measure the force required to break different types of polythene. They draw conclusions on the basis of their findings. Year 6

pupils design and make model bridges, using a range of joining techniques in the work on 'Building Bridges' organised by visiting engineers from 'Primary Compact'. Pupils' literacy skills are used appropriately when they label diagrams in their design sketches and vocabulary is appropriately extended, for example, using such words as 'make, design, and reinforce'. Numeracy skills are used effectively when they measure, mark out and cut out simple shapes to make products.

124. The quality of teaching in lessons seen at Key Stage 2 is, overall, good and varies from satisfactory to very good. Planning is effective, a good range of tools and materials are used efficiently and these resources are well prepared for use in lessons. Where expectations are high, class control is good and subject knowledge is secure, the organisation of group work is effective and pupils work collaboratively, as well as independently and try hard to do their best. Good attention is given to safety. At Key Stage 2, pupils' attitudes and behaviour are good. They show interest, behave well and enjoy designing and making simple products. They handle tools carefully and are aware of the importance of safety. Leadership and management of the subject is good and the enthusiastic co-ordinator has good subject knowledge. The curriculum is broad and balanced. The policy and scheme of work are appropriate, an improvement since the last inspection when there was a lack of detailed planning. Currently, there are no procedures to assess or record pupils' progress and attainment to indicate what pupils know, understand and can do. Teachers' plans are checked, but no monitoring of lessons has taken place.

GEOGRAPHY

125. Pupils of all levels of prior attainment make good progress overall and reach a standard expected of pupils at seven and eleven. This is a significant improvement upon the previous inspection, which noted that the pupils' progress at both key stages was unsatisfactory.
126. At Key Stage 1, pupils make suitable progress in their skills of observing and recording information. They take part in walks around the school grounds and the nearby locality, during which they talk about the quality of their surroundings and are able to record the uses of different buildings onto maps of various scales. In a lesson in which they used a large scale map of Cannock Chase, Year 1 pupils were able to recognise different ways in which the land was used and identify different types of communication routes. They developed their use of geographical language and were able to ask simple questions about how the area of Cannock Chase is used by people. From looking at a video of the Isles of Scilly and using travel agents' brochures, pupils in Year 2 are able to consider how places are different from their own and research information to find out about different living conditions in a variety of places in the British Isles and overseas. By the end of the key stage, pupils are able to find places in atlas maps and on globes and develop their skills in identifying different types of land uses from maps and pictures.
127. At the end of Key Stage 2, pupils develop a growing awareness of places beyond the United Kingdom, which they contrast with their own locality. A class of mixed Year 3 and 4 pupils, in a lesson to find out about life in an Indian village, explain differences between market places in Chembakolli and Wolverhampton. Enthusiastically looking at a variety of fruit and vegetables brought into the lesson by their teacher, they talk about different weather conditions which help these crops to grow and the importance of farming to this particular Indian community. Pupils learn about a wide range of physical features of the landscape in the United Kingdom and study how rivers can affect the land. In their lesson to investigate changes along the River Severn, pupils in Year 5 used a video and photographs to find out about the effects

of the river on people who live alongside it and explain how the river wears away and shapes the land on its journey to the sea.

128. By the end of the key stage, pupils are using atlases, maps and aerial photographs confidently to support their learning. They show a growing concern for environmental issues, both on a local and worldwide scale, and investigate the effects of pollution and poor water supplies upon different people in the world. Although progress is sound overall throughout the key stage, good progress is made in Year 5 where particularly challenging activities enable pupils to develop and extend their knowledge and skills. Pupils with special educational needs and those for whom English is an additional language make sound progress overall.
129. At Key Stage 1, where both good and satisfactory lessons were observed, the quality of teaching is satisfactory overall. At Key Stage 2, teaching is good overall, although one lesson was unsatisfactory. Teaching is good where teachers show effective pupil management, have a sound knowledge of geography through detailed planning and use a variety of resources, which help pupils to find out information for themselves. This helps them to work independently or together in pairs or small groups. Teachers' use of lively question and answering techniques strongly influence pupils' interest, as in a Year 3 and 4 lesson, where pupils discussed living conditions in an Indian village, and in Year 5, where pupils examined the effects of a river upon the landscape.
130. The majority of pupils at both key stages show a good attitude towards their learning. They work together supportively in groups and take pride in their work. Pupils enjoy their lessons in which the majority maintain their concentration throughout. They are confident in asking and answering questions about their work, listen carefully to instructions and behave well in most lessons. Pupils' learning is enhanced by opportunities to take part in walks around the school's locality and by visits to a farm for younger pupils and to Bridgnorth, where Year 5 pupils investigate the River Severn.
131. Leadership and management of the subject are satisfactory. Since the last inspection, a scheme of work has been developed, which meets national requirements. It provides a broad range of activities and makes a positive contribution to pupils' spiritual, moral, social and cultural development. A variety of textbook, video photograph and map resources has been purchased. Teachers' planning is regularly monitored and informal advice and support given. However, whilst teachers are assessing pupils' on-going work, the recording and evaluation of their progress remain undeveloped and this was highlighted in the previous inspection. This deficiency is recognised by the school, as is the lack of any formal monitoring and evaluating of the quality of teaching and the pupils' learning in geography.

HISTORY

132. Due to timetabling arrangements and the timing of the inspection, no history lessons were observed at Key Stage 1. However, scrutiny of pupils' work in books, in a display, in photographs and discussion with teachers, provides additional evidence that pupils of all levels of prior attainment make satisfactory progress in their learning at both key stages and achieve standards in line with those expected of pupils of seven and eleven. This is a significant improvement upon the previous inspection.
133. At Key Stage 1, pupils take part in walks around school and are able to recognise and describe the differences between old and new buildings. Year 1 pupils compare

toys of today with those of the past, describing the effects of the passing of time. At the end of the key stage, Year 2 pupils begin to understand why people in the past, such as Guy Fawkes, acted as they did. Pupils develop a sense of period in their investigations into life in Victorian times. From old school photographs and logbooks, they can talk about differences in school life at Parkfield from Victorian times to the present day. Pupils describe the changes in classrooms from Victorian times but comment that doing work is just the same.

134. Pupils in Key Stage 2 develop a good understanding of historical periods. In the mixed Year 3 and 4 classes, pupils compare lifestyles from Tudor times to the present day and describe what it would be like to live in both poor and rich family houses at the time of Henry VIII. In a lesson to consider how popular culture in Britain had changed since the 1960s, Year 5 pupils used evidence from old records, tapes and modern CDs to identify how changes in people's social entertainment and values were reflected through the music of these different periods. Pupils identified sounds produced by modern and older recording methods, considered the different forms of packaging and discussed the changes in technology that had taken place. By the end of the key stage, pupils are developing the ability to use information from a variety of sources of evidence. In their lesson to investigate changes in society from post war Britain to the present day, Year 6 pupils used evidence from old photographs and magazines to identify changes and ask questions about the lifestyle of fifty years ago.
135. The quality of teaching at Key Stage 2 is good overall, and teachers provide an interesting range of resources that motivate pupils and encourage them to make deductions. Activities are designed to develop historical skills, as well as simply to investigate the historical period. Pupils' attitude towards their work is good. They enjoy taking part in lessons and answer questions with enthusiasm and confidence. They work well together in groups and handle resources with care.
136. Leadership and management of the subject are satisfactory. Since the last inspection, schemes of work have been developed using guidance from the Qualifications and Curriculum Authority schemes of work. However, teachers plan their schemes of work individually and the co-ordinator is aware of the need to monitor planning to ensure that pupils develop their skills and learning in a balanced way. A variety of posters, books and videos provide satisfactory resources for teaching the study units, and artefacts are frequently loaned from Wolverhampton's teachers' resource centre.
137. Opportunities for pupils to carry out practical work in the locality and visits to places of historical importance such as the Black Country Museum, Blists Hill and the Cannock World War II Museum, enrich pupils' learning and enjoyment of the subject.
138. The school is aware that the recording and assessment of pupils' progress in history remain undeveloped and there are plans to develop a recording method to address this, together with collecting a sample of appropriate examples of pupils' work to produce a subject portfolio to support assessment.

INFORMATION TECHNOLOGY

139. As elements of this core subject are not implemented, information technology is at an early stage of development. During the week of the inspection, a small amount of discrete teaching of information technology was observed at Key Stage 1. Judgements have been made on the basis of observations in these lessons, scrutiny

of a limited amount of pupils' work, analysis of teachers' planning and discussions with staff and pupils.

140. Standards of achievement at both key stages are below the national expectations. At the previous inspection, standards were similarly below in Key Stage 2, but were in line with that expected for pupils aged seven. This represents a fall in standards. Whilst computer software is available in each classroom, it is generally underused. Pupils have limited opportunity to develop their skills, knowledge and understanding in the use of information technology. Progress at both Key Stages 1 and 2 is unsatisfactory and pupils are not building upon existing skills as they move through the school. They have too few opportunities to use information technology to support learning in other subjects including those pupils with special educational needs and those for whom English is an additional language.
141. When opportunities to use information technology are given, some progress is made. By the end of Key Stage 1, pupils develop their keyboard skills and use a mouse with confidence. Year 1 and 2 pupils are introduced to entering instructions to guide a programmable toy. More able pupils know how to select information from a menu, as in a Year 2 geography lesson where pupils researched information about different countries.
142. In Key Stage 2, there is a limited amount of evidence to suggest that some pupils are developing skills in producing short pieces of text, which they edit and correct, and are able to design simple banners using clip art software packages. By the end of the key stage, pupils are able to write text, edit and print their work. More able pupils use a publisher programme to link together pictures and titles. There is little evidence, however, to suggest that pupils are able to create graphs from spreadsheets or search a database using information technology.
143. At both Key Stages 1 and 2, the full curriculum is not taught and opportunities for pupils to develop their skills in all areas of information technology, but particularly in modelling, handling and controlling information, are limited. There is no long-term scheme of work to support the progression of pupils' understanding and skills and medium-term plans appear to be left up to individual teachers to develop. In a number of classes, information technology is used on an ad hoc basis and resources are not always used effectively. There is no evidence that pupils' achievements in information technology are recorded.
144. Where direct teaching of information technology took place during the inspection at Key Stage 1, the quality of the teaching is at least satisfactory. Class management is good and promotes good behaviour and pupils enjoy their lessons, as in a mixed Year 1 and 2 class, in which pupils were introduced to a roamer and were excited by programming instructions for it to move across the hall.
145. The school has still to acquire a range of suitable software to enable the full information technology curriculum to be taught at both key stages. The number of up-to-date computers that the school has is also too few for the number of its pupils. These deficiencies in hardware and software were identified in the previous inspection, as was the need for them to be extended.
146. The school is aware that immediate action is needed to bring overall standards in line with national expectations by the end of both key stages. This action is to include the development of a scheme of work to meet fully the needs of the information technology curriculum, alongside guidance related to teachers' planning and training needs, so as to ensure that all teachers are aware of and understand all aspects of

information technology. The school recognises the importance of including the promotion and use of information technology in other subjects.

MUSIC

147. Pupils of all levels of prior attainment, including those with special educational needs and those who speak English as an additional language, make good progress and attain standards in line with those expected at the end of both key stages. These standards are similar to the findings of the last inspection. Since the previous inspection, music provision has improved. Resources have been improved and are now good. The headteacher is responsible for leading and managing music, as there is currently no music specialist on the staff.
148. Pupils achieve well at both key stages. Overall, the quality of pupils' singing is satisfactory. In assemblies, pupils are given opportunities to play the flute and to listen to African style music. They sing, unaccompanied and from memory, an African song, tunefully and expressively, with improving control of diction and phrasing, to create a very sensitive musical effect. This makes a very good contribution to pupils' cultural and spiritual development. Key Stage 1 pupils make good progress in acquiring musical skills, knowledge and understanding. Year 2 pupils compose, perform and appraise simple pieces, playing various instruments to represent different animal movements and sounds, and creating a mood, for example, a fish swimming in a quiet lake. At Key Stage 2, pupils' skills are built upon and extended effectively. Year 3 and 4 pupils compose and perform simple rhythms to suggest movements of builders and artists in Ancient Egypt, evaluating their work simply. Year 5 pupils appreciate rhythms and sounds, using a wide variety of instruments to create regular and irregular beats to match rhythms in songs and rhymes.
149. The overall quality of teaching is good at both key stages, with some very good teaching seen in Key Stage 2, an improvement since the last inspection, when some unsatisfactory teaching was seen. Key Stage 1 teachers involve pupils in lesson aims and check that they understand what they are expected to do, for example, in evaluating their performance so that they can improve their work. Key Stage 2 teachers' subject knowledge is secure and planning is generally effective, good links being made with other subjects, such as history. Good targeting of pupils with special educational needs supports their learning well, contributing positively to their good overall progress. However, at Key Stage 2, where these pupils have emotional and behavioural difficulties, progress is hampered by the lack of skilled support. Teaching is very effective where the very good use of resources and lively pace of lessons encourage pupils' creative efforts, impacting well on their behaviour, involvement and progress, as in work on 'Ancient Egyptian' rhythms. Where learning objectives are not clear, teaching is less effective. Throughout the school, pupils have positive attitudes to music and at Key Stage 2, pupils' attitudes are very good. They behave well, responding to their teachers' high expectations with enthusiasm and interest. Very effective organisation of group work provides good opportunities for pupils to collaborate. They concentrate for long periods and are well motivated as a result of good relationships between pupils and teachers. Pupils' literacy skills are appropriately enhanced, for example, by the reading of rhymes and through appraisals and discussions of 'composing'.
150. The school uses a published scheme of work to provide appropriate guidance in planning for progression and continuity. Currently, there is no formal system to assess or record pupils' progress. Little monitoring of teaching and learning has taken place. The curriculum is enriched by visiting musicians, such as a brass group,

and by pupils' involvement in the Parkfield Jamboree, in local multi-faith services and in performances to senior citizens. A number of pupils benefit from clarinet and flute tuition by peripatetic teachers.

PHYSICAL EDUCATION

151. Pupils of all levels of prior attainment, including pupils with special educational needs and those for whom English is an additional language, make good progress at both key stages. They attain standards expected for their age at the end of both key stages. Considerable improvement has been made since the last inspection when attainment at Key Stage 2 was judged to be below average, progress was satisfactory, some unsatisfactory teaching was seen and there were resource inadequacies. Teaching at Key Stage 2 is now good overall, resulting in improved progress and attainment. Resources have been increased and are now adequate.
152. By the end of Key Stage 1, pupils develop satisfactory games skills. Year 1 pupils effectively improve their throwing and receiving skills with practice and play simple competitive games safely. They recognise and describe the effect of exercise on their bodies. Pupils in Year 2 plan and perform basic gymnastic actions of balance, using their hands and feet, move in different directions and at various speeds, and link these actions to create a sequence. They discuss ways of improving their work. At Key Stage 2, pupils' skills are consolidated and extended appropriately. Pupils in Years 3 and 4 practise and improve ball skills, plan simple target games, evaluating their performance to improve their work. In Year 5, pupils improve discus throwing and aiming skills well, through good practice of techniques. The assessment of skills learnt previously was effectively used to inform teaching in this lesson. Year 6 pupils practise games skills safely in small teams, satisfactorily improving their ball skills. In a 'Health and Fitness' session organised by a member of the 'Primary Compact' team, they attain well in repeating a previously performed series of movements, with good control and confidence. Although swimming has not been taught since last September because the High School swimming pool used by the school is being renovated, by the end of Key Stage 2, 87 per cent of Year 6 pupils can swim unaided for at least twenty-five metres. Key Stage 2 pupils with special educational needs who have emotional and behavioural difficulties make slower progress because of the lack of skilled support staff at this key stage.
153. The quality of teaching is good overall and ranges from satisfactory to very good. Planning is effective, with clear aims. Pupil management is sound and keep pupils on task. Clear instructions given to pupils ensure that they know what is expected of them, and promote their understanding. The suitable level of challenge in the activities makes an effective contribution to pupils' good progress in development of their skills. Good class management elicits a good response and promotes good behaviour and positive attitudes. Most pupils are interested, enthusiastic and enjoy their lessons. High expectations encourage good teamwork, respect for others and fair play. Pupils listen attentively and willingly follow the teachers' instructions.
154. The leadership and management of the subject are effective and the curriculum is appropriate. The policy and scheme of work provide useful guidelines for continuity, progression and planning, an improvement since the last inspection. Currently, there are no agreed procedures to assess or record pupils' progress and attainment to indicate what pupils know, understand and can do. Outside accommodation is restricted for physical education because of the inadequate size of the playground and grassed area around the school. The extra-curricular sporting activities of football, cricket and Dance Club, organised by two teachers and a play leader, are well attended by boys and girls. These support the curriculum well. School

occasionally participates in friendly football and cricket matches with local schools, and makes use of the local High School sports field for competitive games, when needed.

RELIGIOUS EDUCATION

155. At the end of Key Stage 2 the attainment of pupils is in line with the expectations of the locally agreed syllabus. Due to timetabling arrangements and the timing of the inspection, no religious education lessons were observed at Key Stage 1. However, scrutiny of pupils' work in books and display and discussions with teachers, provide evidence that the attainment at Key Stage 1 is in line with the expectations of the locally agreed syllabus. At both key stages, pupils' attainment is similar to that reported in the last inspection. Pupils, including those with special educational needs and pupils for whom English is an additional language, make satisfactory progress.
156. By the end of Key Stage 1, pupils develop their understanding of Christianity and other world religions through lessons on festivals and special times, and make appropriate links between Christian rituals and those of other faiths. They develop a clear understanding of the important festivals associated with Islam and Hinduism, especially Ramadan, Eid ul Fitr and Diwali. Pupils know and understand that churches and chapels are the main buildings in the locality where Christians worship, and that churches are used for other important occasions, such as weddings and christenings. They also know that Muslims worship in mosques and Hindus worship in temples, and that all places of worship have areas that are very special and spiritual.
157. At Key Stage 2, pupils extend their knowledge and understanding of Christianity and world religions. Pupils in a mixed Year 3 and 4 class consider why the Muslim community celebrates the festival of Eid. They talk about Eid as a celebration at the end of Ramadan and about how people meet in the mosque to pray. Pupils write about the importance to Muslim people of giving and talk about the importance of helping others. They compare the act of Zakat to other kinds of giving. Pupils express their feelings clearly, as in a Year 5 lesson where they research newspaper articles that show different ways in which life changes and discuss different aspects of happiness and sadness.
158. The quality of teaching observed at Key Stage 2 during the inspection was good. Teachers plan thoroughly with clearly defined objectives and draw upon the experience of their pupils' faiths to enrich lessons. This was shown well in a Year 3 and 4 class, where the reading of a part of the Qur'an by a Muslim girl enthralled pupils and gave a true spiritual feeling to the lesson. Teachers show a clear understanding of different world religions and their sensitive questioning helps pupils to develop a mature understanding of the needs and feeling of others. Pupils' attitude towards their learning is good. The majority enjoy their work and behave well and are keen to contribute to class discussions, confident that their contributions will be valued. Religious education embraces pupils' personal and social development in terms of their understanding of fairness and respect for others and makes a positive contribution to all aspects of pupils' spiritual, moral, social and cultural development. It prepares pupils well for life in multicultural and multifaith Britain. It is suitably enhanced by well-planned termly themes for collective worship.
159. Leadership and management of religious education are effective in terms of supporting teachers and cataloguing the range of resources and artefacts within the school. The co-ordinator reviews teachers' planning and gives guidance as required. She is aware of the need to develop her monitoring to include teachers within the

classrooms. There is no formal recording of pupils' progress and this is recognised as a priority to develop for the coming year. Religious education fully meets the requirements of the locally agreed syllabus and is enhanced by visits to local religious centres and visiting speakers and parents of different religious faiths.